Introduction to The History of English

BBI 3101 (Unit 1-10/10)
Program Bachelor

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MODUL PEMBELAJARAN : BBI 3101 INTRODUCTION TO THE HISTORY OF ENGLISH
disediakan dalam bentuk bahan pengajaran dan pembelajaran kendiri di bawah program Pendidikan Juruk Jauh, Universiti Putra Malaysia. Sebarang pertanyaan dan cadangan untuk memperbaiki gaya penyampaian dan isi kandungan modul ini boleh dibacauhkan kepada penerbit dengan menggunakan alamat Pusat Pendidikan Luar.

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Institute for Distance Education and Learning
(IDEAL)
Universiti Putra Malaysia

Course Synopsis

BBI 3101: Introduction to the History of English

Influence of social, religious, political and economic factors on the general development of the English language; Ancestry of the English language; English: Present And Future; The Flux of Language; The Origins Of English: Clues In Placenames; The Indo-European Family of Languages; Old English; Foreign Influences on Old English; The Reemergence of English; Middle English; Early Modern English; Modern English; English as a World Language
Introduction to Subject Writer

Dr Rosli Talif
( Associate Professor )

Presently, I am an associate professor in the Department of English Language, Faculty of Modern Languages and Communication, Universiti Putra Malaysia. I obtained my first degree from Wichita State University, Kansas, U.S.A. in 1984, and Masters degree from the University of Kansas the following year. I joined UPM in 1986. In 1992, I received my doctorate in English Studies from the University of Nottingham upon completion of my thesis on literature in ESL. I have published research articles and presented papers at local and international seminars in the area of English and literary studies. I am a member of the Malaysian English Language Teachers Association (MELTA), Malaysian Reading Association (MRA), and the Modern Language Association (MLA).

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Introduction to the Course

Course Objectives

By the end of this course, students are to trace the evolution of English language from its beginnings to the present as a result of linguistic change and variation, and historical development.

Contents

BBI 3101: Introduction to the History of English

| TOPIC 1 | English: Present And Future |
|TOPIC 2 | The Flux of Language |
|TOPIC 3 | The Indo-European Family of Languages |
|TOPIC 4 | Old English (449-1100 AD): Origin and position of English Characteristics of Old English |
|TOPIC 5 | Foreign Influences on Old English |
|TOPIC 6 | The Reemergence of English |

MID-SEMESTER EXAM: Date set by IDEAL

| TOPIC 7 | Middle English (1100-1500 AD): Dialectical diversity of Middle English The rise of Standard English |
|TOPIC 8 | Early Modern English (1500-1800): Changing conditions in the Modern period From Middle English to Modern English The Great Vowel Shift |
|TOPIC 9 | Modern English (1800-present): Grammatical trends The rise of prescriptive grammar Webster’s American identities Literary voices |
|TOPIC 10 | English as a World Language Pidgin and Creole Standard English |
Preface

- About Distance Education
- Introduction to this Study Guide
- Routine Preparation
- Learning Activities and Self-Assessment Questions (SAQ)
- Study Schedule
- Text and Resources
- Assessment
About Distance Education

- Distance education is full of challenges and opportunities. The challenge is to commit yourself to a schedule of achievement and to maintain that schedule. The opportunities include: to increase your knowledge and application of the material, to increase your value to your employer, and to prepare you for continuous changes.

- It is important to remember that only those who are committed to their studies will be able to complete the programme successfully.

- You could study at your own convenience—at home, in the office—anywhere you can concentrate for a period of time on the material.

- Total responsibility is in your hands as you do not have regular weekly classes to push you into completing your assignments.

- You can contact your instructors by telephone, e-mail, fax and correspondence for any advice or consultation you may need.
Introduction to this Study Guide

- The material you read in this booklet is meant to act only as a guide to the prescribed text, as well as to the readings recommended or provided.

- This guide provides a framework of the important points, which you should use to lead you in your study. It is only a guide to point out some of the important issues.

- Each section/topic begins with a definition of the material presented or a statement of objectives, both of which serve to give an overview of the material covered.

- At the end of every section, there are a number of pertinent questions, which you should answer as they will help you to comprehend, apply and analyze the subsequent subject material.
Routine Preparation

An essential part of your learning will be the study and preparation you do for each section of the course by reviewing any introduction to the various units in this Study Guide, by carefully reading the assigned chapters in the text, the additional readings assigned, as well as others you may find. It is strongly advised that you respond to the discussion questions and self-assessment questions at the end of each topic or chapter of the prescribed text:


You will notice from the schedule that you will have to maintain a vigorous pace of reading. The number of pages with each assignment has been noted and you should use this information to plan your progress through each section as it is critical that you stay ahead or on target.

Learning should be a positive experience and to keep it as such, regular attention to your preparation and completion of the assignments is critical and rests with you. Please note the due dates for the assignments. They must be sent in by the announced dates.
Learning Activities and Self-Assessment Questions (SAQ)

In each section of this Study Guide there is a Learning Activities component. To fully understand the course material you should complete all of the activities noted. These activities will include questions from the end of each story or chapter from the text.

You should try to answer each of the text questions and any questions that cover the additional readings assigned. A good idea when studying and preparing to answer questions is to read the questions before you read the material. In this way you are aware of what material needs special attention as you do your reading.

You should be able to provide a brief explanation or definition of the terms found in the text and is able to use them correctly. If you have difficulty in responding to the questions, review the related material in the text and other readings that you may have done.
The following icons will be used in this module:

1. Recommended reference or additional reading materials concerning the topic being discussed.

2. Self-assessment questions (SAQ)/Soalan Penilaian Kendiri (SPK) are review questions for the chapter.

3. Read and then review the following topics.
# Study Schedule

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English: Present And Future</td>
</tr>
<tr>
<td>2-3</td>
<td>The Flux of Language</td>
</tr>
<tr>
<td>4-5</td>
<td>The Indo-European Family of Languages</td>
</tr>
<tr>
<td>6</td>
<td>Old English</td>
</tr>
<tr>
<td>7</td>
<td>Foreign Influences on Old English</td>
</tr>
<tr>
<td>8</td>
<td>The Reemergence of English</td>
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<td></td>
<td><strong>MID-SEMESTER EXAM</strong>: Date set by IDEAL</td>
</tr>
<tr>
<td>9-10</td>
<td>Middle English</td>
</tr>
<tr>
<td>11-12</td>
<td>Early Modern English</td>
</tr>
<tr>
<td>13</td>
<td>Modern English</td>
</tr>
<tr>
<td>14</td>
<td>English as a World Language</td>
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<td></td>
<td><strong>FINAL EXAM (Comprehensive)</strong>: Date set by IDEAL</td>
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**Written assignment due date:**

Please note that the written assignment is due during your last tutorial and to be submitted to your tutor or to Yayasan Pelajaran MARA representative. Make sure that you keep a copy of your assignment and keep the receipt of your submission as proof if needed. Late submissions will NOT be considered. Start planning on the assignment right from the beginning of the semester.
Text and Resources


The text can be purchased at the IDEAL office during the first face-to-face meeting. A participant should purchase this primary resource. If it is not available, other texts could serve as a substitute. However, specific references to required reading and other activities in the study guide could be less helpful to you in directly guiding your study. At the same time, you are greatly encouraged to supplement your reading with other materials related to the introduction to the history of English.

Recommended (Other) Readings


Assessment

There will be a mid-semester exam (40%), a written assignment (20%), and a final exam (40%). The mid-semester exam will be based on objective questions (MCQ) and may include a few short answer questions. The written assignment is explained in the next section and is due during the second face-to-face meeting. The format for the final exam will be similar to that of the mid-semester exam. The date for the final examination will be set by IDEAL. These details are summarized in the following table:

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<tr>
<th>Item No.</th>
<th>Description</th>
<th>Value (%)</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mid-semester exam</td>
<td>40</td>
<td>Will be set by IDEAL</td>
</tr>
<tr>
<td>2.</td>
<td>Written assignment</td>
<td>20</td>
<td>During the last tutorial session</td>
</tr>
<tr>
<td>3.</td>
<td>Final exam</td>
<td>40</td>
<td>Will be set by IDEAL</td>
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IMPORTANT NOTE: You need to indicate your responses on the optic mark reader (OMR) forms provided during the examination. Please bring your own 2B pencils. Indicate by shading your matric number and write your name on the OMR form. DO NOT include the other details such as your I.C. number, programme code, etc.

Submission of Written Assignment

Please hand over your assignments to Yayasan Pelajaran MARA' officers during face-to-face or send to the following address:

Kolej Pendidikan Lanjutan
Yayasan Pelajaran MARA
No. 17, Jalan 6C/91
Taman Shamelin Perkasa
Jalan Cheras,
56100 Kuala Lumpur
Written Assignment

A. Procedure:

First, you need to choose a topic that you are interested in concerning the change and development of any language in general, English in particular. Do not choose a topic which is too broad or too much to handle such as “American English”. You need to focus on a particular aspect such as the grammar, lexis, etc.

The next step is to do an on-line search or review of related journal articles on a topic that you are interested in. An internet search would be valuable.

Third, produce an outline based on your reading and understanding.

Finally, your work should have the following sub-headings:

1. Introduction or Background information
2. Purpose
3. Review of Literature (published research articles related to your topic)
4. Your contribution or findings stated in terms of area of research
5. Areas for further research
6. Conclusion
7. References

Please note that this is not an exercise in copying (from each other or from the text) and that originality in your presentation is highly regarded.

B. The length of the written assignment:

The project is at least ten pages long, word-processed or typewritten, font size 12, double-spaced, Times Roman font (preferably).

C. Due date:

The project is due during your last tutorial meeting and must be submitted through YPM.

D. Marks:

The written assignment is worth 20 marks.
TOPIC 1

ENGLISH: PRESENT AND FUTURE

Content

Learning Objectives
Time Frame
Learning Activities
Brief Notes
Self-Assessment Questions (SAQ)
TOPIC 1
English: Present and Future

Learning Objectives

Time Frame

Learning Activities

Self Assessment Questions (SAQ)

Brief Notes
Learning Objectives

By the end of this section, you should be able to demonstrate an adequate understanding of: (1) the history of the English language as a cultural subject; (2) the importance of English; (3) the future of English language; (4) English as a world language; and (5) assets and liabilities of English.

Time Frame

You should spend about one week to read and understand the prescribed chapters in the text (Baugh and Cable) and other assigned readings. Allow yourself enough time to do the learning activities and the self-assessment questions (SAQ).

Learning Activities

Important topics to note:

1. The history of the English language as a cultural subject
2. Influences at work on language
3. Growth and decay
4. The importance of a language
5. The importance of English
6. The future of English language
7. English as a world language
8. Assets of English: Cosmopolitan vocabulary, inflectional simplicity, and natural gender
9. Liabilities of English: Simplification of inflections, and chaotic spelling and frequent lack of correlation between spelling and pronunciation

Reference:

Brief Notes

1. The history of the English language as a cultural subject
   - The history of English is the story of cultures in contact during the past 1500 years
   - Political, social and cultural forces influence a language
   - The history of a language is intimately bound up with the history of the peoples who speak it

2. Influences at work on language
   - The English language of today reflects many centuries of development
   - The Roman Christianizing of Britain in 597 brought England into contact with Latin civilization and made significant additions to our vocabulary
   - The Scandinavian invasions resulted in a considerable mixture of the two peoples and their languages
   - The Norman Conquest made English for two centuries the language mainly of the lower classes while the nobles and those associated with them used French on almost all occasions. English then regained supremacy but it was greatly changed in both form and vocabulary from what it had been in 1066.
   - The Hundred Year’s War signalled the rise of an important middle class
   - The Renaissance, the development of England as a maritime power, the expansion of the British Empire, and the growth of commerce and industry, of science and literature have contributed to the development of the language
   - Regional varieties made popular in scholarly and popular works resulted in New Engishes such as “Indian English,” “Caribbean English,” “West African English,” point to the fact that political, social, and cultural history of the English language is not simply the history of the British Isles and of North America but a truly international history of quite divergent societies.

3. Growth and decay
   - English is subject to constant growth and decay that characterise all forms of life
   - Languages as living and as dead
   - A dead language is when a language ceases to change, e.g. classical Latin
• Living language is constantly changing especially in its vocabulary, grammatical forms, phonetic modification

4. The importance of a language

• Languages become important because of events such as political, economic, technological, and military that shape the balance of power among nations.

• English, French, German and Spanish are important languages because of the history and influence of their populations in modern times; for this reason they are widely studied outside the country of their use.

5. The importance of English

• It is one of the most important languages of the world spoken by more than 370 million people as a first language in the U.K., U.S.A., and the former British Empire

• It is, however, not the most widely used language in the world

• The most widely spoken language is Chinese, followed by Spanish, Russian, Portuguese, Japanese, German, French, and Italian

• “English is less loved but more used, French is more loved but less used”

6. The future of English language

• It is difficult to predict the extent and importance of the English language in the future

• Language growth is directly related to the growth of population

• The populations of the developing countries are increasing

• English will be an important second language throughout the world

7. English as a world language

• The official languages of the United Nations are English, French, Russian, Spanish, Chinese, and Arabic

• More scientific research is published in English
• The use of English in commerce, broadcasting media, and motion pictures industries

• English is for international communication

• One reason for this dominance of English is its propensity for acquiring new identities, its power of assimilation, its adaptability to decolonization as a language, its manifestation in a range of varieties and its suitability as a flexible medium for literary and other types of creativity across languages and cultures
Assets and Liabilities

Assets of English

8. Cosmopolitan vocabulary
   - An asset of the English language is the mixed character of its vocabulary
   - Since English is classified as a Germanic language, it belongs to the group of languages to which German, Dutch, Flemish, Danish, Swedish, and Norwegian also belong
   - It shares similar grammatical structure and many common words
   - More than half of its vocabulary is derived from Latin
   - Borrowings through French and other Romance languages, notably French, Italian, Spanish, and Portuguese
   - English has borrowed from Hebrew, Arabic, Hungarian, Hindi-Urdu, Bengali, Malay, Chinese, West Africa, Polynesia, etc.

9. Inflectional simplicity
   - One of the assets that English possesses is inflectional simplicity
   - Progressive simplification of English through inflectional simplicity
   - Sanskrit, Greek, and Latin as classical languages have inflections of the noun, the adjective, the verb, and the pronoun that are no longer found in Russian, French or German
   - In English, inflections in the noun as spoken have been reduced to a sign of the plural and a form for the possessive case
   - The elaborate German inflection of the adjective has been completely eliminated except for the simple indication of the comparative and superlative degrees
   - Loss of personal endings in the verb, the almost abandonment of any distinction between the singular and the plural and the gradual discard of the subjunctive mood
10. **Natural gender**

- English adopted natural rather than grammatical gender
- In the Romance languages, there are only two genders, and all nouns that would be neuter in English are either masculine or feminine
- Gender in English is determined by meaning
- All nouns naming living creatures are masculine or feminine according to the sex of the individual, and all other nouns are neuter

**Liabilities of English**

11. **Simplification of inflections**

- An idiom is a form of expression peculiar to one language, thus a German says *what for a man* whereas in English we say *what kind of man*; the French say *il fait froid* (it makes cold) whereas we say *it is cold*. The mastery of idioms depends largely on memory

- The distinction between *My husband isn't up yet* and *My husband isn't down yet* seems to be without reasonable justification

12. **Chaotic spelling and frequent lack of correlation between spelling and pronunciation**

- Writing is merely a mechanical means of recording speech and the most adequate system of spelling is that which best combines simplicity with consistency

- In alphabetic writing an ideal system would be one in which the same sound was regularly represented by the same character and a given character always represented the same sound. None of the European languages fully attains this high ideal

- In English the vowel sound in believe, receive, leave, machine, be, see is in each case represented by a different spelling. Conversely the symbol *a* in father, hate, hat, and many other words has nearly a score of values

- The treatment of consonants is even more confusing as we have a dozen spellings for the sound of *sh*: shoe, sugar, issue, nation, suspicion, ocean, nauseous, conscious, chaperon, schist, fuchsia, pshaw.

- For the present, we do not seem to be ready for simplified spelling
13. Important dates in the history of English

410 Romans leave Britain

449 Anglo-Saxon invasions
   Start of Old English Period

597 Augustine (Roman missionary) arrives in Kent

625 Rise of Northumbria

650 Rise of Mercia

700 First Old English texts appear

787 Viking invasions begin

849-899 King Alfred

878 Alfred defeats Danes at Edendun

886 Danelaw established

991 Danish king takes English throne—Aethelred exiled

1066 Norman Conquest
   William I

1100 Henry I
   Start of Middle English Period

1189 Richard I

1199 John

1300 Establishing London as commercial capital

1337 Start of Hundred Years War

1348 Black Death (first outbreak)

1473 William Caxton prints first English book

1500 Start of Early Modern English

1509 Henry VIII

1534 English Reformation
   Henry VIII breaks with Roman church
   Expansion of Oxford and Cambridge Universities

1564 Shakespeare born

1567 Beginning of Puritanism
Self-Assessment Questions (SAQ 1)

Instruction:

Try to respond to the following questions on your own. The answer could be found in the brief notes and the prescribed texts.

1. Why do we study the history of English?

2. What factors influence language change?

3. State some of the important events that affected the English language.

4. Why is English important?

5. What are the assets of English?

6. What are the liabilities of English?
TOPIC 2
THE FLUX OF LANGUAGE

Content
Learning Objectives
Topics Covered
Time Frame
Learning Activities
Brief Notes
Self-Assessment Questions (SAQ)
Learning Objectives

By the end of this section, you should be able to demonstrate an adequate understanding of: (1) what constitutes language; (2) linguistic change in English; and (3) language families.

Time Frame

You should spend about one week to read and understand the prescribed chapters in the text and other assigned readings. Allow yourself enough time to do the learning activities and the self-assessment questions (SAQ):

Learning Activities

Important topics to note:

1. What is language?
2. Linguistic change in English
3. Mechanisms of linguistic change
4. Language families
5. Languages descended from Latin

Reference:


Brief Notes

1. What is language?
   - It is language, more than anything else, that distinguishes humankind from the rest of the animal world
   - Animals communicate differently from humans by means of cries which are not articulate and lack structure given by the contrast between vowels and consonants and divide human utterance into words; Animal cries are very general
   - A human language is a signalling system using vocal sounds
   - Basically spoken while the written language is secondary and derivative
   - Gestures and facial expression also play a part in linguistic communication

2. Linguistic change in English
   - Language sometimes die out, usually because of competition from another language, e.g. Cornish language, a Celtic language related to Welsh and Breton, was formerly used in Cornwall but was gradually displaced by English only during the past few centuries
   - Another way to illustrate a dead language is classical Latin as spoken by Julius Caesar or classical Greek as spoken by Pericles, or the Old Icelandic; although they are dead, they have not died but changed into something else
   - People today still speak Greek as a living language but a changed form of the language spoken in the Athens of Pericles; similar applications can be made to Italian and the language spoken in Iceland today
   - The change in English language can be traced by looking at a few passages of English from different periods
   - The differences include: vocabulary (archaic or old-fashioned), new words appeared while old one disappeared; unfamiliar meanings; grammatical endings of words have changed and many such endings have disappeared; the system f personal pronouns have lost the forms of thou and thee; changes in word order; pronunciation; spelling
   - The 12th and 15th century were periods of particularly rapid change in English
   - 450-1150 (Old English); 1150-1500 (Middle English); 1500- (Modern English)
3. **Mechanisms of linguistic change**

- All languages undergo changes. What causes such changes in English? Changes in a language are of various kinds and various reasons for them.

- The changes that have caused the most disagreement are those in pronunciation.

- Over any period of a few generations or more, there are always large-scale regularities in the changes, e.g. just about all the long [a:] vowels in a language may change into long [e:] vowels, or all the [b] consonants in a certain position may change into [p] consonants.

- Such regular changes are called *sound laws*.

- One cause for changes in pronunciation is geographic and climactic. Fashion could also play a part in the spread of change when one person imitates another, and people with the most prestige are most likely to be imitated.

- In bilingual situations, the second language tends to be modified.

- *Assimilation* is the changing of a sound under the influence of a neighbouring one, e.g. the word *scar* was once *skam*, but the /m/ has been changed to /n/ under the influence of the following /n/. Greater efficiency has been achieved because /n/ and /n/ are articulated in the same place, whereas /m/ is articulated elsewhere.

- Changes in grammar, syntax, vocabulary, and word-meaning, while complicated, are less puzzling than changes in pronunciation.

- Languages from countries with high commercial, political, and cultural prestige tend to influence their neighbours, e.g. for centuries French influenced all the languages of Europe. Today, English is the dominant language because of the power and prestige of the United States.

- In terms of vocabulary and meaning, the influence of social and cultural change is obvious. As society changes, there are new things that need new names: physical objects, institutions, sets of attitudes, values, concepts, etc.

- Another change is through the operation of *analogy* which is the process of inventing a new element in conformity with some part of the language system that one already know, e.g. the analogical plurals for words like *man* and *mouse* could be mistaken for *mans* and *mouses*.
4. Language families (CBO)

- There are now around 4000 different languages in the world, many of them belong to some group of related languages which we can call language families.

- The process of change in a language often leads to divergent development. A language has diverged into two forms known as dialects as a result of lack of communication or contact between two adjacent villagers.

- If the inhabitants of one of the villages migrated to a distant country and live under different conditions, chances are the two dialects would become intelligible that we have two different languages.

- When two languages have evolved in this way from some earlier single language, they are related from an earlier parent-language.

- A language which has arisen by the process of divergent development may itself rise to further languages by a continuation of the same process, e.g. the Semitic group of languages.

- In Mesopotamia were the East Semitic languages, Babylonian and Assyrian; while the Eastern shores of the Mediterranean were the West Semitic languages such as Moabite, Phoenician, Aramaic, and Hebrew.

- The East Semitic languages have died out, and the most successful surviving Semitic language is Arabic (a South Semitic language). Also surviving are Syriac, Ethiopian, and Hebrew.

- The Semitic languages are related to another family, the Hamitic languages and long before 3000 BC the was great possibility that there must have been a single Hamito-Semitic language which was the common ancestor of both languages.

- The language of ancient Egypt belonged to the Hamitic group and a descendent of the ancient Hamitic language of Egypt, Coptic, survived until about the 15th century and is still used in the Coptic Church.

- Another large language family is the Ural-Altaic which has two main branches: the Finno-Ugrian and the Altaic.

- The Finno-Ugrian group includes Hungarian, Finnish, Estonian, and Lapp while the Altaic group includes Turkish and Mongol.

- Another language family with an enormous number of speakers is the Sino-Tibetan which includes Thai, Burmese, Tibetan, and the various dialects of Chinese. In Southern India and Sri Lanka can be found Dravidian Languages which include Tamil and Telegu.
• In Malaya and the Pacific islands is the malayo-Polynesian family including Malayan, Melanesian, and Polynesian

• In Africa, there are numerous language families including Nilo-Saharan, the Niger-Congo, and the Chadic

5. Languages descended from Latin

• There are numerous examples in history of divergent development leading to the formation of related languages, e.g. when the Romans conquered a large part of Europe, North Africa, and the Near East, their language, Latin, was spoken as the standard language of administration and government

• Latin evolved into a number of different new languages which are known as Romance languages that include: Italian, Spanish, Portuguese, French, and Romanian

• Each of the Romance languages has developed its own grammar and syntax, but they all bear signs of their common origin in Latin, the most obvious resemblances are in vocabulary, e.g. the Latin word for good is bonus and this has become Italian buono, Spanish bueno, French bon, Portuguese bom, and Romanian bun

• The members of such a related group of words are said to be cognate
Self-Assessment Questions (SAQ 2)

Instruction:

Try to respond to the following questions on your own. The answer could be found in the brief notes and the prescribed texts.

1. What is language?

2. Describe the linguistic change in English

3. State the language families you are familiar with.

4. What are the languages descended from Latin?

5. Define cognates.
TOPIC 3

THE INDO-EUROPEAN FAMILY OF LANGUAGES

Content

Learning Objectives
Topics Covered
Time Frame
Learning Activities
Brief Notes
Self-Assessment Questions (SAQ)
TOPIC 3
The Indo-European Family
Of Language
Learning Objectives

By the end of this section, you should be able to demonstrate an adequate understanding of: (1) language change; (2) dialectical differentiation; (3) Grimm’s Law, Verner’s Law; and (4) Indo-European languages.

Time Frame

You should spend about two weeks to read and understand the prescribed chapters in the text and other assigned readings. Allow yourself enough time to do the learning activities and the self-assessment questions (SAQ).

Learning Activities

Important topics to note:

1. Language constantly changing
2. Dialectical differentiation
3. The discovery of Sanskrit
4. Grimm’s Law, Verner’s Law
5. The Indo-European family of languages
6. Indian
7. Iranian
8. Armenian
9. Hellenic
10. Albanian
11. Italic
12. Balto-Slavic
13. Germanic
14. Celtic

Reference:

Brief Notes

1. **Language constantly changing**
   - Language is primarily speech and is constantly changing
   - Each individual is constantly and unconsciously introducing slight changes in his speech

2. **Dialectical differentiation**
   - Differences in the general speech of a community would result from any separation of one community from another that lasts for a considerable length of time
   - The slight differences from slight separation would result in local dialect
   - On the hand, they may become so considerable as to render the language of one district unintelligible to the speakers of another
   - For example the close kinship between English and German: *milch* and *milk*, *brot* and *bread*

3. **The discovery of Sanskrit**
   - Sanskrit is a language of ancient India
   - First suggested in the latter of 18th century and fully established by the beginning of 19th century
   - The extensive literature of India, reaching back further than that of any of the European languages, preserves features of the common language much older than most of those of Greek or Latin or German
   - For example the resemblance between the English word *brother* and the Sanskrit *brahira* than between *brother* and *frater*

4. **Grimm’s Law**
   - In 1822 a German philologist, Jacob Grimm, following a suggestion of a Danish contemporary Rasmus Rask, formulated an explanation that systematically accounted for the correspondences between certain consonants in the Germanic languages and those found for example in Sanskrit, Greek, and Latin
According to Grimm, a p in Indo-European, preserved as such in Latin and Greek, was changed to an f in the Germanic languages.

The English equivalent of Latin piscis or pes to begin with an f, as in fish and foot respectively.

What is true of p is also true of t and k, in other words, the original voiceless stops (p, t, k) were changed to fricatives (f, h), so Latin tres = English three, Latin centum = English hundred.

Similar correspondence can be shown for certain other groups of consonants and the formulation of these correspondences is known as Grimm’s Law.

The cause of the change is not known.

The shifting was still occurring as late as about the 5th century B.C.

The change could be due to contact with a non-Germanic population marking off the Germanic languages from the language to which they are related.

**Verner’s Law**

Certain apparent exceptions to Grimm’s Law were subsequently explained by Karl Verner and others.

It was noted that between such a pair of words as Latin centum and English hundred the correspondence between the c and h was according to rule, but that between t and d was not.

The d in the English word should have been a voiceless fricative, i.e. a p.

In 1875, Verner showed that when the Indo-European accent was not on the vowel immediately preceding, such voiceless fricatives became voiced in Germanic.

In West Germanic the resulting ō became a d, and the word hundred is therefore quite regular in its correspondence with centum.

This explanation accounted for the forms of the preterite tense in many strong verbs.

Thus in Old English the preterite singular of cweban (to say) is ic cwæh but the plural is we cwæðan.

In the latter word the accent was originally on the ending, as it was in the past participle (cweðan), where we also have a d.
The formulation of this explanation is known as Verner's Law vindicating the claim of regularity for the sound-changes that Grimm's Law had attempted to define.

5. The Indo-European family of languages

Languages brought into relationship by descent or progressive differentiation from a parent speech are called a family of languages.

The term Indo-European suggests the geographical extent of the family.

Surviving languages show various degrees of similarity to one another that fall into eleven principal groups: Indian, Iranian, Armenian, Hellenic, Albanian, Italic, Baltic-Slavic, Germanic, Celtic, Hittite, and Tocharian.

Indian

The oldest literary texts preserved in any Indo-European language are the Vedas or sacred books of India that fall into four groups and the oldest go back to nearly 1500 B.C. The language is Sanskrit and its use was later extended to various writings outside the sphere of religion. Alongside of Sanskrit there existed a large number of local dialects in colloquial use, known as Prakrits. These local dialects developed into the present languages of India, Pakistan, and Bangladesh spoken by some 600 million people. The most important are Hindi, Urdu, Bengali, Punjabi, and Marathi. Urdu differs from Hindi mainly in its considerable mixture of Persian and Arabic.

Iranian

The earliest remains of the Iranian branch fall into two divisions, an eastern and a western, represented respectively by Avestan and Old Persian. Persian, also known as Farsi, has been the language of an important culture and an extensive literature since the 9th century.

Armenian

Armenian is found in a small area south of the Caucasus Mountains and the eastern end of the Black Sea (around 8th and 6th centuries B.C.). Armenian lacks grammatical gender and is not linked to any special group of the Indo-European family by common features such as Indian and Iranian. The Armenians were dominated by the Persians for several centuries and the vocabulary shows strong Iranian influence, also contacts with Semitic languages, Greek, and Turkish.

Hellenic

The entrance of the Hellenes into the Aegean was a gradual one and proceeded in a series of movements by groups speaking different dialects of the common language.
They spread not only through the mainland of Greece but also the islands of the Aegae and the coast of Asia Minor.

- **Albanian**

  Northwest of Greece on the eastern coast of the Adriatic is the small branch named Albanian and the knowledge of Albanians extends back only as far as the 15th century. The vocabulary is mixed with Latin, Greek, Turkish, and Slavonic elements largely owing to conquests and other causes.

- **Italic**

  The centre is Italy and the language of Rome is Latin. The various languages that represent the survival of Latin in the different parts of the Roman Empire are known as the Romance or Romanic languages. The most extensive of the Romance languages are French, Spanish, Portuguese, and Italian.

- **Balto-Slavic**

  The Balto-Slavic branch covers a vast area in the eastern part of Europe. It falls into two groups, the Baltic and the Slavic. The three Baltic languages are Prussian, Latvian, and Lithuanian. Prussian is now extinct replaced by German since the 17th century. The Slavic group fall into three divisions: East Slavic, West Slavic, and South Slavic. East Slavic includes three varieties: Russian, Belorussian, and Ukrainian. West Slavic includes four languages: Polish, Czech, Slovak, and Sorbian. South Slavic includes Bulgarian, Serbo-Croatian, Slovene, and modern Macedonian.

- **Germanic**

  The languages descended from it fall into three groups: East Germanic, North Germanic, and West Germanic. The principal language of East Germanic is Gothic. North Germanic is found in Scandinavia, Denmark, Iceland, and the Faroe Islands. West Germanic is of chief interest to us as the group to which English belongs. It is divided into two branches, High and Low German. Low German tongues include Old Saxon, Old Low Franconian, Old Frisian, and Old English. High German comprises a number of dialects (Middle, Rhenish, and East Franconian, Bavarian, Alemannic, etc.). It is divided chronologically into Old High German (before 1100), Middle High German (1100-1500), and Modern High German (since 1500).

- **Celtic**

  At the beginning of the Christian era the Celts were found in Gaul and Spain, in Great Britain, in western Germany, and northern Italy—they covered the greater part of Western Europe. Today, Celtic languages are found only in the far corners of France and the British Isles.
Self-Assessment Questions (SAQ 3)

Instruction:

Try to respond to the following questions on your own. The answer could be found in the brief notes and the prescribed texts.

1. What is dialectical differentiation?

2. Is Sanskrit older than any of the European languages?

3. What is Grimm’s Law?

4. Describe Verner’s Law.

5. List and describe some of the Indo-European family of languages.
TOPIC 4

OLD ENGLISH

Content

Learning Objectives
Topics Covered
Time Frame
Learning Activities
Brief Notes
Self-Assessment Questions (SAQ)
TOPIC 4
Old English

- Learning Objectives
- Topic Covered
- Time Frame
- Brief Notes
- Self Assessment Questions (SAQ)
- Learning Activities
Learning Objectives

By the end of this section, you should be able to demonstrate an adequate understanding of: (1) the form of literature; (2) the association between form and meaning; and (3) the canons of literature.

Time Frame

You should spend about one week to read and understand the prescribed chapters in the text and other assigned readings. Allow yourself enough time to do the learning activities and the self-assessment questions (SAQ).

Learning Activities

Important topics to note:

1. The languages in England before English
2. The Romans in Britain
3. The Latin language in Britain
4. The Germanic conquest
5. Anglo-Saxon civilization
6. The origin and position of English
7. The periods in the history of English
8. The dialects of Old English
9. Some characteristics of OE
10. Old English syntax
11. Old English literature

Reference:

Brief Notes

Old English

1. The Languages in England before English
   - English introduced into the island about middle of 5th century
   - Much is not known about the early languages of England
   - The Stone Age in England until about 2000 B.C.
   - Then Bronze age and was displaced by iron by about 500 or 600 B.C.
   - Paleolithic (Old Stone), Neolithic (New Stone) Age

2. The Romans in Britain
   - 55 B.C. Julius Caesar invaded England; the Celts in Britain resisted
   - A.D. 43 Emperor Claudius actually conquered the island
   - The Romans never penetrated far into the mountains of Wales and Scotland and ruled more than 300 years
   - Roman highways, military and civil, small cities and towns, Roman houses and baths, temples, theatres, heating apparatus, mosaic floor, painted walls as Italian counterparts
   - By the 3rd century, Christianity made some progress into the island
   - The process was cut short in the 5th century

4. The Latin language in Britain
   - No widespread use of Latin by native population and Latin did not replace Celtic language in Britain
   - Latin was confined to the upper classes
   - The use of Latin declined after 410 A.D., about the last withdrawal of the Roman legions
5. The Germanic conquest

- Year 449, invasion of Britain by certain Germanic tribes (Jutes, Angles, and Saxons), the founders of English nation
- Conquerors and settlers migrated from the continent to settle in the south and east of the island

![Map showing the Different Sources of Raiding and Settlement in England after the Romans Left.](Source: Graddol, Leith and Swann, 1996)

6. Anglo-Saxon civilization

- Celts driven into the west and sought refuge in Wales and Cornwall
- Roman towns burnt and abandoned
- Small kingdoms of various tribes: Northumbria, Mercia, East Anglia, Kent, Essex, Sussex, and Wessex; all are Anglo-Saxon Heptarchy
- Under the rule of King Alfred the Great, Wessex prospered
The Anglo-Saxon Settlement (Source: Graddock, Leith and Swann 1996)

7. The origin and position of English: Clues in placenames (SCAS)

- English does not originate in Britain
English today is the history of dialects spoken by Germanic tribes who came to England. It belongs to the Low West Germanic branch of the Indo-European family.

- It shares certain characteristics common to all Germanic languages (Grimm’s Law), Scandinavian languages (North Germanic): Gothic (East Germanic)

- Long before the Germanic tribes that became the English people arrived, Britain was inhabited by various Celtic tribes. The impact of the Celtic languages on English has been minimal, predominant only in place-names: Cities: Belfast, Cardiff, Dublin, Glasgow, London, York; Rivers: Avon, Clyde, Dee, Don, Forth, Severn, Thames, Usk; Regions: Argyll, Cumbria, Devon, Dyfed, Glamorgan, Kent, Lothian.

- The first invaders of Britain were Romans, who arrived in AD 43 and occupied Britain for roughly 400 years. The second wave of invaders were the Germanic tribes of northwestern Europe who invaded Britain in the 5th century after the Romans had withdrawn.

- Early Latin writers call the Germanic inhabitants of England Saxones and the land Saxonia.

- Soon the terms Angli and Anglia occur beside Saxones to refer to the West Germanic tribes generally.

- English (English) is derived from the name of the Angles; England from year 1000 A.D. begins to take place; The name English is older than England.

- Thousands of English placenames were coined by the Anglo-Saxons in this early period which include: burh = fort, dun = hill, feld = open land, ford = river crossing, tun = farm, village, ing = place of (e.g. Clavering), ingas = followers of (e.g. Hastings), Reading, ham = settlement, homestead; hamm = enclosure, land in a river bend (e.g. Chippenham).

- Compounding is created by combining the words, e.g. Swindon is formed through the combination of swine (pigs) and duon (hill). Swindon is hill, where, presumably, pig farming used to take place.

- In the 9th century, Britain was invaded by the Scandinavian Vikings arriving from Denmark, Norway and Sweden. They took over the east of England and were only halted when King Alfred, the king of Wessex in the southwest, won a decisive victory over the Danish King Guthrum in 878.

- The following year a treaty was drawn up whereby the Danes retreated to the east of a line running roughly from Chester to London, an area known as the Danefraw.
Words derived from Scandinavian languages (Old Norse and Old Danish) frequently appear in northern and north-eastern placenames such as: *by* = village (e.g. Kirkby, Crosby), *thorp* = village (e.g. Milnthorpe), *thwaite* = glade, clearing

8. **The periods in the history of English**
   - English exists for more than 1,500 years in England
   - 3 major periods (arbitrary divisions) with broad characteristics and division
   - 450-1150 A.D. is Old English period, i.e. the period of full inflections
   - 1150-1500 A.D. is Middle English period; inflections greatly reduced, period of leveled inflections
   - 1500- A.D. is Modern English period also known as the period of loss inflections

9. **The dialects of Old English**
   - Old English was not entirely a uniform language
   - 4 dialects in Old English: (1) Northumbrian and (2) Mercian (found in region north of the Thames settled by the Angles), (3) West Saxon (extensive collection of texts), and (4) Kentish (dialect of the Jutes in the southeast)
   - Standard speech of England cut short by Norman conquest in 1066 A.D.
   - East Midlands dialect became prominent during Middle English period
The Dialects of Old English (Baugh and Cable 1993)

10. Some characteristics of Old English

- general differences between Old English and Modern English: spelling and pronunciation, the lexicon, and grammar
- rarity of words derived from Latin and the absence of French
- Norman conquest in 1066 A.D. brought French into England
Grammar: Inflectional languages could be divided into synthetic and analytic

Synthetic language: Indicates the relation of words in a sentence largely be means of inflections as in Old English

Analytic language: Extensive use of prepositions and auxiliary verbs and depend upon word order to show other relationships as in Modern English

11. Old English syntax

Feature of syntactic language is that the grammatical and semantic relationships are expressed by subordinate clauses as in prose by Edward Gibbon, Henry James, or the poetry of John Milton; also known as hypotactic style

Shorter sentences and a higher proportion of principal clauses, as in the prose of Ernest Hemingway, is known as paratactic

12. Old English Literature

In literature, language displays its full power, its ability to convey the thoughts and emotions of a people

Literature of Anglo-Saxons among the richest and most significant among early Germanic peoples

The greatest Old English literary work is Beowulf

By 9th century English possessed a considerable body of literature due to the Anglo-Saxon king, Alfred the Great (871-899)
THE COUNTIES OF ENGLAND

(Source: Baugh and Cable 1993)
13. Described below are the five major linguistic influences on English (Graddol, Leith and Swann, 1996):

**Celtic**

This term describes the people and language that existed in Britain before the Roman invasion in the first century BC. Modern Welsh and Gaelic (spoken in Wales and in Ireland and Scotland, respectively) represent the two main branches of Celtic: Brythonic and Geideilic. At the time of the Anglo-Saxon invasions, Geideilic was restricted to Ireland and the Celtic language spoken throughout the mainland was Brythonic. In discussions of early history, the terms “British”, “Briton” and “Britonic” imply Celtic people and their language as opposed to Anglo-Saxon speaking people and Old English.

**Latin**

The Romans first introduced Latin to Britain when they invaded Britain in the first century BC. Even after the Roman legions left, in the early fifth century AD, Latin remained an important influence on the English language right up until the 18th century, mainly through the church and the institutions of law, education and science.

**Anglo-Saxons**

These were the settlers/invaders who arrived in Britain in the 5th century AD from northern Germany and whose language formed the basis for English. A variety of terms are used to describe these people, most commonly “Angles”, “Saxons” and “Jutes”. The generic term “Anglo-Saxon” is used in this chapter to describe the people and culture once they settled in Britain. Although their language is sometimes also called “Anglo-Saxon”, in this book the term used is “Old English”. Names such as “Mercia”, “Northumbria”, “Wessex”, and “Kefit” refer to Anglo-Saxon kingdoms.

**Scandinavian**

The Scandinavian invaders arrived from the 8th to the 11th centuries and are sometimes also referred to as the “Vikings” or “Norse”. The most significant settlement in northern and eastern parts of England was by the Danes; in the northwest of England and in Scotland it was by Norwegians.

**French**

The Norman invasion of the 11th century introduced a variety of French (Norman French) to Britain. Varieties of French remained an important linguistic influence on English up modern times.
Self-Assessment Questions (SAQ 4)

Instruction:

Try to respond to the following questions on your own. The answer could be found in the brief notes and the prescribed texts.

1. Describe the Roman influence in Britain.

2. Who were the Germanic tribes? Where did they come from and where did they first settle in Britain?

3. Discuss the origin and position of English during this period.

4. State the periods in the history of English.

5. What are the characteristics of Old English?
TOPIC 5
FOREIGN INFLUENCES ON OLD ENGLISH

Content

Learning Objectives
Topics Covered
Time Frame
Learning Activities
Brief Notes
Self-Assessment Questions (SAQ)
TOPIC 5
Foreign Influences On Old English

Learning Objectives

Time Frame

Topics Covered

Learning Activities

Self Assessment Questions (SAQ)

Brief Notes
Learning Objectives

By the end of this section, you should be able to demonstrate an adequate understanding of: (1) Foreign influences on Old English; (2) Celtic influence; (3) Latin influence; (4) Scandinavian influence: The Viking Age; and (5) The Norman Conquest (1066).

Time Frame

You should spend about one week to read and understand the prescribed chapters in the text and other assigned readings. Allow yourself enough time to do the learning activities and the self-assessment questions (SAQ).

Learning Activities

Important topics to note:

1. The contact of English with other languages
2. The Celtic influence: Celtic place-names and loanwords
3. The Latin Influence: Three Latin influences on Old English
4. Continental borrowing (Latin influence of the Zero Period)
5. Latin influence of the First Period: Through the Celts
7. The Scandinavian Influence: The Scandinavian invasions of England
8. The settlement of Danes in England
9. Scandinavian place-names
10. Effect on Grammar and Syntax
11. The Norman Conquest: The origin of Normandy
12. The year 1066
13. The Norman settlement and the use of French by the upper class
14. Knowledge of French among the Middle Class

Reference:

Brief Notes

*Foreign Influences on Old English*

1. The contact of English with other languages
   - dialects brought to England by the Jutes, Angles, Saxons, Celts, Romans, and Scandinavians

*The Celtic Influence*

2. Celtic place-names and other loanwords
   - The kingdom of Kent owes its name to the Celtic word *Canti* or *Cantion*
   - The Thames is a Celtic river name
   - The first syllable of Winchester, Salisbury, Exeter, Gloucester, Worcester, Lichfield, and others is traceable to a Celtic source
   - Various Celtic words for river or water are preserved in the names Avon, Exe, Esk, Usk, Dover, Wye, etc.
   - Celtic words meaning “hill” are found in place-names like Barr, Bredon, Bryn Mawr, and others
   - Celtic elements such as Cumb (a deep valley) are found in place-names such as Duncombe, Holcombe, Winchcombe
   - Torr which means high rock or peak in places such as Torr, Torcross, Torkhill
   - Celtic words not permanent in English and had the least influence on English language
   - Celt was a submerged culture to the Anglo-Saxon civilization

*The Latin Influence*

3. Three Latin influences on Old English
   - Latin came from a highly regarded civilization which the Anglo-Saxon wanted to learn
   - contact first through commercial and military, later religious and intellectual
Topic 5: Foreign Influences On Old English

4. Continental borrowing (Latin influence of the Zero Period)
   - After agriculture, war is the chief occupation therefore words such as: camp (battle),
     segn (banner), weall (wall), pytt (pit), mil (mile), etc.
   - Words connected with trade
   - Words related to domestic life, household articles, food, etc.

5. Latin influence of the First Period: Through the Celts
   - The Celts use more than 600 Latin words

   - Conversion of Britain to Roman Christianity beginning in 597

The Scandinavian Influence: The Viking Age

7. The Scandinavian invasions of England
   - Three stages: First period of early raids—beginning in 787 until 850
   - Second period involved large armies and widespread plundering; in 850 arrival of 350
     Danish ships
   - Third stage, period of political adjustment and assimilation from 878 to 1042
     (Note: Also refer to the origin and position of English: Clues in placenames)

The Norman Conquest 1066-1200

11. The origin of Normandy
   - Northern coast of France, bands of northmen in the 9th and 10th centuries
   - Normans among the most advanced in Europe
12. **The year 1066**

- Edward the Confessor (King of England) died childless
- Harold, the eldest son of Godwin, earl of the West Saxon earldom, wanted to succeed Edward but was challenged by William, the duke of Normandy and second cousin to Edward
- The Battle of Hastings also known as the Norman Conquest

13. **The Norman settlement and the use of French by the upper class**

- For 200 years after the conquest French remained the language of the upper classes in England
- The language of the masses remained English such as in Belgium, Flemish (Dutch spoken in Belgium) used in the north while French in south

14. **Knowledge of French among the Middle Class**

- Pidgin is a simplified language used for communication between speakers of different languages
- Typically for trading purposes between speakers of a European language such as Portuguese, Spanish, French, or English and speakers of an African or Asian language
- Creole is when the simplified language is learned as a first language by a new generation of speakers and its structures and vocabularies are expanded to serve the needs of its community of speakers
- Is Middle English a “creole”?
- Bilinguals prevalent in the period preceding the loss of Normandy in 1204
Self-Assessment Questions (SAQ 5)

Instruction:

Try to respond to the following questions on your own. The answer could be found in the brief notes and the prescribed texts.

1. State the Celtic influence.

2. State the Latin influence.


4. Describe the Norman Conquest in 1066.

5. Describe the French influence.
TOPIC 6

THE REEMERGENCE OF ENGLISH (1200-1500)

Content

Learning Objectives
Topics Covered
Time Frame
Learning Activities
Brief Notes
Self-Assessment Questions (SAQ)
TOPIC 6
The Reemergence of English (1200-1500)

- Learning Objectives
- Topic Covered
- Brief Notes
- Time Frame
- Learning Activities
- Self Assessment Questions (SAQ)
Learning Objectives

By the end of this section, you should be able to demonstrate an adequate understanding of: (1) changing conditions after 1200; and (2) the loss of Normandy.

Time Frame

You should spend about one week to read and understand the prescribed chapters in the text and other assigned readings. Allow yourself enough time to do the learning activities and the self-assessment questions (SAQ).

Learning Activities

Important topics to note

1. Changing conditions after 1200
2. The loss of Normandy
3. Separation of French and English nobility
4. The Hundred Years' War

Reference:

Brief Notes

The Reestablishment of English 1200-1500

1. Changing conditions after 1200
   ✓ If the English had retained control over the 2/3 of France they once held, French might have been permanently in use in England
   ✓ feeling of rivalry between England and France
   ✓ antiforeign movement in England culminating in the Hundred Year’s War
   ✓ French only for the upper class

2. The loss of Normandy
   ✓ King John of England lost Normandy to King Philip of France in 1204
   ✓...ironically, the loss of Normandy was advantageous as King and nobles are now forced to show more concern for England rather than France
   ✓ the start of England becoming a nation

3. Separation of French and English nobility
   ✓ One of the consequences of the loss of Normandy was the question of whether many of the nobility owed their allegiance to England or to France
   ✓ After the Norman Conquest a large number held lands in both countries
   ✓ In 1204 by a decree of 1204-1205 the king of France announced that he had confiscated the lands of several great barons and of all those knights who were in England
   ✓ King John’s effort at retaliation came to the same effect
   ✓ Most times, families that had estates on both sides of the Channel were compelled to give up one or the other (either in England or Normandy)
   ✓ After 1250 the double allegiance was negligible and the start of the nobility of England
4. **The Hundred Years' War**

- conflicts and growing antagonism between England and France culminated in the Hundred Years' War (1337-1453)

- started when French interfered in England's efforts to control Scotland which led Edward III to claim the French throne and to invade France

- the War is one of the contributing causes contributing to the disuse of French
Self-Assessment Questions (SAQ 6)

Instruction:

Try to respond to the following questions on your own. The answer could be found in the brief notes and the prescribed texts.

1. What were the changing conditions after 1200?

2. What were the effects of the loss of Normandy?

3. State the cause and effect of the Hundred Year’s War.
TOPIC 7
MIDDLE ENGLISH

Content

Learning Objectives
Topics Covered
Time Frame
Learning Activities
Brief Notes
Self-Assessment Questions (SAQ)
TOPIC 7
Middle English

Learning Objectives

Topic Covered

Time Frame

Brief Notes

Self Assessment Questions (SAQ)

Learning Activities
Learning Objectives

By the end of this section, you should be able to demonstrate an adequate understanding of: (1) Middle English as a period of great change; (2) the Middle English dialects; and (3) the rise of Standard English.

Time Frame

You should spend about one week to read and understand the prescribed chapters in the text and other assigned readings. Allow yourself enough time to do the learning activities and the self-assessment questions (SAQ).

Learning Activities

Important topics to note:

1. Middle English literature
2. Middle English as a period of great change
3. Decay of inflectional endings
4. The noun
5. French influence on the vocabulary (governmental and administrative words, ecclesiastical words, law, army and navy, fashion, meals, and social life, art, learning, medicine)
6. The Middle English Dialects
7. The rise of Standard English

Reference:

Brief Notes

Middle English (1150-1300)

1. Middle English literature
   ♦ literature in English from the period 1150-1250 is almost exclusively religious
   ♦ the period from 1350-1400 has been called the Period of Great Individual Writers
   ♦ Geoffrey Chaucer (1340-1400), the greatest English poet before Shakespeare, wrote
     Troilus and Criseyde, Canterbury Tales
   ♦ 15th century known as the Imitative Period because so much poetry was written to
     emulate Chaucer
   ♦ also known as the Transition Period as it covers a large part of interval between the
     age of Chaucer and the age of Shakespeare

2. Middle English as a period of great change
   ♦ marked by momentous changes in the English language
   ♦ reduced English from a highly inflected language to an extremely analytic one
   ♦ loss of a large part of Old-English word-stock and the addition of thousand of words
     from French and Latin

3. Decay of inflectional endings
   ♦ changes of English grammar—general reduction of inflections
   ♦ endings of the noun and adjective marking distinctions of number and case and often
     of gender were altered in pronunciation as to lose their distinctive form and hence
     their usefulness
   ♦ the leveling of inflectional endings was partly due to phonetic changes

4. The noun
   ♦ in the London English of Chaucer the forms stan, stanes, stane, stan in the singular
     and stanas, stana, stanas in the plural were reduced to three: stan, stanes, and stane
by 1200s was the standard plural ending in the north and north Midland areas

by 14th century it had been accepted all over England as the normal sign of the plural in English nouns

5. French influence on the vocabulary

- English was a submerged culture and regarded as inferior during this time had more to gain from French
- The number of French words borrowed into English was unbelievably great. It began slowly and never stopped until toward the end of the middle English period
- Two stages of borrowings could be observed: First before 1250 when the borrowings being much less numerous and more likely to show peculiarities of Anglo-Norman phonology
- Secondly, after 1250 when those who had been accustomed to speak French were turning increasingly to the use of English
- The largest single group of borrowings was associated with the church
- The upper classes carried over into English an astonishing number of common French words. In changing from French to English they transferred much of their:
  - Governmental and administrative words (crown, state, empire, reign, royal, sovereign, majesty, parliament, court, council, assembly, statue, chancellor, governor, noble, prince, duke, baron, etc.)
  - Ecclesiastical words (religion, theology, sermon, baptism, confession, prayer, cardinal, dean, chaplain, parson, pastor, vicar, sexton, friar, hermit, abbey, conveni, virgin, saint, miracle, faith, devotion, sacrilege, temptation, etc.)
  - Law (fair, plea, suit, plaintiff, defendant, judge, advocate, attorney, complaint, summons, jury, evidence, proof, bail, ransom, verdict, sentence, decree, award, forfeit, punishment, prison, goal, felony, trespass, assault, fraud, slander, etc.)
  - Army and navy (peace, enemy, arms, battle, combat, skirmish, siege, defense, ambush, retreat, soldier, garrison, guard, spy, captain, lieutenant, sergeant, harness, brandish, vanquish, besiege, defend, etc.)
  - Fashion, meals, and social life (dress, apparel, habit, gown, robe, garment, attire, cape, cloak, coat, frock, collar, veil, chemise, petticoat, lace, embroidery, pleat, buckle, button, tassel, plume, garter, blue, brown, scarlet, jewel, ornament, ruby, diamond, emerald, crystal, dinner, supper, appetite, taste, mackerel, salmon, sardine,

71
6. The Middle English Dialects

- One of the characteristics of Middle English is its great variety in the different parts of England, spoken and written.

- The language differed almost from county to county and it is difficult to decide how many dialectical divisions should be recognized.

- It is customary to distinguish four principal dialects of Middle English: Northern, East Midland, West Midland, and Southern.
7. The rise of Standard English

- Out of this variety of local dialects there emerged toward the end of the 14th century a written language that in the course of the 15th century won general recognition and has since become the recognized standard in both speech and writing.

- The part of England that contributed most to the formation of this standard was the East Midland district, particularly the dialect of London. Several causes contributed to this:
First, as a Midland dialect the English of this region occupied a middle position between the extreme divergences of the north and south. It was less conservative than the Southern dialect, less radical than the Northern.

Second, the East Midland district was the largest and most populous of the major dialect areas. The land was more valuable than the hilly country to the north and west. The prominence of Middlesex, Oxford, Norfolk, and the East Midlands generally in political affairs all through the later Middle Ages is another evidence of the importance of the district.

Thirdly, was the presence of the universities, Oxford and Cambridge in this region.

By far, the most influential factor in the rise of Standard English was the importance of London as the capital of England. London, was and still is, the political and commercial centre of England. London English began as a Southern and ended as a Midland dialect. The history of Standard English is almost a history of London English.

With the introduction of printing in 1476, London has been the centre of book publishing in England. William Caxton, the first English printer, used the current speech of London in his numerous translations. In the 16th century the use of London English had become a matter of precept as well as practice.
APPENDIX

Malaysian English: Exploring the Possibility of Standardization

by

Rosl Talif
Ting Su Hie

Introduction

This paper attempts to explore the notion of Malaysian English in relation to the concepts of Standard English and language standardization. The discussion should serve as a take-off point for further empirical studies on Malaysian English, and also as reference for decisions regarding the place of Malaysian English in the ESL classroom.

Purposes of the Study

The purposes of this study are to:

(1) provide an overview of the development of varieties of English spoken in Malaysia:
(2) explore the possibility of Malaysian English being standardized.

Development of Varieties of Malaysian English

In Malaysia, English had a dominant status during the British Administration: it was the language of the ruling class, the Christian religion and the administration (Bhatia 1990). From this setting, several varieties of Malaysian English have developed.
Until 1965 a common variety, Singapore Malayan English, existed as both Malaysia and Singapore were under British rule (Platt and Weber, 1980). With the independence of Singapore, the development of Singapore-Malayan English reached an impasse due to differences in national policies regarding the status and functions of English.

In Singapore, English is not only the language of science, technology and international trade, but also a language for inter-ethnic communication and a dominant language in the sphere of work. The 1990 Census of Population shows the literacy rate for English is highest (65%), followed by Chinese (61.3%), Malay (14%) and Tamil (3.4%) (Kwan-Terry, 1993). This is partly due to English being a compulsory language in all schools, and is one of the four official languages. Today, Educated Singapore English (ESE, spoken by English-educated Singaporeans) is used in formal contexts (Tay 1982), and the colloquial variety, Singlish is used informally.

On the other hand, in Malaysia today, "Malaysian English" can be discerned as a three-tiered continuum. The impetus for the development of these varieties of Malaysian English are the declaration of Bahasa Malaysia as the national and official language, and the change in the medium of instruction from English to Bahasa Malaysia in 1971 in West Malaysia, 1973 in Sabah and 1977 in Sarawak at Primary One level.

**Malaysian English Type I**

Singapore-Malayan English is also referred to as Malaysian English Type I (ME Type I henceforth) by Platt and Weber (1980) and is spoken by English-medium educated Malaysians who were taught a British type of educated English. Baskaran (1987)
describes thisacrolect which is internationally intelligible as "Standard Malaysian English" (Gill, 1993).

A distinguishing characteristic of ME Type I is its phonology which resembles ESgE. The intonation is syllable-timed instead of stress-timed, and there is an absence of weak forms and liaison (Tay 1982). Like ESgE-speakers too, ME Type I-speakers use a narrower pitch range; and are generally not aware of the fine shades of meaning that can be conveyed by intonation in English (Tay, 1982). In addition, the pronunciation of some words in ME Type I differs from standard British English, possibly due to the influence of graphology; approximation in pronunciation (for example, /skiə/ for /skiəθ/) and differences in how sounds of English words are perceived. However, the slight variation in phonology may not hinder international intelligibility.

As far as syntax and formal use are concerned, adherence to a standard model of British or American English still prevails to a certain degree (Wong, 1978). For lexis in particular, there are items with a localized context such as kampung and makan, which are absent in British English. Some lexical items have different meanings. For instance, in Singapore and Malaysian English, missus is considered more polite than wife is whereas the former is a low prestige word in British English (Platt, 1980).

The use of ME Type I is on the decline. From 1962 to 1967, the enrolment in English medium secondary schools decreased from 90% to 69.1% (Platt 1980). Now ME Type I is used only by the older generation of English-medium educated Malaysians. and Malaysians educated overseas. More and more Malaysians are using Malaysian English Type II (ME Type II henceforth).

Malaysian English Type II

ME Type II is spoken by Malaysians who are Malay educated. With the change in the medium of instruction in 1971, there was a rapid increase in the enrolment in Malay-medium secondary schools: 4.1% in 1956 and 30.9% in 1967. ME Type II has obvious
features of interference of Bahasa Malaysia, thus placing it furthers away in the continuum of international intelligibility as compared to ME Type I.

In ME Type II, the pronunciation of most words and even the spelling is sometimes influenced by Bahasa Malaysia words which originated from English words, such as akademik for academic and biscuit for biscuit.

Where syntax is concerned, the word order of noun phrases in Bahasa Malaysia is used often. For instance, fokad for phone card, and not enough tall for not tall enough. Variable marking of past tense in speech, a feature of ESGE described by Platt (1980) is found as well. For example, “I start working here last year.” It is difficult to ascertain from general observation whether the deviant structures are merely occasional learners' errors, or are fossilized as a feature of ME Type II. There is a high possibility of these structures becoming a permanent feature of ME Type II as they are still intelligible.

ME Type II is making its impact in formal use such as in seminars and news broadcasts because the number of ME Type II speakers in various professions is growing. Whether it would develop into the Malaysian English depends on education and language policies on the use of English.

Colloquial Malaysian English

Colloquial Malaysian English (cME henceforth) is a local dialect having less complex speech forms and exhibiting more deviation from standard English in terms of phonology, grammar and vocabulary (Wong, 1978). cME is used by both ME Types I and II speakers in informal contexts. In more established varieties of English, it is usual for stylistic variations to occur within a speaker's sociolect but for "New Englishes", a sociolectal range exists instead. In Malaysia, the speech continuum ranges from ME Type I or ME Type II for formal use to cME for informal use.
The syntax of cME varies substantially from Standard English. A feature common in both Malaysia and Singapore is pronoun copying like "My mother, she works very hard". The use of fillers also predominates in cME such as "lah" ("Come lah Jurassic Park is a good movie"), "one" ("The bus is always late one"). Tongue (1979) defines fillers as items of language that communicate no particular denotative meaning but which are used to indicate affective attitudes of the speaker, or simply to fill a pause or in the stream of speech. In cME, fillers do fulfill these functions.

Code or language switching between English and Bahasa Malaysia is a common phenomenon especially for ME Type II speakers. For instance, "I nak pergi bank this afternoon." Language switch is an avoidance strategy used by the learner for two purposes: (1) linguistic, that is, to avoid a difficult target language form or one that has not yet been learned, or (2) social, that is, a desire to fit in with one's peers (Tarq et al. 1983). As language switch in casual settings is common even among Malaysians who are proficient in English, it seems that language switch is used more for social acceptability, as has been observed by Lam, a Malaysian broadcaster (New Straits Times, 21 August 1993).

For lexis, many items are only used in the Malaysian context, such as "Please off the fan". Many idiomatic expressions have been directly rated from the mother tongues of speakers, such as shaking legs (having a relaxing time), and spend someone (giving someone a treat). Some other slang expressions comprising Bahasa Malaysia words and phrases found in cME are koyak-lah and finish-lah to mean, "I'm done for". These features make cME internationally unintelligible.

Thus far, cME has only been used in friendship and transaction domains. It has not been used in the mass media as in the case of Singapore. Singapore Broadcasting Corporation has banned the use of Singlish in its commercials for fear of the detrimental effects of Singlish on the standard of spoken English (New Straits Times, 2 August 1993).
Considerations in the Standardization of Malaysian English

The preceding overview of the three varieties of Malaysian English provides a background for the discussion on the possibility of standardization of Malaysian English. To explore this possibility, the following factors are considered: (1) the role of codifying agents for Malaysian English, (2) the status of Malaysian English in relation to "New Englishes", (3) the linguistic nature of Malaysian English, and (4) the need for a standard Malaysian English.

Before proceeding with the discussion, it is necessary to define "Standard English". Standard English with a non-localizable accent usually refers to Received Pronunciation (RP), also known as Educated Southern English, Oxford Pronunciation or Queen's English, in Britain and General American in the United States (Strevens, 1981).

However, in Gill's (1993) study on attitude towards suggested pedagogical models for English language teaching in Malaysia, only 49.9% of the respondents chose RP as a suitable model whereas "English spoken by an educated Malaysian with an unmarked accent, that is, an accent, which is neither strongly Malaysian nor strongly RP, and almost without grammatical mistakes" is considered suitable by 79.2%. This favoured model of English is comparable to ME Type I, but whether it could develop into the standardized variety of Malaysian English for general use depends on a multitude of other factors, which will be discussed below.

Role of Codifying Agents

For a language to maintain its standard usage with some allowable deviance, language norms have to be enforced by various codifying agents. Examples of codifying agents are a central body like the L'Académie Francaise of France, the education system, publishers and broadcasters.
Malaysia does not have a central body set up expressly for the purpose of maintaining the standard of English. Neither does Britain. However, the education system and the mass media play an important role in propagating RP (Standards and Correctness in English Open University, 1982).

Where the Malaysian education system is concerned, the standard of spoken English imparted to students ranges from native-like English to cME depending on the educational background of teachers, in spite of the fact that textbooks and teaching materials are written in standard English. In Britain, teachers correct students who use language other than the prescribed norm but this is not so in Malaysia. Wong (1978) states that as there are no materials for teaching functional [Malaysian] English, Standard English is still used as a model. However, this may no longer be true since the introduction of the Communicational English syllabus in 1975 (Kementerian Pelajaran Malaysia, 1975).

Besides the education system, the community in Britain exerts a form of standardizing pressure on schools to teach Standard English. Parents want their children to speak proper English, and not slang or local speech (Ellis, Standard and Correctness in English Open University 1982). There is evidence that Malaysian parents are just as concerned. In a letter to New Straits Times dated 5 August 1993, a Malaysian parent expressed her concern over a trainee teacher who taught students to pronounce "leopard" as "lio-pat" and "thirsty" as "twisty".

Educators may impart a variety of English to students, but the English spoken by Malaysian broadcasters is more uniform. It may serve as a model. However, like the education system, the Malaysian mass media is not prescriptive in propagating standards of oral English. In Britain the mass media plays a prescriptive role whereby agreed-upon pronunciation of place names, uncommon literary or scientific words, and words in common use were published in Broadcast English (Leitner 1982, p.96).
The use of written English is regulated to a certain extent by publishers, often using the dictionary as the reference source for standard usage of English terms and words. Nettle of Heinemann Educational in "Standard and Correctness in English Open University" (1982) states that nonstandard forms in manuscripts are often edited as the publishers do not want to appear "uneducated" to the reading populace. This is true of Malaysian book publishers as well.

Is Malaysian English a "New English"?

Malaysian English is briefly described in "The New Englishes" by Platt et al. (1984) but it is not cited among the list of well-known "New Englishes" such as the developing varieties of English spoken in India, Nigeria and Singapore. To find out if Malaysian English has the characteristics of "New Englishes", the criteria put forth by Platt et al. (1984), and Foley (1988) are used.

According to Platt et al. (1984,) "New Englishes" are unique in the way they develop. ME Types I and II have developed in a manner similar to other "New Englishes" as follows:

1. they have developed through the education system, through English-medium schools before independence (ME Type I), and later through Malay-medium schools (ME Type II);

2. they have developed in an area where a native variety of English is not spoken by most of the population; Bazaar Malay was the lingua franca of Malaysians;

3. they are used for a range of functions among those who speak or write it in a particular region, such as for communication with family members, friends and colleagues, in transactions, educational system, media, law and religion (Platt and Weber 1980);
Apart from the manner in which a local variety of English develops into a "New English"; the particular variety of English must have attained a position of linguistic prominence in the community before it can be termed as a "New English". Based on Foley's (1988) criteria, ME Types I and II can be termed as a "New English" because they fulfill the criteria in the following manner:

1. English is only one of two or more codes in the linguistic repertoire of Malaysians, the others being Bahasa Malaysia and the Chinese and Tamil dialects.

2. English has acquired an important status in the multilingual community of Malaysia. Though not as widely used as in the 1970's, English still retains a place of importance in international relations, tertiary education, law and as a second language in schools.

Evaluating Malaysian English according to the criteria of Platt et al. (1984) and Foley (1988), it seems ME Types I and II have developed sufficiently for them to acquire some form of acceptance of the language norms within its community of users such that it can be accorded the status of a "New English". Even then, the more crucial factor to consider in the standardization of Malaysian English is its linguistic property.

Linguistic Nature of Malaysian English

The characteristics inherent in the language itself which differentiate it from dialects and even variants of the same language, also determine the possibility of the language being standardized to a certain extent. In this section, Malaysian English is examined to find
out its standing in the process of language standardization as described by Agheyisi (1988):

(1) Codification is "the process by which the language becomes enriched, stabilized and rendered comprehensively adaptable to the immediate and potential communication needs of its community of speakers" (Agheyisi, 1988). People who use language professionally and consciously are responsible for codification, and codification is presented to the speech community via grammars, dictionaries and spellers (written or oral), and finally the "standardized" variety is advanced via the government, education system and mass media (Fishman, 1970).

(2) "Intellectualization" of its lexicon and grammar takes place through a three-step scale, namely, (i) simple intelligibility as in conversational register, (ii) definiteness as in "workaday technical" register, and (iii) accuracy as in scientific register. Malaysian English has simple intelligibility but the domains of "workaday technical" register and scientific register are dominated by Standard English. Garvin and Mathiot (1968) observe that languages, which have yet to be standardized usually, lack phases of the second and all of the third registers (Agheyisi 1988).

(3) The formulation of a written norm for the language, with a tradition of literary expression. In Malaysia and Singapore, it was only in 1945 that locally written English literature began to develop, the most common genre being poetry (Platt 1980). Platt observes that the majority of writers have used Standard English with few or no examples of typical Singapore Malaysian features. Hence Malaysian English is just in the process of making its mark in the literary tradition.

It seems that Malaysian English has not undergone the essential steps in the process of language standardization. Thus at this moment in time, it does not have the linguistic properties of a standard language, as described by Svejcer (1978). A standard language:
(1) has a complex interrelationship of written and oral forms. Without any systematic attempts at codification, there has only been a notion of what Malaysian English is;

(2) is the language of culture, science and journalism. In these domains Standard English is used providing no room for usage and "intellectualization" of Malaysian English;

(3) possesses a norm for selected linguistic facts. Systematic codification of Malaysian English has yet to take place apart from an attempt by Wong (1978).

It can be tentatively concluded that Malaysian English does not possess the linguistic properties and status of a standard language as yet. However, there is a potential for a standard Malaysian English to develop should there be a pressing need for it because it has developed far enough for it to be termed a "New English". Ultimately, it is the language users who decide which variety of English they wish to speak, and not the standardized variety that is propagated through government policies, the education system or the mass media.

*Is there a need for a Standard Malaysian English?*

In order to examine whether Malaysians perceive a need for a standard variety of Malaysian English, the functions of English in Malaysia are compared with the functions expected of a standard language.

A standard language plays the following roles in the linguistic community:

(1) as a shared linguistic system for communication on codes of social conduct (Crewe 1977). English is used for a wide range of functions but only by a relatively small group of ME Type I- or ME Type II, speakers. Bahasa Malaysia is used more extensively for inter-ethnic communication;
(2) As a Prestige Variety for unifying speakers of various dialects, and for preserving the uniqueness of the language and its community of speakers vis-a-vis other related languages and their communities (Agheyisi 1988). In relation to this, Gupta (1988) states that the pre-requisites for standardization of "New Englishes" are: (i) local prestige usage (written, not informal); (ii) usage not locally stigmatized; and (iii) usage not internationally stigmatized (Foley 1988). It is uncertain whether there is prestige attached to the use of Malaysian English locally, needless to say, internationally. Instead, Bahasa Malaysia being the national language plays the role of a prestige variety in Malaysia.

(3) As a Reference Model in the Education System. During the British rule in Malaysia, RP was the official norm, and the model in the education system (Platt and Weber 1980). With the adoption of the communicative approach in the teaching of English, the aim is merely to enable students to speak intelligibly such that the communicational intent is successfully conveyed (English Language Syllabus, Kementerian Pelajaran Malaysia 1975). In the Integrated Secondary School Curriculum (KBSM) syllabus for English language (Kementerian Pendidikan Malaysia 1987), students are expected to speak and read using correct pronunciation, and with correct intonation, word stress and sentence rhythm. Although there is no prescriptive guideline as to what correct pronunciation and intonation is, pronouncing dictionaries like Gimson (1980) and Jones (1977) are reference sources which are easily available. These sources are still useful even though according to Gill (1993), it is English spoken by an educated Malaysian with an unmarked accent (possibly ME Type I) which is favoured as a pedagogical model.

From the foregoing discussion on the perceived need for a standard Malaysian English, it is clear the need only arises in language teaching, but not as a prestige variety or for communication. Where English language teaching is concerned, English spoken by educated Malaysians with ethnic accents are considered unsuitable: 52% for Mala.
accent, 63.4% for Indian accent, but surprisingly 65.1% considered English spoken with a Chinese accent suitable (Gill 1993). However, Gill qualifies that this could be because the taped sample did not reflect a speaker with a strong Chinese accent, whereas the Malay and Indian speakers had strong ethnic accents.

Although Malaysian English with an unmarked accent is favoured as a pedagogical model in ELT, it is more likely for Malaysian English with ethnic accents (ME Type II) to develop into the standard Malaysian English, taking into consideration the trend of development of the adoptive variety of English in Jamaica (comparable to ME Type II). The adoptive variety is not overtly Creole but lacks international intelligibility due to differences in structure and meaning (Shields 1989).

Arguably, the 'adoptive' variety is likely to become the de facto target rather than the traditional Standard English (comparable to ME Type I) since mono-style speakers of the 'adoptive' variety are prominent opinion makers, the press and the teaching profession. As ME Type II speakers are found in all sectors of the society, they too have the power to propagate the use of this variety of Malaysian English by consensus.

Implications and Conclusions

By virtue of the manner of its development, its characteristics and its role in the multilingual community of Malaysians, Malaysian English Types I and II may justify a claim to the status of a "New English". However, the utilitarian value of English has diminished considerably with Bahasa Malaysia becoming the language of inter-ethnic communication and the nation's prestige language. Thus the perceived need for a standard Malaysian English arises only in the education system.

As it is, the absence of a specified model for English language teaching has only drawn diffused concern due to the availability of various models of English, which are
nationally intelligible. However, total public acceptance, especially among educationists, towards the use of Malaysian English in language teaching is still low.

Where international intelligibility is concerned, it might be necessary to standardize a variety of Malaysian English so that changes in the language can be regulated for the benefit of Malaysians who are involved in international communication. However, due to the limited usage of English in Malaysia, the processes of language standardization such as codification, “intellectualization” of the language and formulation of a written norm are still rudimentary. Therefore the actual characteristics of Malaysian English are still unclear, resulting in a lack of uniformity in the variety of English imparted by the broadcasters, publishers and educational practitioners. The setting is such that standardization of Malaysian English is not possible, or even necessary as yet.

The End
Self-Assessment Questions (SAQ 7)

Instruction:

Try to respond to the following questions on your own. The answer could be found in the brief notes and the prescribed texts.

1. Describe Middle English literature.

2. What changes took place during the Middle English period?

3. What were the French influence on the vocabulary?

4. State the Middle English dialects.
5. What are the processes involved in language standardization?
TOPIC 8

EARLY MODERN ENGLISH 1500-1650

Content

  Learning Objectives
  Topics Covered
  Time Frame
  Learning Activities
  Brief Notes
  Self-Assessment Questions (SAQ)
TOPIC 8
Early Modern English 1500-1650

- Learning Objectives
- Time Frame
- Topics Covered
- Learning Activities
- Self Assessment Questions (SAQ)
- Brief Notes
Learning Objectives

By the end of this section, you should be able to demonstrate an adequate understanding of: (1) Changing Conditions in the Modern Period; (2) From Middle English to Modern; (3) The Great Vowel Shift; and (4) General characteristics of the Period.

Time Frame

You should spend about one week to read and understand the prescribed chapters in the text and other assigned readings. Allow yourself enough time to do the learning activities and the self-assessment questions (SAQ).

Learning Activities

Important topics to note

1. Changing Conditions in the Modern Period
2. From Middle English to Modern
3. The Great Vowel Shift
4. General characteristics of the Period

Reference:

Brief Notes

1. **Changing Conditions in the Modern Period** (BAC)
   - Particularly events such as The Norman Conquest and the Black Death have recognisable and far-reaching effects in the development of languages.
   - The beginning of the Modern English period is conveniently placed at 1500 and the new factors include: the printing press, the rapid spread of popular education, the increased communication and means of communication, the growth of specialised knowledge, and the emergence of various forms of self-consciousness about language.
   - The invention of the printing press from movable type occurred in Germany about the middle of 15th century. Introduced into England about 1476 by William Caxton who had learned the art on the continent. Over 20,000 titles in English appeared by 1640. This promoted a standard, uniform language.
   - The printing press, the reading habit, the advances of learning and science, and all forms of communication are favourable to the spread of ideas and stimulating to the growth of the vocabulary.
   - In the 16th century the modern languages faced three great problems: (1) recognition in the fields where Latin had for centuries been supreme, (2) the establishment of a more uniform orthography, and (3) the enrichment of the vocabulary so that it would be adequate to meet the demands that would be made upon it in its wider use.

2. **From Middle English to Modern**
   - All Middle English long vowels underwent extensive alteration in passing into modern English, but the short vowels, in accented syllables, remained comparatively stable. If we compare Chaucer's pronunciation of the short vowels with ours, we note only two changes of importance, those of *a* and *u*.
   - By Shakespeare's day (by the end of 16th century) Chaucer's *a* had become an [æ] in pronunciation (cat, thank, flax). The change the *u* underwent was what is known as urounding. In Chaucer's pronunciation this vowel was like the *u* in *full*. By the 16th century it seems to have become in most words the sound we have in *but*. So far as the short vowels are concerned it is clear that a person today would have little difficulty in understanding the English of any period of the language.

3. **The Great Vowel Shift**
The situation is different with the long vowels. In Chaucer's pronunciation these had still their so-called "continental" value—that is, a was pronounced like the a in father and not as in name, e was pronounced either like the e in there or the a in make but not like the ee in meet, and so with the other vowels.

But in the 15th century all the long vowels gradually came to be pronounced with a greater elevation of the tongue and closing of the mouth, so that those that could be raised were raised, and those that could not without becoming consonantal (i.e.) became diphthongs.

Whereas in Shakespeare clean was pronounced like our lane, it now rhymes with lean. The change occurred at the end of 17th century.

The Great Vowel Shift is responsible for the unorthodox use of the vowel symbols in English spelling. The spelling of English had become fixed in a general way before the shift and therefore did not change when the quality of the long vowels changed. Consequently our vowel symbols no longer correspond to the sounds they once represented in English and still represent in the other modern languages.

4. General characteristics of the Period

The period of early Modern English—the 16th and early 17th centuries—a conscious interest in the English language. Along with this regard for English as an object of pride and cultivation went the desire to improve it in various ways—to enlarge its vocabulary and to regulate its spelling.

The effect of the Great Vowel Shift was to bring the pronunciation within measurable distance of that which prevails today.

The influence of the printing press and the efforts of spelling reformers had resulted in a form of written English that offers little difficulty to the modern reader.

In the writings of Spencer and Shakespeare, we are aware of the existence of a standard literary language free from the variations of local dialect.

However, there still existed a considerable variety of use—alternative forms in the grammar, experiments with new words, variations in pronunciation and spelling.
The centre in medieval Europe (Source: Graddol, Leith and Swann 1996)
Self-Assessment Questions (SAQ 8)

Instruction:

Try to respond to the following questions on your own. The answer could be found in the brief notes and the prescribed texts.

1. What were the changes that took place in the early Modern Period?

2. Describe the Great Vowel Shift and its significance.

3. Describe the general characteristics of the Modern English period.
TOPIC 9

MODERN ENGLISH

Content

Learning Objectives
Topics Covered
Time Frame
Learning Activities
Brief Notes
Self-Assessment Questions (SAQ)
Learning Objectives

By the end of this section, you should be able to demonstrate an adequate understanding of: (1) Grammatical trends; (2) The rise of prescriptive grammar; (3) The age of dictionaries; (4) American identities; and (5) Literary voices.

Time Frame

You should spend about one week to read and understand the prescribed chapters in the text and other assigned readings. Allow yourself enough time to do the learning activities and the self-assessment questions (SAQ).

Learning Activities

Important topics to note

1. Grammatical trends (DC)
2. The rise of prescriptive grammar
3. Webster's
4. American identities
5. Literary voices

Reference:


Brief Notes

1. Grammatical trends

- The language at the end of the 18th century is not identical to present language
- With a few exceptions, however, the spelling, punctuation, and grammar are very close to what they are today
- Jane Austen's (1775-1817) novels, for example, do not present much linguistic difference
- Still, many words with same spelling had a different meaning
- There were also differences in pronunciation and in the way words were stressed

2. The rise of prescriptive grammar

- The middle of 18th century had seen the culmination of the first major effort to impose order on the language, in the form of Johnson's dictionary
- Attention now more focused on grammar with spelling and lexicon being handled in increasingly systematic way
- Samuel Johnson completed *A Dictionary of the English Language* in 1755
- Over 200 works on grammar and rhetoric appeared between 1750 and 1800
- The most influential was Bishop Robert Lowth's *Short Introduction to English Grammar* (1762); also Lindley Murray's *English Grammar* (1794)

3. Webster's

- Noah Webster was born in West Hartford, Connecticut and graduated from Yale in 1778
- He began his dictionary work in 1800, and 25 years later he completed the text of the *American Dictionary* in Cambridge, England
- In 1828 appeared *An American Dictionary of the English Language*, in two volumes, containing some 70,000 words
- It covers scientific and technical terms as well as terms related to American culture and institutions and also encyclopaedic information
Nearly half of the words he included are not to be found in Johnson's Dictionary.

Webster became a household name in the USA.

The work was crucial in giving to US English an identity and status comparable to that given to the British English lexicon by Dr. Johnson.

It was, however, not welcomed in Britain for its Americanism, especially in spelling and usage.

4. American Identities

About the turn of the 19th century in America there was a fierce intellectual debate about the direction the new country was taking.

There was the slow emergence of American literature compared to Europe (the age of Wordsworth, Scott, and Goethe).

American presses were printing a flood of editions of British books and magazines and dozens of American towns were being given such names as Waverly and Ivanhoe.

The lack of growth by recognized literary figures is one reason for the limited lexical growth suggested by Webster and others.

Later, the works of Washington Irving, James Fenimore Cooper, Edgar Allan Poe, and Emerson changed the situation.

By the middle of 19th century, the first edition of Leaves of Grass (1855) by Walt Whitman and Harriet Beecher Stowe's Uncle Tom's Cabin were produced.
5. Literary voices

- The range of social, regional, occupational, and personal variation in the use of language during the 19th century is fully illustrated in the novels and sketches of Charles Dickens (1812-1870)

- William Wordsworth (1770-1850), Walter Scott (1771-1832), William Makepeace Thackeray (1811-1863), Thomas Hardy (1840-1928)
Self-Assessment Questions (SAQ 9)

Instruction:
Try to respond to the following questions on your own. The answer could be found in the brief notes and the prescribed texts.

1. State the grammatical trends during the Modern English period.

2. What was Webster's dictionary all about?

3. Describe American identities during this period.

4. State some of the literary figures.
TOPIC 10

ENGLISH AS A WORLD LANGUAGE

Content

Learning Objectives
Topics Covered
Time Frame
Learning Activities
Brief Notes
Self-Assessment Questions (SAQ)
Learning Objectives

By the end of this section, you should be able to demonstrate an adequate understanding of: (1) English as a world language; (2) Pidgins and Creoles; and (3) Standard English.

Time Frame

You should spend about one week to read and understand the prescribed chapters in the text and other assigned readings. Allow yourself enough time to do the learning activities and the self-assessment questions (SAQ).

Learning Activities

Important topics to note:

1. English as a world language (can)
2. Pidgins and Creoles
3. Standard English

Reference:


Brief Notes

1. English as a world language

- It is relatively recent that English becomes one of the major world-languages

- Initially, the great expansion in the number of English speakers was due to the growth of population in England itself from about 1.5 million during the Norman Conquest to over 30 million by 1900

- The spread of English was encouraged by deliberate government policy and it expanded into the rest of the British Isles at the expense of Celtic languages

- English has been the main language of Wales, Ireland, and the Scottish Highlands only during the last two centuries

- English has become a world language because of its wide diffusion outside the British Isles, to all continents of the world, by trade, colonization, and conquest

- The process began with English settlements in North America in the 17th and 18th centuries

- English settlements in the West Indies also began in the 17th century in competition with Spanish, French, and Dutch colonizers

- While the East India Company was founded in 1600, British domination of the Indian subcontinent dates from the second half of the 18th century

- Early in the 19th century, the British displaced the Dutch as the dominant power in South Africa, and during the first half of the century British rule was also established in Singapore, British Guiana, New Zealand, and Hong Kong

- The second half of the century was marked by "the scramble for Africa" in which colonial powers (Belgium, Britain, France, Germany, Portugal) competed for possessions in the African continent

- British rule was then established in the regions of West Africa (including Nigeria), East Africa (including Kenya and Tanzania), and Southern Africa (including Zimbabwe)

- Above all, the great population growth of population in the US assisted by massive immigration in the 19th and 20th centuries that has given English its present standing in the world

- In 1788, there were about 4 million people in the US, most of them British origin to about 150 million by 1950
Topic 10: English as a World Language

- Surely, the dominant position of English in the world today is the result of the American political and economic power.
- English is now spoken by more than 400 million native speakers and roughly the same number who speak it in a second language.

2. **Pidgins and Creoles**

- A pidgin is an auxiliary language used in the first place for the purposes of trade between groups that have no common language.
- It arises when two or more languages are in contact, and is a simplified form of the dominant one, with influence from the other(s) and eventually be capable of fulfilling all language-functions.
- Papua New Guinea’s pidgin, called Tok Pisin, even become an official language.
- A pidgin could become the first language of a group; the language is then called a creole.
- There are English-based creoles in the Caribbean, such as in Barbados and Jamaica, on the North coast of South America, and even in the US.
- Creoles probably developed in the Caribbean because of the mixing of populations caused by the slave-trade.
- Pidgins and creoles often co-exist with standard varieties of the donor language.
- Speakers often vary their speech according to the social context and the effect they wish to have moving towards the Standard (acrolectal) end or towards the creole (basilectal) end of the continuum.
- The development of so many varieties of English has produced problems and controversies about the language especially in former British colonies.
- During British colonial rule, Standard British English was imposed on such countries.

The following figure illustrates some of the world’s English-based pidgins and creoles.
(Source: Graddol, Leith and Swann 1996)
Topic 10: English as a World Language

Standard English

- What is Standard English?
- In the countries where English is a first language, there is a common usage which makes it possible to talk of "standard world English"
- Regional variations are marked in spoken language, many of them being a matter of accent, informal, slangy and maybe lower-class speech
- In written language, however, the differences become small
- In formal writing, the essential structure of the language is practically the same throughout the English-speaking world
- There is, therefore, a standard literary language which is very much the same throughout the English-speaking community which deserves to be called Standard English
- In the use of English as a second language such as countries as India and Nigeria, a local variety of English is used in writing as well as in speech and can be considered to constitute a local standard

(Note: Refer to Middle English, Appendix, for more discussions)
Self-Assessment Questions (SAQ 10)

Instruction:

Try to respond to the following questions on your own. The answer could be found in the brief notes and the prescribed texts.

1. Why English is a world language?

2. Describe pidgin language.

3. Describe Creole.

4. What is standard English?
CONCLUDING NOTE

Congratulations! You have covered the final topic for the course. I hope you have enjoyed the experience and that it has provided you with new challenges and opportunities. If you have to contact me, please furnish your telephone number, e-mail address or fax number so that I could return your call. Till we meet again.
REFERENCES:


