VOCABULARY ACQUISITION
THROUGH BILINGUAL BIBLICAL MATCH

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Abstract:

This article presents a revolutionary method of learning vocabulary, based on multilingual mutual match in biblical etymology. Using languages of China and English as model languages, I present not only linguistic evidence on biblical etymology of words but also words as examples for this novel approach, enhancing learners' interest in efficiently understanding both native and foreign words.

Keywords: vocabulary learning, multilingual mutual match, biblical etymology, language of China, English

1. Introduction

Facilitating children to memorize words is a rudimentary task in linguistic teaching, and helping adults to gain vocabulary in a second language is equally challenging. These have always been major issues studied by people (Lang 2020). Another major difficulty facing children at schools and adults acquiring a new language is deficiency in etymological input and crosslinguistic cultural background. Such difficulties make vocabulary learning much less interesting to people, especially to children who want to learn by attractive stories, sufficient visual input and live pictures, rather than mechanical memorization of words without meaningful interaction with words.

Genesis claims that ancient languages were divinely diversified. Consistent with this divine creation of languages, definitive evidence has been recently presented for multilingual mutual match in biblical etymology for English and language of China, for relevant words derived from Latin and Greek, and for a number of related words in a wide array of European, Asian, Latin America, African and Australian languages such as Spanish, German, French and the language of Japan (Du 2019-2020).

This article presents a fully novel approach to learning vocabulary through bilingual biblical etymology, not only augmenting the discovery in human civilization that bible is the definitive dictionary of etymology for ancient languages worldwide, but

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also proposing a much more effective and quicker way to learn and memorize new words as native or second language (ESL) speakers.

2. Method

The basic method of this linguistic approach is to consider that each word in an ancient language is a riddle, in other words, logogriph. Structures of each word to be learned are dissected according to multilingual mutual match in biblical etymology, as presented previously when native words in the language of China, English and additionally analyzed languages mutually match biblical decrees, worshipers, events and conversations in graphic and semantic organization (Du 2019-2020). The detailed methods in learning native and second languages are presented in the following section "Results". Overlapping letters of words are underlined to emphasize the bilingual mutual match and intralingual identity between words.

3. Results

3.1 Native word acquisition through biblical etymology

Because English is a letter-based language, memorizing words in English is very abstract for children and time-consuming for foreigners who do not write a similar language. Vice versa, it is also very difficult to learn the hieroglyphic language of China. Many words in English are very similar in spelling, affecting accurate apprehension of their writing and meaning. How to solve these major issues to improve learners' interest and enthusiasm? Please read the following method based on multilingual mutual match in biblical etymology:

3.1.1 Biblical etymology facilitates vocabulary acquisition

(1) For instance, how could we let a kid memorize all the following three words, tree, three and earth? These three words sound differently, especially between three and earth, but share overlapping letters: three has a tree, and earth is there of three when rearranging the letters. This is exactly how biblical etymology will dramatically improve such vocabulary acquisition efficiently. The teaching method is the following:

First, a teacher orally tells students the etymological source of these words in Genesis 1:9-13 as an interesting story. God said, "*let dry ground appear*". "*Let the land produce vegetation: seed-bearing plants and trees*" " *—the third day*". ⟶

Next, the teacher explains how earth, tree and three fit in this verse. ⟶

Then, the teacher tells the students: because the earth and trees were made on Day three, <u>three</u> has <u>tree</u> and <u>ea</u>r<u>th</u> has thre of <u>three</u> (identical letters underlined). ⟶

The teacher can further teach additional words related to Genesis, such as lon<u>gev</u>ity and <u>veget</u>able, when in Genesis 1:29, "*I AM giving you every plant on the face of the whole earth that bears its own seeds. I AM giving you every tree that has fruit with seeds in it. All of them will be given to you for food*", and people lived more than nine hundred years before the great flood.

(2) In another example, how a student can remember the word family, if he or she has already known the word flame? The teaching method is:

First, a teacher orally tells students the etymological source of family from the story in Genesis 15:2-17. GOD said, "*a son who is your own flesh and blood will be your heir*", and then Abraham offered a burnt offering, when "*a smoking firepot with a blazing torch appeared and passed between the pieces*". ⟶

Next, explain that <u>fami</u>ly links to <u>flam</u>e because this biblical story. ⟶

Then, tell students to rearrange flame to f a m e l, substitute e with i, and add y.

In the extra step, the teacher can further teach the word "altar" by telling students that <u>altar</u> is related to <u>re</u>l<u>ati</u>ve, because biblical relatives worship around burnt altar. The teacher can further point out that culture has altar (ultur), furnish links to shrine and fire, and fiber has fire because of burnt offering too.

(3) In the third example, how a student can remember additional words related to relatives, such as a sibling, offspring, infant, sister, woman and female? The teaching method is:

For sibling: <u>sibl</u>ing is related to <u>bless</u>ing because of twin brothers Esau and Jacob.

For offspring: offspring is off spring because of Hagar and a spring.

For infant: <u>Infant</u> is related to <u>finan</u>ce, fiance and fiancee because of gifts from Magi, Infant Jesus, finance Joseph, and fiancee Mary.

For sister: <u>sister</u> is to as<u>sist</u> because GOD created a helper Eve for Adam

For woman: <u>wo</u>man is own, because Adam called Eve "*flesh of my flesh*"

For female: <u>fema</u>l<u>e</u> is self in <u>fles</u>h because "*flesh of my flesh*" too.

(4) In the fourth example, how does a student remember additional words related to Adam and Eve, such as snake, naked, dragon, garden and garment?

The teacher tells the biblical story that the linkage of <u>snake</u> to <u>nake</u>d, <u>drago</u>n to <u>garden</u>, and <u>gar</u>den to <u>gar</u>ment is derived from Genesis 2-3 and Revelations 12:9, when "*great dragon was hurled down—that ancient serpent*". Although "*man and his wife were both naked*", "*they realized they were naked; so they sewed fig leaves together and made coverings for themselves*" after temptation by the snake and before "*GOD made garments of skin for Adam and his wife and clothed them*".

(5) In the fifth example, <u>tab</u>ernacle has <u>bat</u>, because bat's wings resemble tent, tabernacle. Pandemic initiated in relation to this camp and leprosy initiated at this camp in Numbers 12:10-16:48. People burned incense with censer around tabernacle, as well as burnt offering at altar in front of this tabernacle, to beg GOD to heal them and stop plagues. In New Testament, Christ has established a newer law for GOD, so that pandemic is not directly sent anymore until the time closer to final judgement when GOD will not rest further. The disciplined Israelites could often be healed in seven days after repentance, like Miriam received—no cancer.

In additional examples, <u>bureauc</u>rat is related to <u>tabernac</u>le, <u>priest</u> is related to <u>spirit</u>, <u>president</u> is <u>priest</u> of residents, <u>miracle</u> is <u>marine ram</u>, wonder is no water, <u>anecdo</u>te

has <u>d</u>ance, absence is sea dance, fo<u>llow</u> has <u>flow</u>, to in<u>dicate</u> is to dice and cide de<u>dicate</u>d cattle, politic and police are to split and slice lipid, p<u>rai</u>se has separated <u>pair</u>, and p<u>ray</u> has <u>ray</u> and pair, all because of biblical etymology (Du 2019-2020).

3.1.2 Biblical etymology greatly improves understanding of both concrete and abstract words

Biblical etymology is effective in enabling learners, especially pupils, to understand not only object words in a meaningful way, but also abstract words by referring to concrete words that represent objects. For example:

- Ora<u>nge</u> and <u>t</u>angeri<u>ne</u> have <u>ignite</u> as their segments resemble a bundle of flame
- <u>kidney</u> is to <u>kindle</u>, <u>heart</u> is to <u>heat</u>, <u>brain</u> is to <u>burn</u>, and <u>muscle</u> is to cut to <u>multiple slices</u>, all because of burnt offering. The teacher should also mention that heart was created to resemble an inverted flame.
- <u>Sandal</u> is <u>sacred land</u> because of Exodus 3:1-6. "Do not come any closer". "Take off your sandals, for the place where you are standing is holy ground".
- <u>Scared</u> is <u>sacred scarf</u>, and <u>afraid</u> has <u>radia</u> of radiate and radiant, because in Exodus 34:29-35 "they were afraid" to see the radiant face of Moses.
- Tear-inducing <u>gar</u>lic has <u>garment</u> linked to <u>trage</u>dy, because of biblical tradition to tear garment in tragedies.
- L<u>icense</u> has <u>incense</u>, as in Numbers 16:16-47 fire "consumed the 250 men who were offering the incense" but the censers from Aaron and Moses were accepted.
- To <u>melt</u> is related to <u>temple</u> because of burnt offering.
- To de<u>cide</u> is to cide and dice offering, or cast dice.

3.1.3 Biblical etymology interconnects words in the same category and facilitates the acquisition of roots, greatly enhancing vocabulary expansion

For example, how to memorize a large set of medical terms? The solution is hidden in Leviticus of the Bible. In Leviticus 13:4-14:8, "*the priest is to put the infected person in isolation for seven days*". "*Anyone with such a defiling disease must wear torn clothes*". "*As long as they have the disease they remain unclean. They must live alone; they must live outside the camp.*" "*Then he shall sacrifice the doves or the young pigeons, which the person can afford, one as a sin offering and the other as a burnt offering, together with grain offering.*" "*These are the regulations for anyone who has an infectious skin disease and who cannot afford the regular offering for his cleansing.*" Thus, <u>health</u> is to <u>heat</u> at <u>altar</u>, disease is to <u>seclude aside</u>, <u>plague</u> has <u>place</u>, <u>pharmacy</u> is to separate outside <u>camp</u> (Pharisee means the separated), <u>infection</u> is to <u>confine</u>, hospital is d<u>istant site</u>, <u>therapy</u> is to <u>heat</u> and <u>tear apart</u>, <u>treatment</u> is to <u>tear garment</u> or <u>meat</u>, <u>medicine</u> has to cide (kill offering), medicine is no domestic (ne dimeic, not at camp), <u>clinic</u> is to <u>incinerate</u>, <u>ache</u> is to <u>char</u> and <u>heat</u>, <u>fever</u> is <u>fire</u>, <u>inflammation</u> is <u>in flame</u>... Therefore, students can quickly and efficiently expand their vocabulary bank and proficiency in the whole category. Biblical etymology also facilitates the acquisition of roots. For instance, <u>corpse</u> has a Latin/Greek-derived root <u>sarco</u>, because of <u>cross</u> for crucifixion.

3.1.4 Bilingual biblical match facilitates learning of complicated words

In languages, some words are either lengthy or in complex structure, so that memorizing them are more difficult. However, bilingual biblical match greatly helps the apprehension of such words. For instance, how to memorize 墜 d<u>rop</u> and <u>group</u> 隊? If children know an interesting New Testament story that these two words have <u>pork</u> 豕 to be driven away to fall ⻖ from <u>ground</u> 土, they will immediately remember the main structure of these words. In Matthew 8:28-32, Mark 5:2-13 and Luke 8:27-33, Legion "*went into the pigs, and the herd, about two thousand in number, rushed down the steep bank into the lake and drowned*". P<u>ig</u> and h<u>og</u> have the affix to go (g+vowel), to go <u>drown</u>, and <u>group</u> is <u>po</u>rk to <u>go</u> (gu) from g<u>round</u>.

據 evidence has swine 豕, whose etymology is an animal ⻎ not (ne 一) divided (twice/vice) as divine offering. <u>Porcine</u> is not (ne) <u>portion</u>ed (porci). Thus, evidence is related to whether an offering is divine, and has a divine affix 虍. In other words, <u>evidence</u> is <u>divine</u>. 據 ev<u>idence</u>'s simplified version 据 has 古 <u>ancient</u> body 尸, because of empty tomb of Jesus. These will significantly facilitate learners to remember these words in both languages.

3.2 Foreign word acquisition through multilingual biblical etymology

Because languages can be extremely different, it is laborious and time-consuming to understand and memorize words in another language, especially in languages from distinct branches that are written and pronounced very differently. How to solve this main bottleneck in linguistic communication and education? Bilingual mutual match in biblical etymology provides an excellent solution:

3.2.1 Foreign vocabulary learning through biblical etymology

For example, how to more rapidly understand and memorize the word confusion and its translation 紊 in the language of China? The most effective and attractive method is for a teacher to tell students their etymology from Genesis 11:1-9. "*THE LORD confused the languages of the whole world. From there THE LORD scattered them*", although they wanted to be "*as one people*" and build Babel tower. As a result, 紊 confusion has language 文 and lineage 系, confusion is con fusion, 塔 tower has two individuals (个个, ↑↑, 十十) above integration 合, and tower is two er (people). Thus, in this revolutionary method of vocabulary acquisition, confusion, tower and other related words can all be learned more efficiently.

3.2.2 Vocabulary learning through the bilingual mutual match in biblical etymology

There are abundant examples of enhanced vocabulary acquisition through the bilingual mutual match. For example, how to memorize the word "cloud" 云 in the language of China and English? The teacher should tell students that cloud consists of doul of double, curve c, and line l. Because of the bilingual match due to divine creation of languages, cloud's translation 云 also consists of double lines (二) and a curve (ㄥ of its ancient writing 𠃋). Thus, it is much easier to understand and write 云 for English speakers who want to

learn the language of China, and equally easier to understand and write cloud for people in China who want to learn English.

In next example, how to remember the word 休 rest? If anyone realizes that 休 <u>rest</u> has <u>tree</u> 木, because of Eden Garden for GOD to rest after putting Adam to rest to create Eve, it would be easier to memorize this word in both languages.

In an additional example, everyone will be easy to understand why sound has son, and why in their translation 童 son has sound 音 as a typical bilingual biblical match: In order to memorize the words 童 son and sound 音, we should know Matthew 2:12-3:17's SOUND from heaven, "*This is MY Son, Whom I love; with Him I AM well pleased.*"

In further examples, tremble 颤 is related to temple 壇, and shiver is related to shrine, because Israelites trembled under Sinai mountain in addition to Matthew 27:50-52 and Acts 4:31. 狄 foreign is to ignite fire 火, because in Exodus 22:21-23:9 "*Do not mistreat or oppose a foreigner, for you were foreigners in Egypt.*"

How to memorize nature 自然? Since 自然 nature has nasal nose 鼻's affix 自 nat in natal, native and innate, because "GOD formed the man from the dust of the ground and breathed into his nostrils the breath of life" in Genesis 2:7 (Du 2021), anyone can understand this word more easily.

In another example, how to remember stew 湯? If a teacher knows its etymology from Esau and Jacob's story in Genesis 25:27-27:4, then no one will feel difficult to understand these words, and live classroom stories will make linguistic education as attractive as possible. "*Once when Jacob was cooking some stew, Esau came in from the open country, famished. He said to Jacob, "Quick, let me have some of that red stew! I'm famished!""* Esau "*swore an oath to him, selling his birthright to Jacob. Then Jacob gave Esau some bread and some lentil stew. He ate and drank*". Thus, in biblical etymology, <u>broth</u> links to <u>brother</u>, 湯 <u>stew</u> has <u>switch</u> 易, and <u>switch</u> has <u>twin</u> and stiw of stew by vowel substitution or S/N rotation, because the twin brothers switched birthright.

Also, for example, how to memorize the large set of medical terms in the language of China, when many of them are written so complicatedly and uniquely? The best solution has been hidden in the multilingual mutual match to biblical etymology. For example, 醫 m<u>edic</u>ine has <u>cide</u> 殳, an affix to kill 殺, since in Leviticus priest should order offering to be killed for patients. 療 <u>heal</u> is to <u>heat</u> 燎 or <u>leave</u>, since "*the priest is to put the infected person in isolation for seven days*" and "*they must live outside the camp.*" "*Then he shall sacrifice the doves or the young pigeons, which the person can afford*". "*These are the regulations for anyone who has an infectious skin disease*". Outside the camp, 医匸匚 medicine is not (ne) domestic (dimeic), not at domain, and has an arrow 夫大 to indicate leaving from a region 匚.

Such bilingual mutual match in biblical etymology is throughout dictionary. For instance, 述 to nar<u>rate</u> has <u>art</u> 术, S<u>cripture</u> 書 has picture 畫, 告 <u>bulletin</u> has <u>bull</u> 牛, 時 <u>time</u> has <u>temple</u> 寺, 宮 <u>palace</u> has place 口, 终 <u>terminal</u> has <u>winter</u> 冬, 火 f<u>ire</u> has er 人, 煉 <u>refine</u> is <u>en</u> <u>fire</u> (in fire) 火, 焦 sc<u>orch</u> has ornith 隹 on fire 灬, 暖 <u>warm</u> has two arms, 漆 paint has plant 木, 季 sea<u>son</u> has son 子 and cereal 禾, s<u>kin</u> 膚 has kin 肓, 安 <u>safe</u> is in <u>feast</u> 宴, 芹 celery is related to salary 薪, 龟 turtle has altar (eltur)田, 離 le<u>ave</u> has <u>ave</u> (bird in Spanish and English) 禽/隹, 稚 naive is avien of avian 隹, 雞 rooster has arrest 奚, 讽

sarcasm is crazy 疯, 芬 fragrant is related to 份 fragment, 裂 fragment to garment 衣, 必 necessity to secret 秘, 退 quit to quite 很, 骄 pride to 桥 bridge, 宴 banquet to bank 堰, 霉 mould to plum blossom 梅, 園 garden to garment 衣, 濁 opacity to optic 目, 稠 dense to seeds 禾 on altar 口, 愚 urge to 勇 courage, 熱 religion to grill 灬, 详 detail to ail 恙, 朝 morning to mourn 悼, 應 should to shoulder 肩, 募 recruit to curtain 幕, and 府 office to offer 付.

3.2.3 Bilingual mutual match in biblical etymology facilitates second language learners to understand both concrete and abstract words

Bilingual mutual match in biblical etymology facilitates the acquisition of concrete words in foreign languages. For example, if children know the interesting story of Jonah in the Bible, it will greatly help them understand words such as fish 鱼 and whale 鲸. In Jonah 1:1-2:10, "*a violent storm arose that the ship threatened to break*", "*the men greatly feared THE LORD, and they offered a sacrifice to THE LORD and made vows to HIM. But THE LORD provided a great fish to swallow Jonah, and Jonah was inside the fish three days and three nights*" and "*it vomited Jonah onto dry land. Then THE WORD OF THE LORD came to Jonah a second time: "Go to the great city of Nineveh and proclaim to it the message I give you.""* Because biblical sacrifice is burnt offering at altar, 鱼 龥 fish has fire 火 and altar with fire 凶, when letter h matches er that represents human 勹. Because Jonah was on ship, fish is also related to ship. 鲸 whale has great city 京 (Nineveh as the capital), and has veil and is pronounced as veil (weal of whale), because 京 余 originally contained veil 巾 巾.

Bilingual mutual match in biblical etymology facilitates the acquisition of abstract words in foreign languages, although this is typically one of the most difficult parts of second language acquisition. For example, why the translation of employment 聘 has ear 耳, and swear and sworn have to wear? This is because in biblical etymology, employment is for temple in priests' inauguration. 雇 hire is in 殿 shrine. In Exodus 28:2-Leviticus 9:21, "*take some of its blood and put it on the lobes of the right ears of Aaron and his sons*". "*Then he and his sons and their garments will be consecrated.*" "*Fasten the ephod on him by its skillfully woven waistband*". 职 career has ear 耳, and 聖 sacred and consecration have ear 耳, all because of priests' consecration. Based on bilingual biblical match and all the ancient versions (www.zdic.net), 盟 盟 swear has burnt altar with fire 凶, as well as offering or ear 刀 (sometimes written as 刀), rather than sun and moon as interpreted in the past millenniums.

缉 arrest also has ear 耳, and dare 敢 has ear and resembles 攻耳, to attack ear, because in John 18:10-11 and Luke 22:50-51 "*Simon Peter, who had a sword, drew it and struck the high priest's servant, cutting off his right ear.*" 敢 audacity has audi, an affix of ear 耳 in audio, auditory, audible, audience, audit, auditor and auditorium. Peter received predestined linguistic approval for his bravery, although the arrested Jesus was more courageous, "*Put your sword away! Shall I not drink the cup THE FATHER has given Me?*" and "*touched the man's ear and healed him*". Thus, 敢 courage and bravery have ear 耳. No cure is cruel. Courage is to cure ear. In this way, a series of abstract words containing ear are understandable.

Bilingual mutual match in biblical etymology enables foreign language learners to understand abstract words by referring to concrete words. For example, when teaching phenomenon 象 and photo 像, a teacher can tell students that photo is related to 象 elephant's phant, and elephant has elevated sound. Next, the teacher helps the students visually connect elephant to Sinai mountain's trumpet blast, its legs to pillars, and its bulky torso to the mountain, making classroom teaching more interesting. In addition, the teacher teaches phantasy, phantasm, fancy, and fantastic as related words. In another example, students will memorize the word of science much faster, if they know that in the bilingual biblical match, 科 science is to burn incense 香 in censer 斗, science has incense, and its translation 科 has a root of incense 禾/香.

3.3 Riddles of words are deciphered by bilingual mutual match in biblical etymology
3.3.1 Relatively hieroglyphic letters and bilingual mutual match in biblical etymology enhance vocabulary acquisition

Previously, some people consider letter-based languages, such as English and Spanish, as not hieroglyphic. However, it is obvious that some letters in English are relatively based on morphology too, and big and small cases often represent different meanings, expanding the range of meanings that English letters can represent. For instance, H and h often have different meanings, although they have identical pronunciations. In other words, English words are absolutely based on meaning, not only to record a pronunciation. letter h often represents human, resembling human head and body with two legs 尺, 人 human in the language of China in bilingual mutual match.

What is the best way to learn the word tooth 牙? Its definitive answer is two humans in bilingual biblical match. 才 tooth has two (too/both) humans (匸 and 入) in mating, because in Genesis 9:1-7 "Everything that lives and moves will be food for you. Just as I gave you the green plants, I now give you everything" and "*As for you, be fruitful and increase in number; multiply on the earth and increase upon it.*" This biblical etymology of mating between two people transnotes tooth, the organ of eating. 芽 bud/sprout/shoot has two (du/too) people (h/p or rotated p) for its ability to multiply, with shoot as backward toosh to multiply. 蚜 aphid has two (di) people (h/p) for its ability to multiply. Only Genesis could interpret this etymology of tooth and all the related words, indicating biblical truth and greatly enhancing vocabulary learning.

Other words related to Noah's events can also be learned through the method of bilingual biblical match. For instance, the boat is both male and female in pairs. 舟 boat's ancient version 舟 has a pair of creature, 丿 (勹) and 丷, pairing with each other (舟), because in Genesis 6:19-7:16 "*You are to bring into the ark two of all living creatures, male and female, to keep them alive with you. Two of every kind of bird, of every kind of animal and of every kind of creature that moves along the ground will come to you*". "*Pairs of clean and unclean animals, of birds and of all creatures that move along the ground, male and female, came to Noah and entered the ark*". "*Pairs of all creatures that have the breath of life in them came to Noah and entered the ark.*" The animals going in were male and female of every living thing. As the daily life was in ship during the flood, 盘 dish is related to ship 舟, coupled (di/dis/sib) humans (h).

3.3.2 Memorizing sign-based words in hieroglyphic language through logogriph based on biblical etymology

Pure hieroglyphic languages, such as languages of China and Maya, and letter languages such as English, Latin, Spanish and French, have been proposed to have mutually matched biblical etymology (Du 2019-2021). However, before the discovery of multilingual mutual match in biblical etymology, fully hieroglyphic languages were often more difficult to learn in comparison to letter languages, although letters are also relatively morphological as signs in languages such as English. Throughout history, it has been a harder task to quickly acquire a fully hieroglyphic language such as the language of China. However, this article presents a completely novel and revolutionary method to understand and memorize sign-based words in the language of China through logogriph's bilingual biblical etymology, making learning a fully hieroglyphic language as easy as learning a letter language.

For example, it will be much easier to memorize 容 content, if a vocabulary learner knows that content has tent: 容 (at ancient time written as 㝐) has a division of offering 八 as well as water (⼎ or ⼎) between altar 口 and Tent of Meeting ⼏. It even has correct biblical orientation, because the washing basin for bath 浴 is between Tent of Meeting at the west and burnt altar at east.

In additional examples, 摇 ⼿⽈ shake has wave offering (such as right thigh) ⼷ taken out ↑ by hand ⼡ from a basket ⼐ (缶 means container), so that shake is related to basket. 徭 is for civilians not to stay at home but to be taken out into forced labor. We will better understand rumor 謠 ⾔⽈, if knowing that it has speech 言, flesh ⼷, and running ↑ out of a room ⼐ (區 region's affix). In Genesis 39:7-20, wife of Pharoah's captain wanted to have sex in flesh, but Joseph said that "*you are his wife. How then could I do such a wicked thing?*" She caught him by his cloak and said, "*Come to bed with me!*" But he left his cloak in her hand and ran out. However, she set Joseph up, "*He came in here to sleep with me, but I screamed. When he heard me scream for help, he left his cloak besides me and ran out*". The innocent Joseph was put in prison, so that rumor has room's affix rum/mur/rom, which is also in intramural and forum. Slander is banned (san) land for man (er), when Joseph forbade himself from sex in the room. 誹謗 slander is not (非) aside (旁), as the woman did not want Joseph to go but have sex, although Joseph ran out of the room and was slandered by the woman's rumor. Thus, analyzing logogriph of biblical etymology facilitates memorizing words in both languages.

4. Discussion

In the past century, a prevalent hypothesis is that ancient languages were also created by humans by converting pronunciation. Education based on such a hypothesis has given children less enthusiasm to learn vocabulary in a more meaningful way. Current education focuses very much on learning words from auditory methods, which is especially common when learning a foreign language. Teachers have often not emphasized words' semantic origin and meaning, but consider that words are heavily based on pronunciation, and no much attention has been paid to their intrinsic meaning.

However, recent investigation surprisingly revealed that words have widespread biblical meaning throughout the lexicon (Du 2019-2021). Based on this fundamental feature, this article presents the methods of biblical etymology in studying native languages, and bilingual mutual match in biblical etymology in learning second languages.

Bilingual biblical match also enables more accurate interpretation of ancient words in linguistic archaeology. For example, 盟 盟 sw<u>ear</u> has burnt altar with fire 囧 and either offering or <u>ear</u> 刀, rather than sun and moon as interpreted in the past. In etymology, 京 京 ca<u>pital</u> originally has camp's Tent of Meeting 个, <u>altar</u> □ and veil 巾 小. Veil is to leave, not ˥ to enter the tent's entrance ⌒. To enter the forbidden Tent without authorization is death penalty. In Numbers 1:51-3:38, "*anyone else who approaches the sanctuary must be put to death*". In Exodus 34:33-35, "*When Moses finished speaking to them, he put a veil over his face. But whenever he entered THE LORD's presence to speak with him, he removed the veil until he came out.*" "*Then Moses would put the veil back over his face*", so that veil is to leave, and cloth is related for human to locate—to leave Tent to put the veil on.

Bilingual biblical match not only enables a much more accurate interpretation of the etymology of words in linguistic archaeology, but also facilitates deciphering unknown languages such as Maya. Some linguists consider that Mayan language should be decoded mainly by sound. However, Sir John Eric Thompson claimed that Mayan language is primarily based on meaning reflected by morphology, and accordingly classified a series of graphemes extremely valuable to Mayan linguists. This article not only supports the conclusion that the Mayan language is primarily based on meaning, but also proposes that we should decode unknown languages through multilingual mutual match in biblical etymology as the main approach.

Biblical etymology greatly facilitates children to remember words, since there are attractive biblical stories behind words as the origin of their structure and meaning. It will also greatly enhance the ability of people to acquire a second language, because bilingual mutual match in biblical etymology makes it significantly easier to understand words in order to memorize their translation in another language. The method presented in this article enables children to not only have sufficient interest in expanding their vocabulary but also further know THE CREATOR creating all native words. Multilingual mutual match in biblical etymology will revolutionize our methods of learning both native and foreign languages.

5. Conclusion

This testimony provides a revolutionary method of learning vocabulary, based on multilingual mutual match in biblical etymology, which indicates common origin of ancient languages by identical source of divine design. It presents not only etymological evidence on multilingual mutual biblical correlation of words from major languages, but also a revolutionary approach for enhancing the interest and speed in learning both native and foreign words.

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Conflict of Interest Statement

The author declares no conflicts of interest.

About the Author

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Matthew. 1st century. *Matthew*

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