

**ENG 409: History of the English Language**

**by**

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## **General Introduction and Course Objectives**

Language is the key to the heart of the people, if you lose it, you lose the people, if you keep it safe, it unlocks the people's heart (Edom 1965). Hence, language, as a social phenomenon, is a tool which human beings cannot neglect if communication has to take place. It is very dynamic, and is consistently subjected to changes in time and space. Nevertheless, for individuals to continue to be relevant in the communication parlance, they have to run after and get some understanding on the changes and innovations that a language is subjected to.

### **Objectives**

The course, *ENG 409: History of the English Language*, introduces you to the history of the development of English Language from Old English to the present status of English as a world language, and gives some tips on what the language is likely to be tomorrow. Since a people without the knowledge of their past are bound to repeat their faults (Ogu, 1992:63), the course, a historical course, helps to trace the origin of the English Language and the roles it serves in the world today. In the course of our study, therefore, we shall examine the concept of language and the concept of language families with particular reference to the English Language.

The English Language belongs to the West-Germanic of the Germanic branch of the Indo-European family of languages. It emerged as a fusion of the various languages in the British Isles from 55BC till date. In fact, English as a cosmopolitan language continues to grow till today. It continues to acquire new vocabulary from the languages of the world. However, the major languages that made up the English language today were Celtic (spoken by the original inhabitants of the British Isles), Latin (which was introduced after the Roman invasion), the Angles, the Saxons and the Jutes (which were introduced after the Anglo-Saxon invasion). These were the five major languages that made up what was called Englisc until the time of Alfred the Great when it became English. After the Scandinavian invasion and Norman Conquest, more languages had their own contributions to what is called English today. Some of these other languages were French, Dutch, Spanish, Italian, and Russian.

It is interesting to note that at the various stages in the development of English, different social events, political changes and scientific developments that took place usually left at least a mark

on the language, especially in the vocabulary. Therefore, as the world continues to experience changes and continues to develop technologically, new experiences and changes continue to seek specific terms for communication. It is expedient that for human beings and English users to continue to be relevant, they must learn such new terms to aid their knowledge and have the capacity for effective communication in the 21st century.

The English language has, therefore, passed through different ages and phases before it got to where it is today. It went through the Old English period (449-1100), the Middle English period (1100-1500), the Early Modern English period (1500-1800), and now, the Late Modern English period (1800 - present). These four periods or phases can be located under the History of the English language. A good knowledge of our past and a careful thought of our mistakes will help our tomorrow. History helps to keep the record of yesterday and waits to record tomorrow. Therefore, while we historically consider English yesterday as belonging to the Old, Middle and Early Modern Periods, the idea of English language today has to do with the Modern English period and the late Modern English period. And it is important to note that there is a future for English, and this is as a result of the fact that it is not only the mostly spoken language in the world, it is also the language of this jet age in science and technology.

Besides the various stages involved in the development of English, we will also consider how individuals, bodies or specific decisions influenced the development of English. Some of such individuals, bodies or specific decisions include the introduction of the printing technology, the contributions of William Shakespeare, the King James' Bible, and the emergence of the dictionary. We will also examine the varieties of English as the world's lingua franca, and the English language in Britain and America, before ending the course on the note of how the English language became established in Nigeria as a language that serves different functions.

Therefore, by the end of this course, you should be able to:

- a. Trace the history of English from inception till date
- b. Trace, identify and explain the linguistic influences of the Roman invasion, the Anglo-Saxon invasion, the Scandinavian invasion and the Norman Conquest.

- c. Identify and explain the linguistic features of the Old English, the Middle English, and Early Modern English periods.
- d. Discuss major changes in the Grammar, Vocabulary and Pronunciation of English across periods
- e. Identify some major landmarks, policies and stages in the development of English
- f. Identify and explain the contributions of the printing technology, Williams Shakespeare, the King James' Bible, and the dictionary to the development of English.
- g. Identify the countries of the world that use English either as first or second language
- h. Discuss the future of English
- i. Identify the newest vocabulary items in English as a result of technology and the Internet
- j. Discuss how English was implanted in Nigeria.

## **Lecture 1: The Nature of Language**

### **Introduction**

Language is an indispensable tool to human beings for the facilitation of their day to day activities. The language individual human beings speak helps to define and identify the community they belong to. With language, people who live together are able to interact and express their thoughts and feelings to one another. The ability to use language in speech makes us human persons, and genetically differentiates us from other living things.

### **Objectives**

By the end of this lecture, you should be able to:

- a. Define language
- b. List the characteristics of language
- c. Discuss the characteristics of language

### **Pre-Test**

- a. What language(s) do you speak?
- b. Is language restricted to humans?
- c. What characterises language?
- d. What function does language serve?

### **Content**

#### **Meaning of Language**

The word 'language' cannot be restricted to a definition. It has been variously defined by scholars. According to Sapir (1921), it is a purely human and non instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbol. This definition refers to the arbitrary nature of the symbols representing sounds in language. It shows that language is restricted to human beings who communicate their thoughts and feelings using these symbols. Another view of language was given by Gimson (1980: 4-5) as '...a system of conventional symbols used for communication by a whole community, the pattern of

conventions covers a system of significant sound units, the inflection and the arrangement of words and the association of meaning with words'. Very similar to this is the definition by Osisanwo (2008:1) 'Language is human vocal noise or the arbitrary graphic representation of this noise, used systematically and conventionally by members of a speech community for purposes of communication'. On a general note, it can be seen as how humans use spoken and written words as a means of communication, or a non-verbal means of communication between animals on the one hand, and humans on the other hand. It can simply be termed a system of communication which has its own convention and special words. It is also a system by which sounds, signs and gestures are used to communicate meaning.

Our intention here is not to compare and contrast language definitions, but we intend to examine the various things that make language what it is. Arguments have come up on who has the capacity for language. The following position by Fromkin et al (2003) on language that "the possession of language, more than any other attribute, distinguishes humans from other animals", supports the view that of all the animals, man alone has capacity for language.

### **Characteristics of Language**

The definitions of language given above show that some qualities are unique to all language(s). We shall now consider some of such characteristics in order to give you more insights into what language is all about.

(i) **Structured/Patterned**

Languages are characterised by different structures or patterns in relation to the available grammatical unit in the language. These patterns are seen as rules that govern the formation of words, sentences and others in the language.

(ii) **Systematic**

This characteristic of language means a language has some organized systems out of which choices are made. A language has different choices that are available in its whole structure. It has grammatical rules that should be followed. Language is made up of sound segments. These sound segments combine accordingly to form words,

and words combine to form sentences. Languages have rules that guide words and sentence formation. Any deviation from the laid down rules result in erroneous or ungrammatical sentences.

(iii) **Arbitrary**

This language characteristic shows that there is no logical or direct relationship between a word and what it represents. The name that is given to a particular object and the object itself do not have anything in common. This is to say that the process of naming an object and the reference to it is essentially that of convention. For instance, there is no direct connection between the word *table* and the object. However, arbitrariness is not often observed in onomatopoeic words.

(iv) **Conventional**

Conventionality, as a language feature, refers to the available rules in a particular language. It refers to laws that bind a people that a particular item should, henceforth, be termed *chair*. Such rules are being agreed upon unconsciously, by members of a speech community and are passed down from one generation to the other. Nevertheless, any attempt to investigate who made the particular law and where or when it was made will be an exercise in futility.

(v) **Vocalised/Spoken**

This characteristic of language means that language is spoken. In other words, it is made up of symbols which can be uttered meaningfully. Language is made up of a system of vocal communication that comprises a set of noises which are produced as a result of the movement of certain organs within the throat and mouth. In fact, most, if not all, languages are spoken before being reduced to writing or codified.

(vi) **Graphic or codified**

This has to do with the representation of the spoken words in ink. All languages have the tendency to be reduced to writing. When it is done, for example, by language planners, it can be said to have been graphically represented or codified.

(vii) **Symbolic**

Languages are made up of different symbols and signs which are used as codes for communication.

(viii) **Communicative**

A language cannot be called language if it is not used for communication. Therefore, languages serve communicative purposes. It serves as the codes which bridges the gap between two interlocutors.

(ix) **Specie-Specific**

Language is specie-specific in the sense that it is used and only associated with human beings. Man is the only animal that uses language in the actual sense of it. Therefore, it is specifically meant for human communication. The ability of language use differentiates man from other animals. Although human beings are not born with a particular language but, according to Chomsky, man is endowed with an innate capacity known as Language Acquisition Device (LAD). In other words, the device is in every man's (speech) repertoire upon which a language is eventually written when he is exposed to it.

(x) **Learnable**

This characteristic of language means that it is possible to learn a language. Since there is the capacity to learn language described as Language Acquisition Device (LAD) in every human person, everyone, therefore, has the capacity to learn as many human languages as he wishes. A language can either be acquired or learnt. While human beings generally acquire their mother tongue (MT), unconsciously; they learn other languages, especially the other languages which are foreign to their culture. For instance, in Nigeria, a child from the Yoruba tribe learns the Yoruba language quite unconsciously, while the same child learns a foreign language like English or French consciously.

(xi) **Intelligible**

By intelligibility, a language is expected to be easily understood by members of its speech community. If it cannot be easily comprehended or understood by the people within the given speech community, it is not intelligible. Also, since a language is spoken in Nigeria and it is called English, the language has to be understood by other English speaking countries in the world in order to be intelligible. Otherwise, it should be given another name.

(xii) **Dynamic**

Dynamism is also a feature that characterises language generally. Language has the ability to allow changes in forms and functions. In other words, it changes over time. In English today, we talk of Old English, Early Modern English, Modern English, New English, etc. These concepts are as a result of the changes observed in the language over a period of time. It accommodates new words and pronunciations. With dynamism, new objects like handset and its various types are able to have names. Therefore, a language is not expected to be static.

(xiii) **Acceptable**

Acceptability, as a feature of language, is also very important. If a language is not acceptable to members of its speech community or its supposed users, it cannot be called a language. Therefore, there is the need for a language to be formed or structured within acceptable standards.

(xiv) **Grammatical**

Grammaticality is also a language feature which proposes coherence in all respects. For example, there should be a level of coherence between the English language spoken in Nigeria and in other parts of the world. Grammaticality has to do with the view that a language is governed by rules. When such rules of grammar are obeyed, the user becomes coherent. Whereas, if the rules are broken, the speech becomes ungrammatical.

**(xv) Appropriate**

Appropriateness is another characteristic of language which has to do with the capability of a language to have different forms and functions. There is, therefore, the need by the language users to learn the form of the language which is most appropriate in a given context. That is, it depends on the audience or the forum where it is being used. As a result of this, in English today, we have formal usage, informal usage, colloquial usage/expression among others.

**Functions of Language**

Different scholars have looked at the functions of language from different angles. One of the most popular views was that of Halliday (1970:142). According to him, language performs three meta-functions which are ideational, interpersonal, and textual. He posits that while the ideational function deals with the expression of content of the speaker's experience of the real world, including the inner world of his own consciousness; the interpersonal/transactional function relates to how language is used to interact with others in the society; and the third, which is the textual function, ensures the relevance of the language used, that is, the use of language to construct spoken or written texts. The ideational function shows that language does not only help the speaker to express reality, it equally helps him to be conscious of the world around him. The speaker's consciousness, which is his ideation that is used in relating to his world of experience, is his ideology (Osisanwo 2011:6). The ideational function bifurcates into experiential and logical functions. While the experiential deals with the representation of the 'goings-on' in the world, the logical function deals with the semantic relations between experiential elements (Bloor & Bloor, 1995).

In an earlier categorization, Smith (1969:11-10) identifies three major functions of language which include self-discovery (where we get to know whom we are through people's evaluation of our statements), meaning giving (making meaning out of our environment through words) and communication (how we manage relationship with others).

In general language performs different functions such as

- (i) Emotive function
- (ii) Ideational function
- (iii) Interpersonal function
- (iv) Textual function
- (v) Religious function
- (vi) Official function
- (vii) Wider communication
- (viii) International function
- (ix) Educational function
- (x) School subject
- (xi) Group function
- (xii) Technical function
- (xiii) Literary function

Beyond the list above, language also performs direct or indirect functions such as stating, informing, advising, counseling, labelling, repeating, answering, requesting, calling, greeting, protesting, practicing, imitating, asking a question, expressing a need, encoding a message, describing and so on. Language is therefore a major key to the development of the world in general.

### **Post-Test**

- a. Define language.
- b. Define language according to Sapir
- c. Is language restricted to man?
- d. List and explain the characteristics of language.
- e. Discuss the functions of language.

### **Summary**

This lecture has introduced you to the nature of language. It has given you different definitions of language and discussed why it is used by man. The lecture also exposed you to the characteristics and functions of language.

## **Lecture 2:                   The Concept of Language Families**

### **Introduction**

Languages, just as human beings, exist in families. English belongs to the “Indo-European Family”, which is a term describing most of the languages in Europe. The Indo-European family has other sub-groups called *Italic* and *Germanic*.

### **Objectives**

By the end of this lecture, you should be able to:

- a. Trace the origin of the English Language
- b. Identify the languages that belong to the West Germanic branch of the Indo-European family.

### **Content**

The concept of language families has to do with languages that belong to one linguistic ‘family’. In other words, it has to do with languages that share essential similarities in grammar and in their stock of words. For instance, English was separated from its Germanic root when some Germanic tribes like the Angles, the Saxons and the Jutes migrated from their original home in North-western Europe to Britain. At that point, English began to develop into an independent language with new characteristics which are distinct from other Germanic languages.

Today, English is a world language that is spoken by well over a quarter of the population of the world. Yet, the English Language did not just emerge without the intervention of some other languages that existed before it. Any language that is spoken over a period of time and over a large area of land has the tendency to change characteristically. The function the language serves and the number of people who use it determine the degree of change to which it may undergo. English belongs to the family of language which is known as the “Indo-European Family”. The “Indo-European Family” includes most of the languages in Europe. Within the Indo-European family are other sub-groups called *Italic* and *Germanic*.

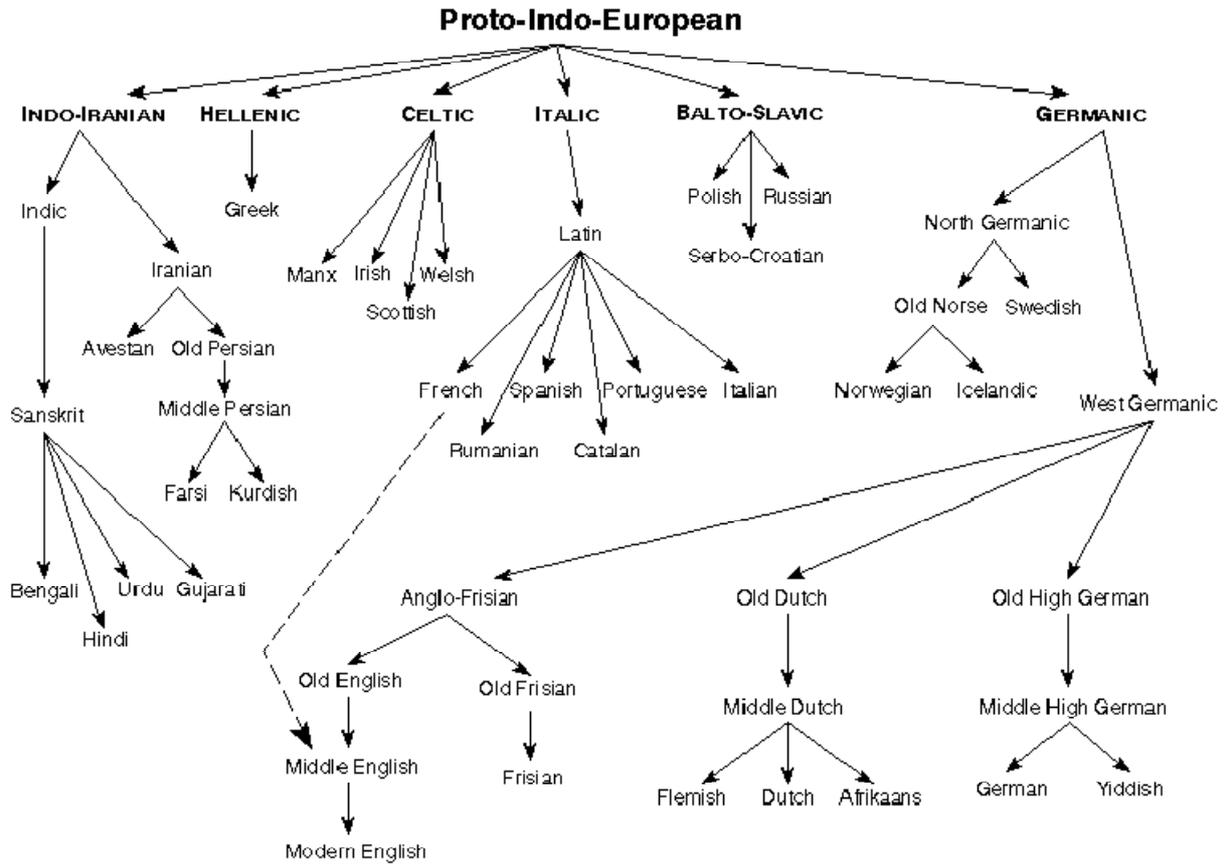
There is a widespread view among scholars that all languages somehow descended from Hebrew. In language relationship, two or more languages are genetically related if they stem from a common ancestor. For instance, Greek, Latin, Germanic, Celtic and others stem from a common proto-language, which is usually termed 'Indo-European'. The moment the genetic relationship which obtains between certain languages has been clarified, the common underlying language, which is termed a proto-language, can be reconstructed. In the first millennium before Christ, there were closely related languages which were spoken in southern Scandinavia and northern Germany. These languages were described as having the same ancestor, termed 'Germanic'. In the course of the first centuries, there were major migrations which influenced a considerable spread of these languages.

English is a Germanic language which belongs to the Indo-European languages. The original home of the Indo-Europeans has been described as somewhere between the Black Sea and the Caspian Sea where they lived some 6000 years ago. These people then migrated eastward, westward and northward and came to inhabit most of Europe and parts of Western Asia. It used to be a common language in the Elbe river region. Much later, the Germanic language split into three distinct subgroups which were East Germanic (spoken by people who migrated back to southeastern Europe), East Germanic language (spoken today, and the only written East Germanic language that survives is Gothic), North Germanic (which evolved into the modern Scandinavian languages of Swedish, Danish, Norwegian, and Icelandic), West Germanic (which developed into modern German, has two other sub-groups, namely High West Germanic and the Low West Germanic, it is the ancestor of modern German). Both English and Frisian belong to the Low West Germanic and are the closest of relatives. Dutch, Flemish, Frisian, and English are West Germanic languages. English is a West Germanic language that originated from the Anglo-Frisian dialects which was brought by Germanic invaders or settlers from various parts of Northwest Germany and Netherlands. Germanic is also known as Teutonic.

The Celtic languages, today, are found only in some remote areas of France and Britain. However, the Celtic languages made some impacts on modern English, especially on place-names of cities like York, London, Glasgow or Cardiff. These names have their origins in the

Celtic languages. Also, there are names of rivers (Avon, Clyde, Dee, Don, Forth), names of regions (Devon, Glasmorgan, Kent, Cumbria) have the Celtic origin.

The figure below shows how European languages are related.



Prepared by Jack Lynch, jlynch@andromeda.rutgers.edu

Fig 2.0 Indo-European tree (from Jack Lynch: <http://andromeda.rutgers.edu/~jlynch/language.html>)

### **Post-Test**

- a. Trace the origin of the English Language
- b. Identify the languages that belong to the West Germanic branch of the Indo-European family.
- c. Mention the sister languages of English

### **Summary**

Languages exist in families. English belongs to the West-Germanic branch of “Indo-European Family”. The Indo-European family has other sub-groups called *Italic Germanic* and others.

### **Lecture 3: Invasions of the British Isle: the Roman and the Anglo-Saxon Invasions**

#### **Introduction**

The word 'invasion', which is often used in place of conquest, has to do with an intrusion, by a group of people, into another country with an intention of conquering it or taking it over forcefully. This activity is often carried out by the army of a country. If such an armed group succeeds, it takes control of the other country. There were different attempts by different groups to conquer the geographical entity now known as England. These attempts, in no small measure, impacted the territorial boundaries of England historically, politically and linguistically. It is what is called the invasion or the conquest of the British Isle. Some of the invasions experienced by England include the Roman invasion, the Anglo-Saxon invasion, the Scandinavian invasion and the Norman invasion. This lecture examines the circumstances that led to the Roman and the Anglo-Saxon Invasions. It also examines the political and linguistic impacts of the Invasions on the territory of England.

#### **Objectives**

By the end of this lecture, you should be able to::

- a. Describe the language situation in England before English
- b. Explain the factors that precipitated both the Roman and the Anglo-Saxon Invasions
- c. State the linguistic influences of both the Roman and the Anglo-saxon invasions
- d. Explain how the invasions were terminated in England.
- e. State the differences between the two invasions.
- f. Identify the Germanic tribes that invaded Britain in the 6th century

#### **Pre-Test**

- a. How does invasion impact a territory?
- b. What historical names or places have you heard or read in relation to invasions?
- c. What does colonialism have to do with the language of a people?
- d. Was English the language of the earlier inhabitants of England?

## **Content**

### **The Roman Invasion**

In 55B.C, Julius Caesar led the Roman forces to invade England, but this initial attempt was not successful. The next attempt was led by Emperor Claudius, and was carried out in A.D 43. This second attempt was successful; hence the Roman army fought, conquered and subjugated the Celtic warriors. The territory was indigenously dominated by the Celtic people who had Celtic language as their language of communication. With the success of the invasion, Rome took over the ownership and control of the territory of England. After the take-over, the Roman soldier provided security for the inhabitants of England. Yet, the Picts and Scots did not recede from threatening the island.

As it was the case when the colonial masters colonized Nigeria, they brought another language which was different from that of the indigenes, so it was in the case of the Celtic people. The Roman invasion brought with it the Latin language which became the official language and the language of nobility, especially in towns and cities. Nevertheless, Celtic was spoken in the rural areas. For those who sought relevance in the British society Latin was the language in use, while Celtic was restricted to the masses. During the invasion of the British Isle, the Romans did not only see to the introduction of another language, they also invariably planted much of Roman occupation, civilisation and culture in Britain. These continued for as long as the Roman occupation of Britain lasted, from about A.D 43 till 410. In 410 AD, the home territory of Rome came under serious attack from external forces and Rome had to withdraw her forces from England to provide adequate security which would checkmate the attempt by the external forces. The withdrawal of soldiers from the territory of England, therefore, terminated the Roman invasion of the British Isle. At the termination, since Latin was not wide spread enough it could not survive the later Germanic invasions. Latin began to wane around AD 410, the time the last of the Roman troops were officially withdrawn from Britain.

### **Linguistic Effects of Roman Invasion**

During the Roman invasion, the Latin and Celtic languages co-existed. Hence, it became a bilingual setting. The introduction of Latin, in no doubt, brought with it some contribution to the

development of the territory of England, especially linguistically and culturally. Some of the Latin words which were introduced then were later loaned into the English Lexicon, even as we have till today. Some of the linguistic contributions to the present day English lexicon include the old English “Caestar” (an enclosed place) is from the Latin “casta” (camp). Today we have some English place-names like Chester, Dorchester, Manchester and Lancaster. We also have some lexical items of Christianity such as apostol (apostle), biscop (bishop), cirica (church) among others. The Latin ‘portus’ (gate) gave English the following names: Newport, Port sea, Portsmouth; Also, from Latin ‘mons’ (mountain) we have Larchmont, and Oakmont. Therefore, Latin is a language to reckon with in the development of English.

### **The Anglo-Saxon Invasion**

Anglo-Saxon invasion did not start as an invasion but an invitation. It was an invitation to invasion. After the Romans had occupied Britain for more than 300 years, the power of the Roman Empire began to decline due to series of attacks from Northern Europe on the home territories of Rome; they withdrew their legions in AD 410. After the withdrawal, the Celts were left unprotected; they became exposed and vulnerable to external attacks. There was absence of security for the inhabitants of England. During the initial take-over by the Romans, they could not conquer the two tribes from Northern Britain known as the Picts and Scots. The moment the Romans withdrew, the Picts and Scots saw an opportunity to attack and plunder the much vulnerable Celts. The absence of security for the Celts and obvious vulnerability to external power led them to appeal to the Germanic warriors - the Angles, the Saxons and the Jutes for help. Specifically, the Celtic Chieftain, Vortigean requested for military assistance from the Jutes to checkmate the incessant attacks from the Picts and Scots and secure the island. The Jutes acceded to the request and invitation, came to England in AD 449, defeated the Picts and Scots, and drove the Picts and Scots away from the island. The Celts were very happy and they compensated the Jutes on the landslide victory and accomplishment with the island of Thanet. After the Jutes had settled down, they invited their fellow Germanic tribes – the Angles and the Saxons to join them. Hence, the invitation by the Celts for help was followed by another invitation from the Jutes to their fellow Germanic tribes, not just to join them in England, but also to join them in a large-scale invasion of England.

The Germanic warriors came in great numbers and at different times. However, for convenience, the Angles, Saxons and Jutes were referred to as Anglo-Saxons. It should be noted that the first contacts of the Anglo-Saxons with civilisation were as results of some occasional contacts with merchants and traders from the Roman Empire on whose borders they lived. In AD 547, the Angles from the modern state of Schleswig-Holstein, Germany came and they settled in the north and central England. In AD 477, the Saxons from modern Germany came and they occupied the south of the island. Finally, in AD 449, the Jutes from modern Denmark or Northern Germany came and they occupied Kent. Upon arrival, the Jutes drove the indigenous Celtic speaking people notably the Britons to the North and West – the present day Wales.

The initial invitation from the Celts to the Jutes was soon regretted as the Germanic tribes turned around to loot and destroy their host country and eventually occupied it. It was too late before the Celts realized that their friends had become their conquerors. When it dawned on the Celts that their supposed ‘saviour’ had turned against them, they resisted and fought the Germanic tribes for over 200 years. The Celts could neither overpower nor drive them away. Instead of being driven away, some of the Celts were, rather, driven to places like Wales, Cornwall and the Scottish highlands, while those who remained were forced to accept the government of the ‘new-comers’. After a few centuries, the Celts lost their identity within the Anglo-Saxon society. They became absorbed through inter-marriages. The invasion brought an unprecedented revolution in the linguistic landscape of Britain (Adeyanju 2004).

The Anglo-Saxon invasion was more ruthless than the Roman invasion. While the Romans came as colonial masters to administer England, the Anglo-Saxons came to forcefully dispossess the Celts of what was rightfully theirs. After the full take-over, the invaders lived independently but later came together, pulled their strengths together and came under a powerful leader. They agreed to establish small kingdoms, and seven of the established kingdoms emerged as the Anglo-Saxon Heptarchy. The kingdoms were East Angles, Essex (East Saxons), Kent, Mercia (Angles), Northumbria (Angles), Sussex (South Saxons) and Wessex (West Saxons). These kingdoms competed for supremacy. The various kingdoms took over the leadership role at different times. In the 7th century, Northumbria had authority over a number of these kingdoms

and led the other kingdoms in literature and learning. In the 9th century, Mercia came into leadership but it was not long before Wessex took over in political supremacy, and literature and learning. During the Wessex reign and specifically during the time of Alfred the Great (871-899), the Wessex political power extended to Wales.

### **Linguistic Effects of the Anglo-Saxon Invasion**

Despite the fact that the invading groups belonged to different tribes, they all spoke dialects of the same language. Therefore, there was no problem of communication among them. Nevertheless, the Anglo-Saxon invasion remained as the invasion that transformed the island to a multilingual society. Basically, they now had the Celtic language, Latin and the three dialects spoken by the three Germanic tribes.

By 550 A.D, the Anglo-Saxons were firmly established and English was now the language of England. A major issue that contributed to the 'easy-ride' the invaders had was the fact that the Germanic tribes had a lot of things in common. The Angles and Saxons were more in number than the Jutes. They were more persistent, war-like and land-loving than the Jutes. The Celts called the invaders "Sassenachs" i.e. "Saxons" regardless of their specific tribes. By the end of the 6th century the term "Angles" was used. By the 7th century, the Latin name for the country was Angli or Anglia. It became "Engle" in Old English, while the name of the language was called "Englisc" during the time of Alfred the Great. By the 10th century, the word "Englaland" or "Aegle-land" (land of the Angles) appeared; it later became England. The period of brief contacts started the first of the many borrowings from Latin. Words like kettle, wine, cheese, butter, cheap, plum, gem, bishop, church were borrowed into English.



Map of Anglo-Saxon England

Source: Hogg (1992)



Source: Drout (2006:68)

### Post-Test

- Describe the contributions of the Roman conquest to the development of the English language.
- What were the two languages spoken in the British Isle between AD 43 and 410?
- Mention the Germanic tribes that invaded Britain around the 6th century.
- Why did the Romans evacuate Britain leaving the Celts unprotected?
- What were the methods the Anglo-Saxons used to conquer Britain?

### Summary

This lecture has introduced you to the factors that led to the first two invasions of the British Isle. The British isle was originally inhabited by Celts who spoke the Celtic language. The first

invasion was carried out by the Romans. The arrival of the Romans brought with it another language, Latin. The Roman invasion was terminated by the withdrawal of Roman legions from the British isle in 410 AD. The withdrawal led to the second invasion, the Anglo-Saxon invasion, which began towards the end of the 6th century. The Anglo-Saxon invasion was carried out by the three Germanic tribes - Angles, the Saxons and the Jutes. The three tribes came as a result of invitation by the Celts to help in defending their defenseless territory. The Germanic tribes came in their large numbers, defended the Celts against the Picts and the Scots and turned around to conquer their host. The invasion brought about transforming the polity into a multilingual setting. The linguistic transformation gave birth to what is known, today, as English.

## **Lecture 4: The Scandinavian Invasion and the Norman Conquest**

### **Introduction**

In lecture 3, you were introduced to the first two invasions of the British isle that took place, that is the Roman invasion and the Anglo-Saxon invasion. There were two other invasions after the Anglo-Saxon invasion. These were the Scandinavian invasion and the Norman Conquest. The Scandinavian invasion, which was essentially carried out by Denmark and Norway, took place between 787 and 1042. It started in form of robbery attack before metamorphosing in a large scale invasion. Towards the end of the Old English period, the Norman Conquest (1066-1200) took place. It had a greater effect on the English language than any other in the course of its political and linguistic history. This Conquest changed the course of the English language, and brought in the period known as the Middle English. The period brought nobility to English, and the presence of a large number of French words in English is connected with the period since French displaced English for about two hundred years.

### **Objectives**

By the end of this lecture, you should be able to:

- a. Identify the key actors in the Scandinavian invasion
- b. Identify the key actors in the Norman Conquest
- c. State where each of the invaders came from and when they came
- d. Discuss the activities that made the invasion/Conquest successful

### **Pre-Test**

- a. Who were the Scandinavians?
- b. Who were the Normans
- c. Who were Alfred, the Great and William, the Conqueror?
- d. How did the invasion/Conquest affect England?

### **Content**

Towards the end of the Anglo-Saxon rule, a period otherwise known as the Old English period, another invasion of England took place. This invasion, which was carried out in three phases, was principally carried out by Denmark and Norway; although Denmark, Sweden and Norway are among countries that come from the Scandinavian region. The invasion started as robbery attacks. It took place in three phases.

The first stage of the invasion started in AD 787, and was carried out by armed robbers who targeted and incessantly robbed the coastal towns and monasteries. It was characterized by merciless plundering of towns and church facilities. The continuous raiding of the British isle threw the isle into another state of insecurity. The island became porous and vulnerable, once again. The vulnerability set the stage for another invasion by the Scandinavian forces. This first stage lasted between AD787 and 850.

The second wave of raids started upon the arrival of 350 Danish ships in England in the year 850. Upon arrival, they ravaged different parts of the country, invaded and successfully captured Canterbury, London, York and East Anglia. By 870, the Danes had overrun not merely East Anglia but all the eastern and central parts of Mercia and Northumbria. The Danes continued threatening Wessex. However, Alfred came to the throne of Wessex in 871. His strategy and tactics in both war and diplomacy enabled him first to regroup his forces and they were able to resist the opposition for seven years. A great success was recorded by West Saxon in 878 which resulted in the treaty of Wedmore. The treaty brought about sharing formula between the English and the Danes. While Alfred, the Great represented the English, the Danish leader, Guthrum represented the Danes. The treaty spelt out that while the East was to be subject to the Danish law, the West of the country, England, was to be subject to the English law. Therefore, the most important feature of the Treaty of Wedmore was that it recognized the Danish settlement of Northern and Eastern England. By the Treaty of Wedmore, Alfred established a truce with the Danish leader Guthrum. The treaty also led Guthrum into accepting Christianity, and was also baptized. It should be noted that the Danes were from Denmark and were also called the Vikings.

The third stage of the Scandinavian invasion was more of political adjustment and assimilation from 878 to 1042. In fact, despite the treaty of Wedmore, the permanent enmity between the Danes and the English could not still be put to rest. After Guthrum was convinced to break faith, there were fresh invasions from outside. There were series of attacks until the Danes were subdued in 937, and a large part of Eastern England was put under English rule. Despite the victory, there were other attempts at different times by different groups to invade England, but the invaders were bribed and they left. Remarkably, in 991, those who came to England in a fleet of ninety-three ships under Olaf Tryggvason of Norway were bribed. Likewise in 994, Olaf Tryggvason, King of Norway, was joined by Svien, King of Denmark to attack London. The attackers were bribed to the tune of £48,000 and they left. Therefore, England experienced some period of relief. However, the relief was short-lived since in 1014, Svien, the King of Denmark was supported by his son, Cnut to drive the King of England, Athelred into exile. Not long after, the King of England died, and this paved way for Cnut to rule England. The Danes again became of major importance, with the ultimate consequence that in 1016 Canute (Cnut) came to the throne, a Danish King of England for the first time. Since this achievement was more diplomatic than military, and since Cnut had at least as many opponents in Denmark as in England, the pattern of relations was somewhat different from that of the earlier Viking invasions (Hogg 2005:8). The period of the Danish activities and influence from 1014 -1039 is known as the Age of Vikings.

### **Linguistic Effects of the Invasion**

The relationship between the Old English and Danish (also called Norse) was more of interference. In order to understand the linguistic situation in England, it is necessary to remember that the Danes and the Anglo-Saxons were both Germanic peoples with the same Germanic traditions. The Scandinavians, that is, the Swedish, the Danes and the Norwegians were actually neighbours to Anglo-Saxons and were even related in language and by blood. Therefore, it is not surprising that the Scandinavian linguistic features entered the English language extensively. The borrowing of function words is a significant indicator of the closeness of linguistic forms between Scandinavian and English at the time. However, the majority of Scandinavian borrowing into English belongs to the post-Conquest history. As the Danes or the

Vikings became permanent settlers in England they gradually got absorbed in the native population and accepted the Anglo-Saxon religion and language. Their adoption of the language altered the Old English in some noticeable ways, especially its influence on place names. More than 1,400 places in England bear Scandinavian names, till today. Examples of such names are names that end with ‘-by’ like Rugby, Derby, Grimsby among others. There are also names which contain the Danish word, ‘Thorpe’ (which means village) such as Althorp, Linthorpe among others. Some others contain the word ‘*thwaite*’ (which means an isolated piece of land). Such words include: *Applethwaite, Braithwaite, Cowperthwaite* among others. About a hundred names bear the ending ‘toft’ (a piece of ground) e.g. *Brimtoft, Eastoft Langtoft* among others. Some personal names ending with the suffix ‘son’ also include *Gibson, Jackson, Johnson, Wilson* among others. Some common place nouns that have the Scandinavian origin are *bank, birth, down, dregs, egg, fellow, leg, sky, slaughter, thrift, tidings* among others. Among adjectives we have *awkward, flat, ill, brose, low, meek, rotten, rugged* among others. There are also some verbs such as *crawl, die, gape, get, give, lift, nag, raise* among others. Their early acceptance of Christianity can also be seen in the Scandinavian names found among the Monks, Priests and Bishops. The Danes settled mainly in Northumbria, and the West Coast of Ireland.

### **The Norman Conquest (1066-1200)**

The Norman Conquest took place in a period otherwise known as the Middle English Period. The Normans were made up of the Danes and other settlers from Northern Europe that occupied Normandy. On the North-eastern coast of France, directly across from England, there is a district called Normandy. According to Baugh and Cable (1978:107), ‘it derives its name from the bands of Northmen who settled there in the ninth and tenth centuries’. In fact, the word ‘Norman’ means North+man. They were Scandinavian Vikings who went attacking from one target country to the other and settling in such countries. The civilisation of Normandy was essentially French, and the Normans were among the most progressive and advanced of the people of Europe at this time. At that time, Rollo was the leader of Normans while Charles the Simple was the King of France. The two of them reached an agreement which was similar to the one between Guthrun and King Alfred. Rollo acknowledged the French king as his liege, and, in return, got the title of the Duke of Normandy. For the next 150 years, the Dukes of Normandy

overshadowed the power of the king. Since the French-speaking Normans were the ruling class, French was used for all state affairs and for most social and cultural matters. Normandy adopted the customs of the French, as well as their legal system and language. In the 11th century, Normandy was essentially French, and the Normans were among the most progressive and powerful Europeans. Nevertheless, the masses continued to speak English.

The relations between England and Normandy were close. Before the conquest, England and Normandy had enjoyed a fair long standing relationship. When the Danes exiled the English King, Ethelred in 1012, he took refuge in Normandy and married a Norman. The marriage had a son named Edward the Confessor. Edward was then brought up in France and was more of French than English. In 1042, the Danish government declined in England and Edward was restored to the throne from which the Danes had earlier expelled his father. When Edward was reinstated as King of England, he brought with him a number of Norman friends, enriched them and gave them important positions in his government, and a strong French atmosphere prevailed at the English court. Thus, a strong French atmosphere reigned in the English court during the 24 years of Edward's government.

In 1066, Edward died without a child to succeed him. On the following day, Harold, the Earl of Wessex, was elected the new king. William, the Duke of Normandy, was Edward's second cousin, and King Edward had supposedly promised him the throne. Therefore, he had nursed the ambition of succeeding the king. His relationship with Edward, however, did not give him any right to the English throne. He was determined to obtain the throne by force.

First, he secured the support of his vassals by promising them rich rewards. He equally obtained the blessing of the Pope and, in September 1066, he landed on the southern coast of England at the time that Harold was busy fighting in the north against another person who was claiming the throne of the king of Norway. Harold won the battle and hurried back to the south. He made a stronghold of a hill not far from Hastings. His position on the hill was so strong that William had to feign retreat. William followed Harold and on the open field the battle was resumed. At the battle in Hastings, William's forces defeated his army and killed the reigning King of Norway, Harold. At the death of Harold, the English panicked. After the victory, William burnt the

southeast of England. Eventually, William was crowned king of England on the 25th December 1066. With the possession of the English crown, William introduced new nobility. Most of the English higher class died in the war at Hasting and those that escaped were treated as traitors.

By 1072, the Old English nobility was practically wiped out, and their places were filled with Norman followers of the king. With the Norman settlement in England, French language was introduced as a second official language in England. Particularly, it functioned as the language of the upper class. French was adopted to be used side by side with English while the two languages performed different roles. In 1072, only one of the twelve earls was an English man. By 1076, he was executed; therefore, the estates and the high positions, both in government and in the Church, were given to French speaking Normans. Most of the clergymen and monks were Normans; likewise the two Archbishops, the Archbishops of Canterbury and of York were Normans and they spoke French. Out of the Bishops, only Wulfstan of Worcester was an English man. The English kings were equally Dukes of Normandy. In addition, William considered Normandy more important that he left it to his eldest son while England was for his second son. All English kings until Edward IV (1461-1483) made it a tradition to marry French wives. In like manner, the English nobility were equally French conscious. They married French wives and were engaged in French wars and campaigns. Most literary works in England at that time were all written in the language and were encouraged by members of the upper class. Nevertheless, the ability to speak English was still fairly common; English survived in some monasteries and among church men. After 1200, the changing social and political conditions in Europe and England gave rise to the re-establishment of English language in the public service.

### **Linguistic Effects of the Norman Conquest**

The situation presented above facilitated the ascendance of French, and the fusion of French and English. The French language exerted a lot of influences on the English people's life, socially, politically and religiously. The most important factor that favoured the continued use of French was the close connection between England and French. Interestingly, since some notable bishops of Norman descent spoke French, English and Latin, the ascendancy of French did not eliminate English completely. Nevertheless, French remained the language of the noble, the government

and literature, while English remained that of the masses. The nobility had estates in both countries. Henry II, for instance, controlled two thirds of the French territory. The two languages practically co-existed for two-hundred years. This must have been responsible for the influx of French words in English. It was only towards the end of the fifteenth century that English became, once more, the language of the whole country. However, French words are found in every section of the vocabulary. Some of the words that got introduced to English till date cut across different fields of endeavour such as in Law and governmental administration: *judge, jury, justice, government, parliament*; in Military affairs: *conquer, sergeant, victory*; in Religion: *baptism, confess, sermon*; in Clothing: *coat, dress, gown*; in Literature: *chapter, poet, prose, rime* and so on.

### **Post-Test**

- a. Discuss the activities involved in three stages during the Scandinavian invasion.
- b. Explain the linguistic effects of the Scandinavian invasion.
- c. Summarize the roles of French and English during the reign of William the conqueror.
- d. Identify some factors that aided the ascendance of French.
- e. Describe the roles of the French language during the Norman Conquest of England.

### **Summary**

The Scandinavian invasion was essentially carried out by Denmark and Norway between 787 and 1042. The invasion was in three stages. It started in form of robbery attack before becoming a large scale invasion. The Norman conquest of 1066 under William the Conqueror introduced French and the second official language of England. The invasion brought a complete change in the nobility of England. Nobility changed hands from English to French. Hence, French grew in status since it became the language of public administration, law and literature. A speaker of French belonged to the high class while a speaker of English belonged to the low class.

## **Lecture 5: The Old English Period**

### **Introduction**

The changes that the English language has undergone in the course of its history have brought about the need to classify the choices adopted in English in a particular phase or time, according to years and ages.

### **Objectives**

By the end of the lecture, you should be able to:

- a. Discuss the changes in Old English.
- b. List the pronunciation features of Old English.
- c. List the grammatical features of Old English.

### **Pre-Test**

- a. From the discussion we had in the second lecture, what is the date bracket of the Old English.
- b. What is the significance of Old English?
- c. What are inflections?

### **Content**

The Old English period was the period from 449AD-1100. It is often referred to as the period of inflections because during this period the endings of the noun, verb and adjective were preserved. It was spoken from the time of the Germanic settlement in England 449AD to about 1100, the time of the Norman Conquest. It was more of a fusion of the dialects of the Germanic tribes. It was not a uniform language. The main areas of dialects corresponded with the areas settled by different tribes. It was a product of four major dialects which were Northumbria, Mercian, West-Saxon and Kentish. The Jutes settled down in Kent and their dialect was called Kentish. The Saxons spoke Saxon dialects. Northumbria and Mercian were spoken in the region north of the Thames where the Angles occupied. Because of the closeness of the tribes, it was

difficult to say how much the speech of the Angles differs from that of the Saxons or that of the Jutes.

Among the four dialects, the West-Saxon dialect was most prominent. The reason for the prominence was because, in 828, the seat of power moved to Winchester. Winchester became the capital of England; hence West Saxon became the most important Old English dialect such that all records were written in West Saxon, even *Beowulf*, which had originally been composed in an Anglian dialect. In addition, the tribe produced a famous king, Alfred the Great (871-899), who was not only a military man but also a champion of learning. The king of West Saxons, founded and supported schools and caused many books to be translated from Latin to English in the West Saxon dialect in the ninth and tenth centuries. The centre of civilisation, culture and influence also shifted from Northumbria to Mercian before it got to Wessex, the home of West-Saxons.

## **Linguistic Features of Old English**

### **Pronunciation/spelling**

The pronunciation of words in the Old English period differs greatly from the Modern English. The table below presents the difference in spelling, and by extension, pronunciation.

S/N	Old English	Modern English
1	bǣn	bone
2	bāt	boat
3	cēne	keen
4	fōt	foot
5	fȳr	fire
6	gān	go
7	hālig	holy
8	hēafod	head
9	hlāf	loaf

10	hlūd	had
11	hū	how
12	metan	meet
13	rāp	rope
14	riht	right
15	stān	stone

## Grammar

The grammar of the period was mainly influenced by the Latin grammar. Since Latin grammar is heavily inflected, the Old English was also full of inflections. Hence, the period is termed the period of full inflections. Old English can be described as a highly synthetic language. By this we mean that inflectional endings were used to signal the grammatical function of words while word order was thus of less importance. The idea of Old English inflections has to do with grammatical endings on words that signalled the relationship between words in a sentence, such that the endings of nouns, adjectives and verbs had inflections. In fact, the nouns and adjectives are inflected for up to four or five cases. The noun, for example, displayed three grammatical genders, two numbers, four cases, five major and a number of minor declensions. Adjectives and participles agreed with the headword noun in gender, case and number. The verb had different forms for three persons, two numbers, two tenses and two moods. The idea of inflection is what we term affixes today. During the period, a noun is described in terms of cases because Latin also had six cases, Nominative (subject), Genitive (possessive), Accusative (objective), Dative (indirect object) Ablative and Vocative. Out of these six cases in Latin, four were retained in Old English, which were Nominative (subject), Genitive (possessive), Accusative (objective), Dative (indirect object). For example, the Old English “fisc” (fish) has the following cases:

	<b>Singular</b>	<b>Plural</b>
Nominative	fiſc̄	fiſc̄as
Genitive	fiſc̄es	fiſc̄as
Accusative	fiſc̄	fiſcas
Dative	fiſc̄a	fiſcum

Also, the Old English “cild” (child) has the following cases:

	<b>Singular</b>	<b>Plural</b>
Nominative	cild	cildru
Genitive	cildes	cildra
Accusative	cild	cildru
Dative	cilde	cildrum

There were also cases where the Old English behaved just like Latin in its grammar. For example, the Latin word “nauta” (sailor) has the following cases:

	<b>Singular</b>	<b>Plural</b>
Nominative	nauta	nautae
Genitive	nautae	nautarum

Accusative	nautam	nauta
Dative	nautae	nautis
Ablative	nauta	nautis
Vocative	nauta	nautae

Old English adjectives had separate forms of each of the three genders. For example: gōd (good)

	<b>Masculine</b>	<b>Feminine</b>	<b>Neuter</b>
Nominative	gōd	gōd	gōd
Genitive	gōdes	gōdre	gōdes
Dative	gōdum	gōdre	gōdum
Accusative	gōdre	gōde	gōd

## **Vocabulary**

Most of the Old English words are almost entirely lifted from the Germanic languages, especially from Anglo-Saxon. There were also borrowings from Latin such that the Old English manuscript had between 400 and 500 Latin words. Such Latin words are mainly from the Christian religion while those of Anglo-Saxon origin reflected farming thus:

S/N	Old English	Modern English
1.	apostol	apostle
2.	biscop	bishop
3.	cirica	church
4.	deofol	devil
5.	wif	wife
6.	mann	man

7.	cild	child
8.	sheap	sheep
9.	cu	cow
10.	eorþ	earth
11.	pluh	plough
12.	wudu	wood
13.	swin	swine

A favourite illustration of a sample of old English is often the Lord's Prayer probably because it is a very familiar line. It shows obvious differences between the grammar and orthography of Old English and Modern English. A version of it reads:

*Faeder ure bu de eart on heofonum si pin nama gehalgod. Tobecume pin rice. Gewurde pin villa on cordan swa swa on heofonum, Urne ge daeghwamlican hlaf syle us to daeg. An forgyf us ure gyltas swa swa we forgyfap urum gyltendum. And ne glael pu us on costnunge ac alys us of ytele. Sodlice.*

A sample of the West-Saxon version of the gospel according to Saint John Chapter 1:1-3 reads:

*On frymthe waes Word, and thaet Word waes mid Gode and God waes thaet Word. That waes on fruman mid Gode. Ealle thing waeron geworhte thurh hyre; and nan thing naes geworht butan him.*

*In the beginning was the Word, and the Word was with God, and the Word was God. The same was in the beginning with God. All things were made by Him, and without Him was not anything made that was made.*

The vocabulary of Old English was influenced by different languages. The influence from Celtic was minimal and was basically on place names such as Thames (the dark river), Kent, London (the town of the wild one), York, Avon (the water), Dover, Cumberland, Wight. Several terms were borrowed from Latin, all of which belong to different semantic fields of meaning such as

War (*camp* meaning *battle* from Latin *campus*; *pil* meaning *javelin* from Latin *pilum*; Trade (*ceap* meaning *bargain* from Latin *caupo*, *pund* meaning *pound* from Latin *pondo*); Food (*ciese* meaning *cheese* from Latin *caseus*; *' butere* meaning *butter* from Latin *butyrum*; *pipor* meaning *pepper* from Latin *piper*); Religion (altar, angel, candle, collect, creed, deacon, demon, disciple, hymn, mass, offer, organ, pope, priest, prophet, psalm, sabbath, temple; Learning (school, master, verse, history, paper, title, accent; and some others which include cancer, paralysis, plaster, place, scorpion, camel, tiger, giant, talent etc.

### **Post-Test**

- a. What are inflections?
- b. What is a synthetic language?
- c. What is an analytic language?
- d. List and explain the four cases in Old English.
- e. List and explain the three genders in Old English.
- f. Discuss the linguistic features of Old English

### **Summary**

The Anglo-Saxon conquest was one of the most important events in the history of the English language. This period is known as the Old English period because the Angles, the Saxons, and the Jutes spoke this language. The Old English period was between 449AD and 1100. It was a period of full inflection. The major dialects of the English were Northumbria, Mercia, Kentis, and West Saxon. A look at some of the linguistic features of Old English shows that most of its vocabulary, grammar and pronunciation features have faded over time.

## **Lecture 6: The Middle English Period**

### **Introduction**

The Middle English period was a period of leveled inflection. It was a period characterised by simplified system; fixed pattern of grammatical structure changes in vocabulary with the introduction of French and Latin loan words particularly words related to administration, law, art, medicine, science and learning; and the stabilisation of the English spelling because of the introduction of printing.

### **Objectives**

**By** the end of this lecture, you should be able to:

- a. Identify changes that occurred in Middle English grammar
- b. Describe some characteristics of Middle English vocabulary
- c. Distinguish between the spellings and speech sounds of Old English and Middle English

### **Pre-Test**

- a. What period is regarded as Middle English?
- b. What is inflection?
- c. Recall the features of Old English.

### **Content**

The period classified as the Middle English period lasted from 1100-1500. It was not another English that evolved, it was just the period that was linguistically marked with important changes to Old English. Hence, Old English became Middle English. The change was basically influenced by the Norman Conquest. The Normans came from Scandinavia in the early years of the tenth Century and established themselves in the North of France where they established a powerful kingdom. In 1060 AD, they crossed the English Channel and installed themselves the rulers of England. This was during the leadership of Duke William. From then, and for the next hundreds of years, England was ruled by French-speaking kings. Yet, French did not become the national language in England since the Norman Conquest was not a national migration.

Consequent upon this, French became the language of polite society, the nobility, the language of literature and education, while English was survived as a vernacular and the national Language.

This status-change deeply affected English because it was a language of the common people. It, therefore, became simplified such that the case system of nouns and adjectives became simplified. There was much reliance on word order and prepositions than on inflectional endings. The effects of the Norman Conquest are more pronounced in vocabulary. Today, English is not as inflected as German, whereas German is another member of the Germanic group of Indo-European languages. This, perhaps, was because Germany did not experience a Norman Conquest that French could have affected. After the re-establishment of English, French ceased to be the language of many people in England. Nevertheless, from then till now, French continued to be a second language, and it is regarded as the epitome of elegance. It remains a sign of good breeding in England if one spices his speech with French words.

### **Linguistic Features of Middle English**

Different words, especially words of French origin were poured into the English language. Nevertheless, it did not turn English into French; the sound structure and grammar of English remained intact. In addition, most of the high frequency words or grammatical words (pronouns, preposition, conjunctions and the auxiliaries) were not replaced by the borrowings. Thus, Middle English still remained a Germanic language. Yet, it differed from old English in the sound system and the grammar.

### **Pronunciation/Spelling**

The pronunciation of words in the Old English period differs greatly from the Modern English. The table below presents the difference in spelling, and by extension, pronunciation.

S/N	Old English	Modern English
1	trone	throne
2	tesis	thesis

3	scip	ship
4	riht	right
5	cwen	queen

A change in one part can cause a change in the other. For instance, a change in spelling led to a change in pronunciation such that the sound being pronounced as /t/ changed to /θ/.

The majority of disyllabic words of French origin which entered Middle English adopted the English accent. Examples of nouns and adjectives are bar'on, coun'ter, jus'tice, man'ner, pris'on, proph'et, trea'son, trea'sure. Some verbs also followed nouns and adjectives, as mea'sure, sum'mon, coun'sel, hon'or, suffer. Polysyllabic words from French also conformed to English stress in a great measure. Such words bore a secondary, as well as a primary stress, and this had its effect in the change. This secondary stress was usually on the third from the last syllable. In becoming anglicized the accent usually shifted to the position of the secondary stress in nouns and adjectives. In words of three syllables this was to the first, as in ac'cident, bach'elor. Polysyllabic verbs also retain stress on the last syllable, as ascertain, disappear; or the accent has shifted to the position of an original secondary stress. In the latter case they are accented on the first syllable, as con'template, com'promise, or on the second, as affiliate. Changes in Middle English consonants were still fewer. By the close of the period, the *g* in the combination *ng* was lost, except if it appears before a vowel.

In Middle English, there was no standard convention for spelling such that a writer's spelling reflected the dialect he spoke, thus, a number of spelling forms were introduced by Middle English writers. Norman scribes in particular adopted spelling conventions of the French language thus:

*sh* replaced *sc* in words like OE *scip* (ship)

*qu* replaced *cw* in words like OE *cwen* (queen)

*gh* replaced *h* in words like OE *riht* (right)

*ch* replaced *c* in words like OE *cin* (chin)

*wh* replaced *hw* in words like OE *hwaet* (what)

*c* replaced *s* in words OE *is* (ice)

*ou* replaced *u* in words like OE *wund* (wound)

### **Vocabulary**

The adoption of new words in Middle English is especially significant. Many Danish settlers were still in the country. The Norman Conquest brought a governing class which used French for a time at least. Most of the words that were in existence were borrowed from Norman French; the words say much about the socio-cultural situation of the time. In the 13th century, it was estimated that approximately 10,000 French words came into English, and about three quarters of the loan words are still in the language today. Some of these words duplicated words that existed in Old English from Anglo-Saxon times. These words were mainly from law, administration, medicine, art, fashion, science and learning. During the Middle English suffixes were affected. The noun suffix *-els*, which, once, belonged to the words *burial*, *riddle* was apparently used in making no new compounds. Still, many common words are of Norse origin especially those having combinations of sounds which could not be strictly English. For example,

ai, ei: *bait*, *hail* 'greet,' *raid*, *raise*, *swain*, *they* (*their*), *wail*,

sc, sk, pronounced sk : *scald*, *scare*, *skill*, *skin*, *sky*, *score*, *bask*, *busk* 'get ready.'

g as in *got* : *get*, *gift*, *gig*, *gill* 'of a fish,' *guest*, *drag*, *egg*, *flag*, *hug*, *leg*, *log*.

k : *keg*, *kid*, *kilt*, *kirtle*.

As stated earlier, the most numerous borrowings in Middle English times were from French because of governing class in England. The vocabulary of the church shows a similar influence. The vast majority of the borrowed words belong to the spheres of court, administration, law, the army, the Church, art, literature, medicine and the sciences. While English words were Christianised and Latin borrowings continued to be used, French words were also added. Some words were constructed using French affixes like *con-*, *trans-*, *pre-*, *-ance*, *-tion*, and *-ment*. As I said earlier, many French loan words were drawn from the fields of administration (*authority*, *empire*, *duke*, *liberty*, *majesty*, *palace*, *parliament*, *royal*); Law (*accuse*, *arrest*, *assault*, *execute*, *evidence*, *crime*, *fine*, *fraud*, *indictment*, *judge*); Religion (*baptism*, *clergy*, *communion*, *confess*, *immorality*, *convert*, *prayer*, *salvation*, *saviour*, *sermon*, *temptation*, *theology*); Military (*ambush*, *army*, *besiege*, *captain*, *lieutenant*, *battle*, *navy*, *sergeant*, *soldier*, *spy*); Food and Drink

(*appetite, beef, dinner, feast, fruit, fry, herb, lemon, orange, plate, pork, ox-beef, calf-veal, pig-pork, sheep-mutton, hen- poultry*)

The Norman scribes listened to the English they heard around them, and began to spell it according to the conventions they had previously used for French, such as *qu* for *cw* (*queen* for *cwen*), *gh* (instead of *h*) in such words as *night* and *enough*, *ch* (instead of *c*) in such words as *church*, *ou* for *u* (as in *house*), *c* before *e* (instead of *s*) in such words as *cercle* ('circle') and *cell*.

### **Grammar**

As a result of the influence of French pronunciation patterns, unstressed vowels were gradually lost in English, and this phonological change had extreme consequences on the grammar of English which led to the loss of inflections. Consequent upon the loss of inflectional endings, grammatical relationships began to be marked through word order and the use of preposition, and the English language changed from being a *synthetic* language to become an *analytic* language. Some of the obvious features of the period include the loss of inflections, the loss of grammatical gender, loss of case system, less freedom in word order, and greater use of prepositions

In the Middle English, we had the establishment of a fixed pattern of word order between clause elements. The subject-verb-object (SVO) order that was partially evident in Old English became established. Therefore, while the Old English would say *ate he*, Middle English would say *he ate*. We still rely on word order till today in order to work out grammatical function which was basically determined by inflections in Old English. The period also witnessed the decay of inflections such that nouns lost their numerous inflectional endings or declensions. Only two methods of indicating plurals remained fairly distinct: - s, - es or - en, (as in *oxen*). Adjectives also lost their inflections, partly because of changes in sounds. Therefore, instead of having a word like 'blinde' in Old English as "blinda - blinde and blindan" indicating singular and plural, it became simply 'blinde' (blind) in Middle English. To make clear the relation of words in a sentence, word order and prepositions were now used. Demonstratives and pronoun forms were also reduced and simplified. For example, the various forms of *sē*, *sēo*, *ðæt* (i.e. the) survived as "the" and "that"; the demonstrative "pēs" "pēos" "pis" (i.e. this) was reduced to "this".

### **Post-Test**

- a. Why do changes occur in language?
- b. Describe some general features of Middle English grammar.
- c. Mention some semantic fields from which French loan words were derived, and give examples from each
- d. Describe some features of Middle English speech sounds.

### **Summary**

Middle English period (1100-1500) was a period of disappearance of the inflectional system. During this period, the English nouns, verbs, and adjectives became more simplified; a fixed pattern of grammatical structure was established. Changes occurred in vocabulary with the introduction of French and Latin loan words particularly words related to administration, law, art, medicine, science and learning. English spelling became more stabilized especially with the introduction of printing.

## **Lecture 7: The Early Modern English Period**

### **Introduction**

The period that has been linguistically categorized as Early Modern English spanned 1500-1750. Although some scholars have argued that it was before the year 1500 and went beyond the year 1750 since it could not be separated from the reign of Chaucer to Samuel Johnson. For convenience and based on popular submission, we choose to reckon with 1500-1800. While some placed it earlier at 1400-1450, that is, immediately after Chaucer; some others put it around 1500 considering the effects of printing revolution. In fact, the printing revolution which is considered, by some, the key factor of the modern period, when William Caxton set up a printing press at Westminster was established or began in 1476. All these controversies make it difficult to really conclude the particular period that the Early Modern English actually started.

### **Objectives**

By the end of this lecture, you should be able to:

- a. Identify the characteristics of Early Modern English period
- b. Describe the features of the Early English grammar and vocabulary
- c. Discuss the factors that influenced English vocabulary in the 19th century

### **Pre-Test**

- a. What do you understand by the Renaissance period?
- b. What are the significant features of the Renaissance?
- c. When was the First World War?
- d. What impact does war have on a people?

### **Content**

The period between 1500 and 1800 has been categorized as Early Modern English for linguistic convenience. The Renaissance period (1500-1650) has often been associated with the Early Modern English period. The Early Modern English period was the period that the printing

technology was developed and it had a significant impact on the vernacular (native) languages of Europe, especially on the English language spoken in England. The effect was far reaching that in about a century later, manuscript books (hand written) were completely replaced by printed ones. The rapid progress in printing was so much that before the end of 1500, printed books in Europe, although in Latin, had reached about 35,000. Subsequently, and by 1640, over 20,000 titles had appeared in English, ranging from pamphlets to large texts. Books, therefore, became readily available to everyone that desired it. It was no longer a luxury.

During this period, there was a high rate of vocabulary change, while the existing status of the English grammar was preserved. The extension of vocabulary was promoted by new reading habits and the spread of ideas as a result of the printing press. During this period, education showed some influence in promoting grammar, spelling and pronunciation; and this helped in maintaining grammatical standards. Hence, the changes in grammar are less when compared with the changes in vocabulary.

### **Linguistic Changes in the Early Modern English period**

There were different linguistic changes that took place in the Early Modern English. However, the changes were more in the aspect of vocabulary than any other aspect. For instance, major changes did not take place in the aspect of Grammar, and the major phonological change was the Great Vowel Shift.

### **Grammatical Changes**

Few changes in English syntax could still be noticed since there were very few and minor changes in grammar during this period. Some of such changes include: the regularisation of some irregular verbs with the loss of some inflections, for example the past tense of *speak* changed from *spake* to *spoke*; verbs developed wider use of auxiliaries, for example, an expression like *speak he the truth?* was changed to *does he speak the truth?* or *Is he speaking the truth?*; adjectives also lost their inflections, for instance, one could no longer say expressions like *most unkindest or more faster*; constructions involving the use of double negatives were introduced, for example, *I cannot do no cooking*; third person singular verb tense changed from *doest/doth* to *does*; the *-th* of some verb forms became *-s*, for example *loveth* changed to *loves*,

*hath* changed to *has*; the old second person singular pronoun forms: *thou, thee, thy/thine*, were replaced by: *you, your* and *its* came into use as the possessive of *it.*; plurals that were formerly formed by adding *es* in all cases were dropped out except after sibilants. In addition, the pronoun *who* was introduced as a relative pronoun; there was the emergence of new conjunctions such as ‘because’ which first appeared in Chaucer; there was the popularisation of participial constructions such as the use of verbs ending *–ed –en* or *–ing*; sentences became longer, more loose and linear, especially with repeated ‘and’ and ‘then’ coordination, mostly introduced by ‘which’ or ‘that’. An example from Caxton’s prologue to *Golden Legend* is:

*And I shal praye for them unto Almighty God that he of his benygne grace rewarde them etc. and that it prouffyte to alle them that shal rede or here it redde, and may encrease in them virtue and expelle uyce and synne that by the ensanmple of the holy sayntes amend theyr lyuyng here in thys shorte lyf that by their merytes they and I may come to everllastyng and blysse in heven.*

### **Phonological changes**

The phonological changes were more spontaneous and internal rather than being caused by any external influence. This was the period where the greatest phonological change, the Great Vowel Shift, was made. The Great Vowel Shift occurred towards the end of Middle English, and it continued to affect vowels. (Check Lecture 11 for a detailed survey). It involved the shifting of half a dozen vowels and diphthongs in stressed syllables as can be seen from the following examples: the / a: / of Middle English changed to / ei:/ as in the word name, / i: / to / ai:/ as in the word wine, / e / changed to / i: / as in the word he, / u: / changed to / au:/ as in the word mouse, and so on. All the words which contained the identified sounds, and some others, were therefore affected.

## Vocabulary changes

The most important changes to English, during the period, occurred in vocabulary. The changes were as a result of cultural influences from other languages. The interest in science during this period ushered in a period of wholesale borrowing of Greek and Latin terms. As the Norman-French nobility forgot French and shifted to the mixed English-French, Latin came to replace French as the language of writing. Some of the Latin words which were easily borrowed into spoken English during the late Middle Ages because of their similarity to earlier French borrowings include: *example/exemplary*, *pensive/ponder*, *enormous*, *item*, *suicide*, and so on.

Many of the Latin terms which were already in the language were revised to match their classical Latin spelling. Hence, some Latin and Greek plurals were borrowed: *datum/data*; *cactus/cacti*, *formula/formulae*. Latin eventually lost out as the medium of intellectual communication, especially as a result of the appearance of the King James Bible in the early 17th century. This did much to the popularisation of the use of English over Latin and Greek in writing such that by 1700 English had virtually replaced Latin as the accepted means of written communication.

Some words which are of French origin were remodelled into a closer resemblance with their Latin original forms. Examples include the following:

S/NO.	Old derivation	New derivation
1.	aventure	adventure
2.	avis	advice
3.	descrive	describe
4.	dette	debt
5.	doute	doubt
6.	neveu	nephew
7.	parfet	perfect

8.	peynture	picture
9.	scribe	scribe (but in scots, it was still <i>scribe</i> )
10.	verdit	verdict

Some of the vocabulary items were nouns which could be of Anglo-Saxon or French origin, while some of the adjectives were of Latin origin:

S/NO.	Old derivation	New derivation
1.	book	literary (bookish)
2.	eye	ocular
3.	house	domestic
4.	man	human, virile
5.	mind	mental
6.	moon	lunar
7.	mouth	oral
8.	nose	nasal
9.	ox	bovine
10.	school	scholastic
11.	son	filial
12.	star	stellar
13.	sun	solar

14.	the middle ages	medieval
15.	town	urban, urbane

Some Latin words coexisted alongside words of native or French origin:

S/NO.	Old derivation	New derivation
1.	earthy, earthen	terrestrial
2.	fatherly	paternal
3.	ghost	spirit
4.	heavenly	celestial
5.	knowledge	science
6.	manly	Male, masculine
7.	motherly	maternal
8.	murder	homicide
9.	popish	papal
10.	readable	legible
11.	same	identical
12.	timely	temporal, temporary
13.	watery	aquatic
14.	womanly	Female, feminine
15.	Youthful	Juvenile

The discovery of the New World and the beginning of colonisation around 1492 brought about the internationalisation of trade and science which resulted into an influx of foreign words from

various sources. Some of such sources were: French (*bigot*), Italian (*gondola, macaroni, balcony, cupola, spaghetti*), Spanish (*matador, siesta, armada, desperado, embargo*), Russian (*steppe*), Dutch (*yaht, cruise, ice-berg, deck, easel, etch, sketch, landscape, smuggle, reef*) and so on. The Renaissance period added between 10,000 and 20,000 new words to the English lexicon. During this period, Shakespeare spoke a variety of Midland English with which he had one of the largest vocabulary items of an English writer. Some of the words he used were *exist, initiate, jovial, accommodation, apostrophe, assassination, frugal, obscene, premeditate*. Like other Elizabethans, Shakespeare loved to experiment. He wrote ‘*out-Herod Herod*’, ‘*uncle me no uncle*’, ‘*how she might tongue me*’, ‘*Lord Angelo dukes it well in his absence*’. (Check Lecture 9 for more on the specific contributions Shakespeare and the King James’ Bible to the development of English). The King James’ Bible was published in 1611 when Shakespeare began to work on the *Tempest*. KJV employed only 8000 words while Shakespeare employed about 30,000 words. Some of the biblical phrases that passed into the ordinary language were: *prodigal son, the flesh is weak, they have sown the wind and they shall reap the whirlwind, crumbs from the rich man's table*; and the Hebrew type of superlative: *in my heart of hearts, the place of all places, the evil of all evils*.

In order to come out of the spelling problems and the problems of meaning, by the end of the Early Modern English period, the first monolingual dictionary worthy of its name was published in 1752 by Dr Samuel Johnson. Johnson wrote the definitions of more than 40,000 words, illustrated with 114,000 quotations. The dictionary became the cornerstone of Standard English because it set the orthography and regulated the structures.

### **THE (LATE) MODERN ENGLISH PERIOD**

The late Modern English period, based on divergent opinions, started between 1750 and 1800. For convenience, it spans 1800 – present. Therefore, it started in the 19th century and simply the period of modern English. The period has been mainly influenced by some factors. Such factors include political and social factors that helped to strengthen the position of England as a world power. This is essentially seen in the light of its successive victories at wars during the 19th century. For instance, England was victorious at Trafalgar, against France in 1805 and at Crimea

against Russia from 1854-56; England made remarkable political and social reforms in the 19th and 20th centuries which were important factors in establishing England as a world's stable democracy. The First and Second World Wars of the 20th century created an alliance between Britain and America. The First World War lasted from 1914 to 1918, and the Second was from 1939 to 1945. The wars promoted the link between Britain and America after which the United States had a rapid growth as one of the greatest English speaking world powers. Some of the other influential factors in relation to language were the growth of Science and Medicine, Transport, Information technology, Journalism and Broadcasting. Another major influencing factor was the creation of the Internet in 1983. All of them contributed greatly to the vocabulary of English.

Some of the vocabulary introduced during this period by the different factors listed above include Medicine (diseases: *Anaemia, Diarrhea, AIDS* (acquired immune deficiency syndrome), *Appendicitis, Bronchitis, and Cardiac-arrest*; other terms: *Bacteriology, Virology, Immunology, Paediatrics, Orthodontics, clinics, anti-biotic, vaccine, or anesthetic*; Drugs: *paracetamol, aspirin, analgesics, iodine, panadol, morphine, or penicillin*. Medical Equipment: *stethoscope, syringe, ultrasound scan machine, or x-ray machine*). In other Sciences (Physics and electricity: *relativity, calorie, ultra-violent rays, ionization, transformer, dynamo, current, atomic bomb, hydrogen bomb, air raid, ballistic missiles, sand missiles, radio active*); Chemistry (*nitrogen, alkali, benzene, radium, creosote, biochemical, petrol-chemical*); Automobile and Transport Industry (*trailer, limousine, jeep, Mercedes-Benz, Toyota, Honda, Nissan, Ford, Volkswagen*).

In Broadcasting and Journalism (*cinema, motion picture, newscaster, aerial, transmission, antenna, standby, announcer, reception, microphone, camera, cable TV, cable network, video tape, UHL channel, colour programming, digital TV, VCD, DVD*); Information Technology and Computing (*PC* (personal computer), *RAM* (random-access memory), *ROM* (read-only memory), *DOS* (disk operating system), *micro processor, byte, gig, modem, software, mouse, keyboard*); The Internet *www* (*World Wide Web*), *browse, hack, down load, upload, hyper text, browser, search engine, LAN* (local area network, *WAN* (wide area network), *e-mail, yahoo*); World Wars (*air raid, anti aircraft gun, tank, nose-dive, blimp, gas mask, liaison officer, and camouflage,*

*machine gun, periscope, no man's land, doughboy, block-buster, dive-bombing, nuclear bombing, evacuate, parachutist, landing strip, crash land, fox hole, bulldozer, task force).*

### **Post-Test**

- a. Describe the characteristics of the Early Modern English period.
- b. List and discuss the linguistic influences of the period.
- c. How significant was the Renaissance in the development of English?
- d. List some of the vocabulary items of the period and their sources.

### **Summary**

The Early Modern English period was characterized by a rapid growth of printing technology, and the very high volume of printed materials in England resulted in the promotion of standard use of language. This was mainly as a result of the intervention by William Caxton who started printing in 1475. The availability of printed materials, therefore, aided the standardisation of English spelling, and with the production of books and reading materials the printed word became the standard. While the printing technology increased and promoted the growth of education, education also increased the level of literacy. In addition, modern developments in transportation, communication, medicine and other sectors increased the thirst for new words to express new experiences. In addition, the development of science and medicine, Broadcasting, Journalism, World Wars, the internet, Information technology and Computing among others, have affected the rapid growth of English vocabulary from the 19th century onwards.

## **Lecture 8: The Printing Technology and the Renaissance**

### **Introduction**

The printing technology was introduced to England in 1476. This was a great move in the development of English. It promoted writing and spreading of English from the upper class to the lower class. The Renaissance (1500-1650) brought some inevitable changes and large-scale borrowing because of the new waves of scientific explorations and increase in knowledge.

### **Objectives**

By the end of this lecture, you should be able to:

- a. Explain the contribution of printing technology to the development of the English language.
- b. State how Caxton assisted in the standardisation of English
- c. State the effect of the Renaissance vocabulary on English.

### **Pre-Test**

- a. Who was William Caxton?
- b. Where was Caxton from and what was his profession?
- c. What does the word 'Renaissance' mean?

### **Content**

#### **The Printing Technology**

The printing technology was developed in the 15th century. Precisely, it was introduced to England by William Caxton in 1476. This, till date, is seen as a significant achievement which had a great effect on the standardisation of English spelling. The advent of printing technology was an important factor that suggested the beginning of Modern English. In no doubt, it had a significant impact on the native languages of Europe. It provided a national standard for written English. Interestingly, William Caxton was not a Duke, King, linguist or literary scholar. He was just a merchant who had lived thirty years in Belgium before moving to England. He only

got interested in printing and publishing, and in 1476, he set up the first printing press house in England, at Westminster Abbey. In fact, as important as Chaucer himself was the man who printed his work was William Caxton. When he began the printing work, he encountered diverse linguistic variations which posed some problems on him. Before the introduction of printing, there were different spellings given to a single word. With the production of a vast amount of reading materials, printing made it possible to promote a standard in spelling. Given the differences in the regional dialects, Caxton did not know:

- what variety of the dialects to adopt
- if loan words from other languages could be used
- what particular spelling system to adopt
- what punctuation system to adopt
- whose literary style to model after – Chaucer’s, Thomas Malory’s or those of Latin authors
- if he could modify the language of the native speaker for better intelligibility

Caxton eventually freed himself from the problem by adopting the dialect of London and its immediate environment for his publications. Nevertheless, this does not mean that all the early printers agreed on what the standard should be or consistently applied it. In fact, the variety was not general to the early printers, and in some ways, the printers added some strangeness to spelling. Many of them were Dutch, and sometimes, Dutch spelling influenced English words. This resulted in the spelling differences in the English Language. Caxton was an editor, publisher, translator and author of his own works. His decision to reproduce the English of London and of the South-East, though not an easy one, was crucial for the history of the English spelling. Caxton stated in 1490 in the prologue to *Eneydos*, one of his translations:

*...Englisshe that is spoken in one shyre varyeth from a nother. In so moche that in my dayes happened that certayn merchautes were in a shippe in Tamyse for to have sayled over the see into Zelande, and for lacke of wynde thei tarryed atte Forlond, and wente to lande for to refreshe them; And one of theym named Sheffelde, a mercer, cam in-to an hows and axed for mete; and specially he axyd after eggys: And the goode wyf answerde, that she coude not speke no Frenshe. And the marchaunt was angry, for he also coude speke no Frenshe, but wolde*

*have hadde egges, and she understode hym not. And thenne at laste a nother sayd that he wolde have eyren; then the good wyf sayd that she understod hym wel. Loo, what sholde a man in thyse dayes now write, egges or exren. Certaynly it is harde to playse everyman by cause of dyversite and chaunge of langage.”*

## **The Renaissance**

The time of Caxton developed into the Renaissance period since printing started 1476 whereas the period termed Renaissance lasted 1500-1650. This explains why the periods are rarely separated. The term ‘Renaissance’ itself refers to the revival of the interest in classical ancient Rome and Greece. It started in Italy as the consequence of the fall of the Eastern Roman empire. The Renaissance period was characterised by renewed interest in the classical languages and literatures as well as the science, medicine and arts. Hence, there were two major forces in relation to the period:

- a radical force to produce a change in the vocabulary of English, and
- a conservative force to preserve the existing status of the English grammar.

Following the development of printing, and as a result of renewed interest in different fields, many more publications were produced in English, especially during the 16th century. William Caxton is, therefore, a major force in the standardisation and popularisation of English. As new experiences were encountered in Europe, the existing vocabulary in the language became insufficient to express these experiences. Therefore, writers began to borrow new terms, especially from Latin, French, Spanish, Greek, Italian and Portuguese. Later, the period of worldwide exploration came and words from over fifty other languages including indigenous languages of North America, Africa and Asia came into English. This gave birth to the introduction of foreign vocabulary into English which brought about the question of inkhorn controversy. *Inkhorn terms* are foreign words in English.

Printing made a rapid progress such that before the end of 1500 about 35,000 printed books had appeared in Europe, although majority of them were in Latin. By 1640, books were no longer an exclusive luxury of the upper class with the production of over 20,000 titles in English. The titles ranged from pamphlets to large texts. It was now possible to reproduce a thousand copies or

more of one book exactly like the other. Printing, therefore, became a powerful force for promoting a standard and a uniform language. It provided a means of spreading the language across the lands where it was understood. Renaissance added between 10.000 and 20.000 new words to the English lexicon.

### **Post-Test**

- a. What were the linguistic problems that confronted Caxton initially and how were they resolved?
- b. Identify a major influence on the Renaissance English
- c. What necessitated the wide spread borrowing of foreign words into English language during the Renaissance period?
- d. Summarise Caxton's message in the prologue.

### **Summary**

The introduction of the printing technology to England in 1476 was a great achievement and a historical landmark in the development of English. It promoted writing and publishing. The Renaissance was a period of great social and economic change which brought with it some inevitable changes in the English language. It brought about large-scale borrowing with dynamic changes in vocabulary because of the new waves of scientific explorations and increase in knowledge.

## **Lecture 9: The Development of English: William Shakespeare and the King James Bible**

### **1.0 INTRODUCTION**

In this lecture, we are going to consider the importance of William Shakespeare and the King James Bible in the development of English. Many scholars are agreed that the two most important influences on the development of the English language during the final decade of the Renaissance are the works of William Shakespeare between 1564 and 1616 and the King James Bible in 1611.

### **Objectives**

By the end of this lecture, you should be able to:

- a. Discuss the contributions of William Shakespeare in development of English
- b. Discuss the contributions of the King James Bible to the development of the English language.

### **Pre-Test**

- a. What notable scholars do you know in the translation of the bible?
- b. Who is William Shakespeare?

### **Content**

William Shakespeare was another great man of influence who made a lot of impact on the English language. He lived from 1564 to 1616. The English of Shakespeare evolved after English had undergone a lot of changes between 1400 and 1600 AD. He impacted all aspects of English including pronunciation, syntax and usage. However, his impact was more prominent in the area of vocabulary. Although Shakespeare spoke a variety of Midland English, he had one of the largest vocabularies of an English writer. He had 30,000 words which were made up of inhorn and *plainness* words. Some of the words he used were very new; they were probably recorded only a year or two before he used them. Hence, Shakespeare was described as a man who had the largest vocabulary of any English writer. This was as a result of his resourceful use

of words and his acceptance of new words. Since, there was no rule of usage at the time he freely used some of the words that some people rejected as *inkhorn terms*.

The following words, according to Baugh and Cable (2001), which were first used by Shakespeare were all new to English towards the end of the 16th century: *agile, allurement, antipathy, catastrophe, critical, demonstrate, dire, discountenance, emphasis, emulate, extract, hereditary, horrid, meditate, modest, pathetic, prodigious, vast, armada, barricade, cavalier, mutiny, palisade, renegade* and so on. He also used some other words in the sense that were closer to their original Latin meaning than the sense in which they are used today. For example Shakespeare's *communicate* means *to share* rather than to exchange information as it is used today. Some of the other words he used became their earliest occurrence in English language e.g. *accommodation, apostrophe, assassination, barefaced, countess, courtship, dwindle, eventful, lacklustre, dexterously, dislocate, frugal, misanthrope, laughable, obscene, pedant, premeditate, reliance, submerge* and so on. Examples of Shakespeare's hyphenated compounds are *Arch-heretique, baby-eyes, bare-pickt, breake-vow, canker-sorrow, faire-play, giant-world, halfe-blown, heauen-mouing; ill-turned, kindre-action, pale-visag'd, pell-well, vile-concluded, widow-comfort*.

Shakespeare loved to experiment like other Elizabethans. He wrote '*out-Herod Herod*', '*uncle me no uncle*', '*how she might tongue me*', '*Lord Angelo dukes it well in his absence*'. Some of his expressions also contributed to the development of English and are taken as 'quotable quotes' today. Some of them include: *Frailty, thy name is woman; Something is rotten in the state of Denmark; The time is out of joint; It's Greek to me; To act more in sorrow than in anger; to vanish into thin air; to suffer from green-eyed jealousy; to be tongue-tied; to make virtue of necessity; to play fair/foul; live in a fool's paradise; it is high time; to bid good riddance; to sand so packing* and so on

### **The King James' Bible**

The Bible and the works of great writers form the rich literary source of English idioms. The translation of the bible was another step towards the standardisation of English. It was a way to preserve the true meaning of God's word. Yet, for a long time, any attempt to translate the Bible

was seen as heretic. The translation of the Bible was done at different times. The earliest attempt was made by King Alfred translated who translated the Ten Commandments and parts of the Exodus Book when in the 7th century. The Gospels were translated in the 9<sup>th</sup> century and were preserved. The first attempt at translating the whole scriptures was made in 1388 by John Wycliffe. John Wycliffe translated from Latin to English. Another attempt was made in 1525 when William Tyndale published his translation of the New Testament from Greek. Tyndale or Tindal (1492-1536) was a religious reformer and a writer. He was ordained in 1515, and went to the University of Cambridge. William Tyndale determined to translate the Bible from the Greek into English in order to combat corruption in the English Church. He also intended to extend scriptural knowledge among the common people of England.

The popular King James Bible was published in 1611. The King James Bible, as stated on its title page, was appointed to be read in churches throughout the United Kingdom and this was to determine its influence on the population and far more on the language. Yet, it was not authorized by any process of parliament. Fifty-four university scholars were involved in the translation of the bible, while King James approved the recommendation given on it by some 750 reformers from within the Church of England. Despite the number of the scholars involved in the translation, it was not an easy task; the preliminary version took four years before it could be submitted to the bishops for revision. To ease the work, the translators were divided into different groups to work on different sections of the bible, while the final version took nine months. There were a number of guidelines which the translators were required to follow, and they were to use the *Bishops Bible* where possible and were permitted to consult the Tyndale Version and other earlier versions where necessary. Frequently, they introduced old use of words from the Tyndale version, and also used quite a number of idioms. Many phrases in the King James Bible have entered the general idiom of the language. Some of such phrases include: *my brother's keeper; eye for eye; the apple of his eye; a man after his own heart, how are the mighty fallen; a root of the matter; salt of the earth; new wine in old bottles* etc.

Interestingly, the bible underwent changes from time to time. *The Lord's Prayer* can be used to exemplify various versions of the prayer from Old English to Middle, and Modern English. In the Old English period, it was rendered thus:

Fæder ure þu þe eart on heofonumsi þin nama gehalgod to becume þin rice gewurþe þin willa on eorðan swa swaon heofonumurne gedæghwamlican hlaf syle us to dæg and forgyf us ure gyltas swa swa we forgyfað urum gyltendumand ne gelæd þu us on costnunge ac alys us of yfele soþlice.

In the Middle English period by Wycliffe (1388), it was rendered as:

Oure fadir þat art in heuenes halwid be þi name; þi reume or kyngdom come to be. Be þi wille don in herþe as it is douninheuene.yeue to us today oure eche dayes bred. And foryeue to us oure dettis þat is oure synnys as we foryeuen to oure dettouris þat is to men þat han synned in us. And lede us not into temptacion but delyuere us from euyl.

Finally, in Early Modern English (King James Version, 1611) the same text read as:

Our father which art in heaven, hallowed be thy name. Thy kingdom come. Thy will be done in earth as it is in heaven. Give us this day our daily bread. And forgive us our debts as we forgive our debtors. And lead us not into temptation, but deliver us from evill. Amen.

### **Post-Test**

- a. What was responsible for the success of Shakespeare's contribution to the development of English Vocabulary?
- b. List some of Shakespeare's hyphenated compound words
- c. To what extent did Shakespeare and the King James Bible influence the English language in the 17th century?

### **Summary**

William Shakespeare and the King James Authorised Version of the Bible were important influences on the 16th and 17th century English. They demonstrated how English was used during the period and helped to maintain standard in the English vocabulary and usage. Many of biblical idioms have become modernized and added to every day usage.

## **Lecture 10: The Emergence of the Dictionary**

### **Introduction**

The introduction of thousands of new words in the 16th and 17th centuries, especially as a result of the Renaissance, brought about a thick concern for the compilation of a dictionary. The dictionary was meant to serve as control and standard for all users of English. The call for the compilation of words brought about the emergence of different lexicographers who developed different dictionaries.

### **Objectives**

By the end of the lecture, you should be able to:

- a. Identify the linguistic issues that led to the call for a dictionary
- b. Identify the early lexicographers
- c. Discuss the contributions of early dictionaries to the growth of English.
- d. Explain the importance of the early dictionaries of hard words in history of English

### **Pre-Test**

- a. Who is a lexicographer?
- b. What is the importance of a dictionary?
- c. What are the notable dictionaries you are familiar with?

### **Content**

The development of English with the introduction of thousands of new words, especially as a result of the Renaissance, and in the 16th and 17th centuries assumed a state of confusion. The absence of any book on collection of word-meanings and spellings worsened matters. There was no agreed rule of usage. Each user depended on his instinct and or dialectal influence to spell words. In fact, since there was no particularly agreed tradition to follow, many speakers spelt words as spoken. The period was also characterized by a writer's spelling the same word

differently on the same page of a work. This development prompted notable scholars to reason that there was the need to produce a book on the collection of English words so as to put the trend under immediate check.

Some of the notable scholars expressed concern in various dimensions. While in 1574, John Hart attempted to reform the spelling; in 1582, Richard Mulcaster considered it needful that a diligent person should compile all words; in 1712, Jonathan Swift was concerned for the writers who would not be encouraged by the multiplicity of spellings; other scholars like John Dryden, Daniel Defoe with the support of Jonathan Swift felt that, as done for the Italian, the duty of producing a dictionary should be committed to an academy. The various observations and calls led to the emergence of lexicographers such as Thomas Cooper, Robert Cawdrey, Henry Cockeram, Stephen Skinner, Nathaniel Bailey and Samuel Johnson among others. These lexicographers compiled English dictionaries at different periods. The historical development of the English dictionary can be divided into five periods thus:

The first period was in the 16th century. This was a period of glossary-looking when, in 1565, Thomas Cooper's *Thesaurus Linguae Romanae of Britannicae* was produced.

The second period was at the beginning of the 17th century. This was a period of the glossary dealing with hard words; and in 1604, Robert Cawdrey's *A Table of Alphabetical English Words* was produced. The dictionary merely explained some 3000 difficult terms. It was followed in 1616 by John Bullkar's *English Expositor*, while Henry Cockeram's *English Dictionaries* was published in 1623.

The third period was in the middle of the 17th century to the end of the century. This was a period when etymology of words was added to the meaning; and in 1667, Stephen Skinner's *Etymological Linguae Anglicanae* (1667) was produced. Earlier, in 1658, Edward Philips published *New World of Words*.

The fourth period was the whole of 18th century. This was a period when dictionaries established the standards of spelling, meaning and usage of English words. The following dictionaries were produced during the period: Nathaniel Bailey's *Universal Etymological*

*English Dictionary* in 1721 and Samuel Johnson's *A Dictionary of the English Language* in 1755. Johnson's dictionary proved to be more successful than many of the previous. It took many years to complete and the dictionary contained definitions of over 40,000 words. The dictionary made a historic and landmark achievement while it also set the pace for subsequent lexicographers.

The fifth period was in the 19th century to the 20th century. This was a period when English dictionaries saw much improvement and reached maturity. The following dictionaries were produced during the period: Noah Webster's *The American Dictionary of the English Language* (1828), Charles Richardson's *A New Dictionary of the English Language* (1836), *The Concise Oxford English Dictionary* (1911), *The Oxford English Dictionary* (1928), Webster's *Third New International Dictionary of the English Language* (1961).

From the beginning of the fifth period, new dictionaries were released to cater for the new experiences, with increase in knowledge and terminologies that were the result of the industrial revolution and progress in science and medicine.

### **Post-Test**

- a. Explain the factors that led to the emergence of a dictionary.
- b. State the concern expressed by Richard Mulcaster and Jonathan Swift
- c. Identify with examples the features of the five periods in the development of the dictionary
- d. How did the emergence of the dictionary help in the codification of English words?

### **Summary**

The emergence of the dictionary was an important influence on the 16th and 17th century English. The emergence, to a remarkable extent, laid to rest the extensive additions to the English vocabulary, some of which had generated a lot of controversy. It made a great impact on the development, enrichment and stability of standard vocabulary of the English language. The dictionaries that were produced during this period helped to facilitate the use of the words that had been generally adopted.

## **Lecture 11: The Great Vowel Shift**

### **Introduction**

As the study of the changes in the grammar and vocabulary of Old English, Middle English and Modern English are important, so are the changes in the pronunciation system important. This is as a result of the fact that language operates as a system, and a change in one part often results in a change on the other parts. Thus, the Old English speech sounds differed significantly from the Middle English pronunciation. Therefore, the Great Vowel Shift has to do with the major changes in pronunciation which took place at the end of the Middle English period. This greatly affected the vowel system.

### **Objectives**

**By** the end of this Unit, you should be able to:

- a. Explain the idea of the Great Vowel Shift
- b. Identify the features of the Great Vowel Shift
- c. Identify some changes that occurred in the pronunciation system at the end of the Middle English period

### **Pre-Test**

- a. What is the Great Vowel Shift?
- b. What characterised the pronunciation system of English at the end of the Middle English period?

### **Content**

The Great Vowel Shift was one of the defining features which distinguished the Modern English from the Middle English. The Great Vowel Shift (GVS) has to do with a change in pronunciation which took place between 1350 and 1500. The great influx of people into the London region during the period brought about the introduction of different dialects which began to affect the pronunciation patterns of the standard. Chaucer's English fall within this period. While modern English speakers could read Chaucer with some difficulty, his pronunciation

would have been completely unintelligible to the modern man. On the other hand, Shakespeare's English would be accented, but understandable. The GVS was a process which led to long vowel sounds being raised and diphthongised. In other words, the two highest long vowels became diphthongs and the other five underwent an increase in the height of the tongue with one of them coming to the front.

There were principal changes, however, exceptions occur, the transitions were not always complete, and there were sometimes accompanying changes in the orthography. The principal changes with the vowels, as shown in IPA, are roughly as follows:

- Middle English [a:] (*ā*) fronted to [æ:] and then raised to [ɛ:], [e:] and in many dialects diphthongised in Modern English to [eɪ] (as in *make, date*). Since Old English *ā* had mutated to [ɛ:] in Middle English, Old English *ā* does not correspond to the Modern English diphthong [eɪ], but was rather formed from the lengthening of short *a* in open syllables.
- Middle English [ɛ:] raised to [e:] and then to modern English [i:] (as in *beak*).
- Middle English [e:] raised to Modern English [i:] (as in *feet*).
- Middle English [i:] diphthongised to [ɪi], which was most likely followed by [əɪ] and finally Modern English [aɪ] (as in *mice, wipe*).
- Middle English [ɔ:] raised to [o:], and in the eighteenth century this became Modern English [o:] or [əɪ] (as in *boat*).
- Middle English [o:] raised to Modern English [u:] (as in *boot*).
- Middle English [u:] was diphthongised in most environments to [ɪu], and this was followed by [əɪ], and then Modern English [aɪ] (as in *mouse*) in the eighteenth century. Before labial consonants, this shift did not occur, and [u:] remains as in *soup* and *room* (its Middle English spelling was *roum*).

In summary, some vowels changed once, some twice, some thrice and so on thus:

[a:] -> [æ:] -> [ɛ:] (as in *make, date*).

[i:] -> [e] -> [i] (as in *beak*).

[e] -> [i] (as in *feet*).

[i] -> [ɪ], -> [a] (as in *mice, wipe*).

[o:] -> [o] -> [o] or [ə] (as in *boat*).

[o] -> [u] (as in *boot*).

[u] -> [ʊ] -> [ə] -> [a] (as in *mouse*)

The changes are represented on the chart below:

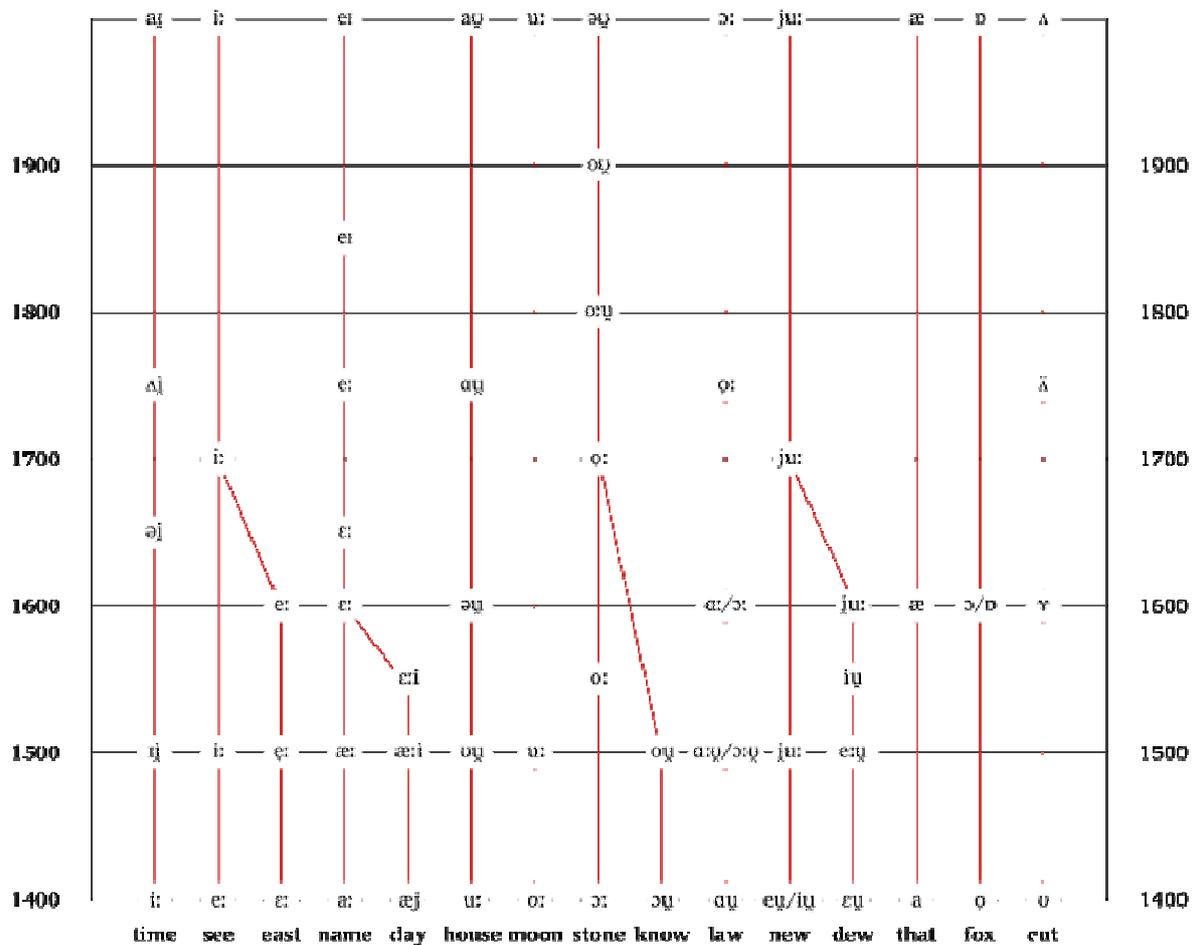


Figure 11.0

### Post-Test

- What is the Great Vowel Shift?
- What characterised the pronunciation system of English at the end of the Middle English period?
- Identify the features of the Great Vowel Shift
- Give examples of the Middle English vowels that changed in the Modern English.

### Summary

The Great Vowel Shift has to do with the vowel changes that occurred in the history of English around the 16th and 17th centuries. This is manifested in the Old English speech sounds, the

Middle English and the Modern English pronunciations. Therefore, the Great Vowel Shift has to do with the major changes in pronunciation which took place at the end of the Middle English period.

## Lecture 12: Varieties of English

### Introduction

In our first lecture, we discussed that one of the features of language is the fact that it is dynamic. Dynamism in language refers to the fact that language changes in time and space. This brings about variations in choices and usages. In this lecture, therefore, we are interested in the varieties of English by considering varieties which have to do with dialects, idiolects, sociolects and others.

### Objectives

By the end of the lecture, you should be able to:

- a. Identify the major varieties of English
- b. Distinguish between sociolect and dialect
- c. Differentiate between language and style
- d. Discuss why two different writers use different styles

### Pre-Test

- a. How does a language change in space and time?
- b. What do you understand by idiolect and sociolect?
- c. What do you understand by style and register?

### Content

Time, space and social order are major determinants of changes that are observed in a language from time to time. The term 'lect' is always significantly used in any discussion on language varieties. *Lects* are the varieties of language use which exist because of isolation or long term separation of groups. Isolation can be across time, geography or social barriers. The changes in choices bring about the use of different varieties. Speech variations occur in communities where speakers use a particular language. These variations are often due to variables such as differences in levels of education, professions, culture, status, regional backgrounds and tribal affiliations. By space, we mean geographical differences; time has to do with choices that could be seen as old and new; while social order has to do with social status of individuals in the society. Modern

English has developed a lot of varieties. These varieties can be associated with different classes of people or social groups. Varieties of English, today, can be discussed along the line of the following: regional dialects, sociolects, and idiolects. We can also consider the varieties in English based on register and style. Varieties can also emerge as a result of local or class dialects. It can also be influenced by context. In other words, it may depend on whether the setting is formal or informal. Therefore, it is easy to distinguish between standard and non-standard varieties. For example, slang is a form of non-standard variety which is mostly used informally. From our discussion so far, we can say there are different paradigms that can be used in identifying the varieties of English in the world today. In no particular order, some of them are considered below.

### **Dialects**

A dialect can be seen as a regional or social variety of a language spoken by a group in a particular area or class. Dialects are characterised by systematic differences in pronunciation, grammar, and vocabulary forms of the same language, especially in a way which differs from the standard variety of the language. A certain dialect is spoken by members of a speech community. Dialects exist because groups of people share common linguistic behaviour; and before it is called a dialect, there must be observable consistent linguistic acts. A term that is often associated with dialect is 'dialectology'. Simply put, dialectology is the study of dialect. Dialectology studies the geographic distribution of language variation. In other words, it studies regional dialects, or dialects defined by geographical regions.

### **Idiolects**

An idiolect is a variety of a language which is unique to and or spoken by an individual. Idiolects exist as variations of individual performance or usage. It is manifested by patterns of word selection and grammar, or words, phrases, idioms, or pronunciations that are unique to that individual. In other words, individuals have unique ways of grouping of words and phrases. A term that is also related to idiolect is 'ecolect'. By ecolect, we mean a dialect variant that is specific to a household. Idiolects change when they come in (constant) contact with other idiolects.

## **Sociolects**

Sociolects are varieties of language determined by the social status of the user. It can be determined by whether the individual user is rich, poor, educated, illiterate, royal, religious or not. Each of these classes of people is affected by their group's use of language. Each group has a communication network which is expected to be maintained by the social construct of the community of speakers who use it. It also symbolically represents the historical, social, and cultural background of the users. Thus, there are varieties of English which are peculiar to the people in high social class and others who are less-privileged.

## **Other Variety Determinants**

### **Style**

The concept of style is rather too broad to be fully examined in this lecture. In fact, all the identified varieties of English can be seen as different styles. Style has to do with a peculiar way an individual speaker or writer chooses to use language. The individual may use a style or variety that is peculiar to him, his family, his age, his immediate environment or his social class. The style may also be formal or informal.

### **Register**

By register, we mean the use of language which is peculiar to a particular sect, especially in relation to a particular field. For instance, there is a use of language which is peculiar to medical practitioners called medical jargon; lawyers called legalese or legal jargon; journalists called journalese and so forth. All professional fields have their register. Each of these fields has its own register that is peculiar to the field of discourse. Thus, we have the registers of fields or professions such as law, medicine, engineering, banking/accounting, science, and agriculture.

Among other varieties, there is the *written variety*, which is the language of books and other forms of academic writing. There is the *spoken variety* which is often used in informal situations. The Spoken standard, in Britain, is also known as *Received Pronunciation* (RP). It varies in different parts of English speaking countries. It is the type associated with educated people who have a high degree of conformity to rules; and it is more of a class variety than regional dialect. In Britain, regional dialects of English developed right from the old English such that today, we

have modern dialects like Welsh, Scot, and Irish. Each of the dialects also has sub-regional varieties, like British English, English English, BBC English, Scottish English, and Welsh English. There is also the *popular variety* which is often used by the uneducated people, and it is characterised by slangy expressions, pidgin, creole and other coinages. We do also, today, have a variety called genderlect. Genderlect is a variety that is differentiated by gender.

### **Post-Test**

- a. Differentiate between dialect and dialectology
- b. Differentiate between idiolect and sociolect
- c. Identify the differences between written and spoken English?

### **Summary**

Lects refer to variations in the use of the same language by groups and by individuals. Language varieties (dialect, idiolect or sociolect) have consistent linguistic forms that mark them out wherever they are used. While regional dialects are determined by geographical location, sociolects are determined by social class or status, idiolects are determined by the unique way an individual uses language. Style has to do with a peculiar way an individual speaker or writer chooses to use language. Register has to do with the variety of language that is peculiar to a particular field

## **Lecture 13: English Language in Britain and America**

### **Introduction**

In the last lecture, we considered varieties of English and said that different varieties emerge as a result of time, space and social order. As a result of regional differences, different varieties of English have emerged in the world today. Some of such varieties include British English, American English, Australian English, Indian English, Nigerian English, South African English and so on. In this lecture, we will only consider the British and American varieties of English.

### **Objectives**

By the end of this lecture, you should be able to:

- a. Discuss factors that promoted the growth of English as a world language
- b. Distinguish between American and British English
- c. Identify some features of British English
- d. Identify some features of American English

### **Pre-Test**

- a. Who are the Britons?
- b. Who are the Americans?
- c. What was responsible for each of them making English their official language?

### **Content**

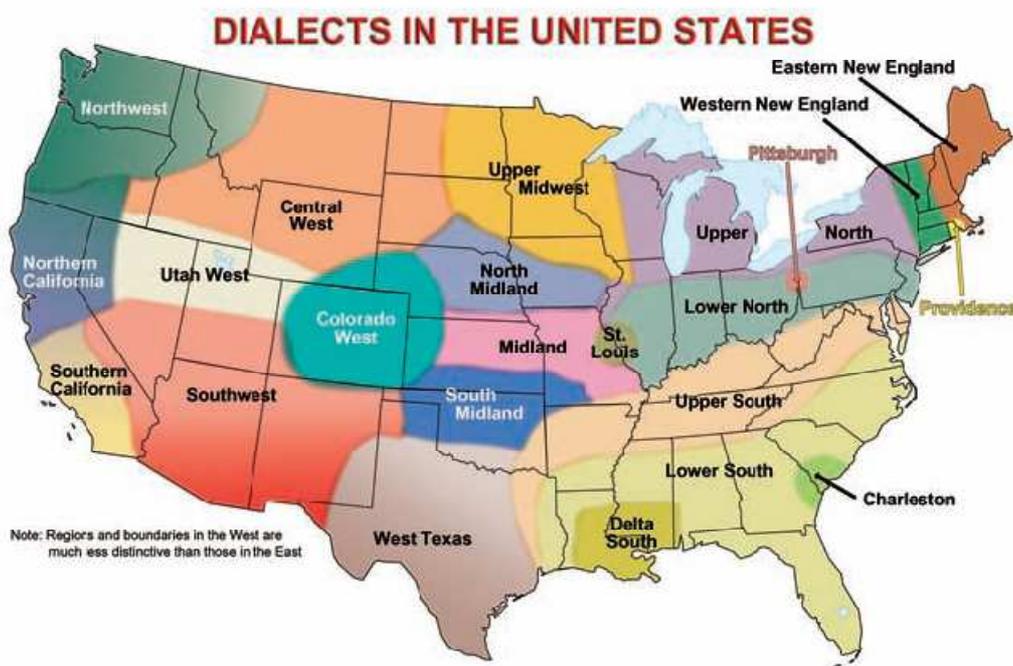
Modern English has a history of about six hundred years. The spread of English around the world can be traced to the colonial influence of Britain. The movement of English around the world began with the British colonial powers in America, Asia and Africa where English was essentially the language of administration, law, education and religion. The Britons settled in Virginia in 1620 and some other groups that came later landed in Massachusetts, New York, Philadelphia, and some other parts of the United States. America eventually obtained its political independence in 1776, and became hungry for a new nation. This aided the emergence of the American variety of English which is, today, known as American English. Since the expansion of British colonial powers and their colonisation of America in the 17th century, English has

been the language of the United States. The spread of English continued as the colonized parts of America, Asia and Africa made English essentially the language of administration, law, education and religion. In these places, English was mainly made compulsory in school and it became a major requirement for social advancement or privileges. Individuals who wanted to make any social progress had to learn English.

Upon the attainment of independence in the 20th century many of the former British colonies adopted English as their official language. English is now represented in all the continents of the world in over seventy territories. The American variety of English can be seen in its distinct or unique pronunciation, spelling, grammar and vocabulary. One of the scholars behind the uniqueness of the American English was Noah Webster, who made some remarkable progress and started a purely American linguistic identity. Noah Webster wrote the *Dissertations on the English* (1789) and proposed the institution of “American Standard” and argued that America, as a newly independent nation, deserved an independent language system.

In the 20th century, the USA emerged as the world’s leading economic power. Since the emergence, the USA has been rising and taking dominant economic position in the world. This acts as a major attraction to international trade and allied businesses such that individuals and organisations who wished to conduct business or develop international links with the USA came under considerable pressure to either learn English or work with it. Despite being colonized by Britain, American English differs from British English because American English has acquired a character of its own which reflects the growth, development and history of American society.

English has, since, become the language of science and technology, international air traffic control, policing, emergency services, international business, academic conferences, international tourism. It has become the official language of the United Nations (UN), and member countries of the UN are under pressure to learn English. English has become the language of the media such that international satellite broadcast on CNN, BBC, VOA and others are reported in English; it has become the language of magazine, newspaper, television, radio and advertising in many countries of the world. It is also the main language of popular music and performing arts.



Source: Drout (2006:97)

## Differences between British and American English

The difference between British and American English manifest at the phonological, grammatical, lexical and other levels. Let us consider some of these differences.

### 1. Pronunciation

*/æ/* instead of */a:/* in *class, path, half*;

*/i:/* instead of */ai/* in *either, neither*;

*/i:/* instead of */e/* in *leisure*;

*/ə/* instead of */ai/* in *fertile, sterile*;

intervocalic */t/* is more like flapped */d/*: *latter* and *ladder* sound alike;

*/j/* dropping after all dental/alveolar consonants: *new, student, duty*....

The word accent in AE may be different from the one in BE. In other words AE and BE do not

assign primary stress to words in the same syllabic position.

BE	AE
ad'vertisement	,adver'tisement
'detail	de'tail
'garage	ga'rage
la'borat(o)ry	'lab(o)ra,tory
'libr(a)ry	'lib,rary
'secret(a)ry	'secretary
'station(a)ry	'statio,nary

2. **Spelling:** The differences in Spelling can be seen in the following pattern of American and British English respectively: *or/our, dgment/dgement, o/ou, er/re, se/ce, single consonant/double consonants, double consonants/single consonant patterns*

BE	AE
acknowledgement	acknowledgment
catalogue	catalog
centre	center
colour	color
counsellor	counselor
defense	defence
fulfilment	fulfillment
metre	meter
mould	mold
programme	program
storey	story
theatre	theater
traveller	traveler

tyre

tire

### 3. Vocabulary

BE

AE

aeroplane

airplane

angry

mad

autumn

fall

biscuit

cookie

check something

check something out

coffin

casket

fill in a form

fill out a form

first-year students

freshmen

football

soccer

ill

sick

lecturers

instructors

long essays

term papers

lorry

truck

main subject

major subject

maize

corn

marks

grades

match

game

Monday to Friday

Monday through Friday.

nappy

diaper

pavement

sidewalk

petrol

gas

professors

full professors

queue

Line

quid

buck

railway

railroad

readers	associate professors
senior lecturers	assistant professors
staff	faculty
stay at home	stay home
student hostel	dormitory
subsidiary subject	minor subject
sweets	Candy
to call	to ring

#### 4. Grammar

BE	AE
as + clause	like + clause
got	gotten
have you got	do you have
indicative	subjunctive
plural concord	singular concord in government, team, committee, council, board... (BUT people and police both plural concord)
present perfect	past simple (I just did it)

#### Post-Test

- How are the Britons different from the Americans?
- Discuss the factors that led to the emergence of English as the major language in use in America
- Identify some features that distinguish the British from American English
- How has America popularised English more to the world, probably, than Britain in the 20th century?
- Write at least twenty-five (25) words that differentiate British from American English.

#### Summary

The differences between AE and BE emanate from regional and historical differences. The step towards the emergence of English as the dominant language in America started in the 17th century when the Britons settled in Virginia in 1620. Some other groups that came later landed in Massachusetts, New York, Philadelphia, and some other parts of the United States. America eventually obtained its political independence in 1776, and this new hunger for a new nation aided the emergence of the American variety of English which is known as American English today, especially with the scholarly efforts and writings of American scholars like Noah Webster, who made some remarkable progress and started a purely American linguistic identity. The American variety of English can be seen in its distinct or unique pronunciation, spelling, grammar and vocabulary.

## **Lecture 14: English Yesterday, Today and Tomorrow**

### **1.0 INTRODUCTION**

During our second and third lectures, we discussed the invasion that led to the establishment of English as the language in England. Since then, the English language has continued to grow during the modern period both in the enlargement of its vocabulary and in its spread. The impact of America on the growth of the language and how it has taken over as the mostly spoken language in the world are reasons for the many varieties we have across the world today. Today, the language is spoken by a quarter of the world's population. Definitely, more changes will still come upon the language by tomorrow. Thus, we can discuss what the English language will be tomorrow.

### **Objectives**

By the end of this lecture, you should be able to:

- a. Identify the factors that made English a world English
- b. Enumerate the characteristics of the English vocabulary as a result of its historical development
- c. Enumerate the causes of the rapid growth of neologisms after the World War II.
- d. Identify examples of neologisms today.

### **Pre-Test**

- a. What was the contribution of Kachru to English classification?
- b. Give examples of vocabulary borrowed into English.
- c. Give examples of neologisms today.
- d. Give examples of words in use on social networks.

### **Content**

After all the invasions that took place in Britain had left it with a language called English, it has continued to grow and increase in number of users across the world. Precisely, towards the latter part of the 16th century, the early signs that English was going to become the world's (unifying) language began to manifest. This was proved with the five to seven million people out of the

people living in the Great Britain who had English as their mother tongue. Between the early 17th century and the mid 20th century (1603-1950), which marked the reign of Queen Elizabeth I to the inception of the reign Queen Elizabeth II, the number of English speakers rose to about two billion, spread throughout almost all the countries of the world. At present, there are between 70 and 75 territories where English is spoken either as the first language/mother-tongue or as an official language/second language. Let us try to examine the development of English as English yesterday, English today and English tomorrow.

### **English Yesterday**

In the Old English or Anglo-Saxon period (449-1066) some fifty or sixty thousand words were introduced. The words were mainly of Anglo-Saxon origin with a small mixture of Old Norse (a general term for the Scandinavian language in its very early stage) words as a result the Scandinavian or the Danish conquests of England in the ninth century. Some of the Old Norse words (such as *are, they, their, them, till, call die, give, ill, weak*) were so much like the Anglo-Saxon. It was almost impossible to distinguish one from the other. The English language also borrowed words from Latin during the Old English period, especially after the introduction of Christianity into Britain in 597. Most of the Latin words borrowed at that time were related to religion. The period was a period of full inflection were foreign languages influenced English. Hence, we had the following prefixes or suffixes from Celtic we had *for-, in-, -ful, -dom, -hood, -ship, -ness, -the, -ful, -ish*; from Latin *-able, -ible, -ent, -al, -ous, -ive*; from the Scandinavian influence, we had *-sk*

Also, the Middle English period (1066-1476) witnessed the strong influence of French following the Norman Conquest in 1066. French was mainly in use for all state affairs and for most social and cultural matters because the French-speaking Normans were the ruling class; yet the masses continued to speak English. English only became, once more, the language of the whole country towards the end of the fifteenth century. It was a period of leveled inflections. By then, French words had been largely borrowed into the English vocabulary. Some of the vocabulary from different field include *Art (beauty image design), Clothing (coat, dress, gown,), Law and governmental administration (judge, jury, justice, government, parliament, state), Literature*

(*chapter, poet, prose, rime*), *Military affairs (conquer, sergeant, victory)*, *Religion (baptism, confess, sermon)*, *Science (medicine, remedy, surgeon)*.

In the Early Modern English period (1476- 1776), the Renaissance brought great changes to the vocabulary. The study of classics was stressed and the result was the wholesale borrowing from Latin. The Latin loan words were now mostly connected with science and abstract ideas, such as *chemist, function, scientific, vacuum; area, irony, theory, education, adapt, exist, appropriate, precise*. The renewed study of Greek in the renaissance also led to the introduction of some Greek words, (which were literary, technical and scientific words such as *drama, comedy, tragedy, lexicon, criterion, botany, physics*) directly into the English vocabulary. It was the period of lost inflections

From the Modern English (1776), the 16th century, onward, English has continued to borrow words from an increasing number of languages, the major ones being from French, Spanish and Italian. Some of such words include French: *attaché, charge d'affaires, café*; Italian: *concert, duet, piano, soprano, solo, tenor, model, bust, studio, dome balcony, piazza*; Spanish: *armada, cargo, vanilla, cocoa, cigar*.

### **English Today**

In the 20th and 21st centuries, as a result of exploration, colonisation and trade, many words came in from Non-European languages. It came from America, Asia and Africa.

After World War II, neologisms came in at a rate much faster than that of the pre-war period. The main reasons for neologism are the marked progress of science and technology (nuclear bomb, *chain reaction, radioactivity, clean bomb, overkill, megadeath, medium-range ballistic missiles*); exploration of space (*astronaut and cosmonaut, blast off, countdown, capsule, launching pad, space suit, spacemen, space platform*) computer science (*software, hardware, input, output, memory, monitor, process, programming, CPU, mouse, data base, internet, log on (off)*); socio-economic, political and cultural changes (*credit card, fringe benefit, hire purchase, high-rise, kitchenette, spin-driers, pressure cooker, microwave oven, instant mashed potatoes, supermarket*); civil rights movements (*black studies, black power, Black Panther, sit-in, swim-in, Be-in, love-in*; women's liberation movements (*Ms, chairperson, chair woman, spokeswoman,*

*male-chauvinism, sexism, feminism*); education (*open classroom, Open University, distance learning*); entertainment (*call-in, guerrilla or street theatre, acid rock, hard rock, folk rock*); the influence of other cultures and languages (*apartheid* - first used in South Africa in 1949 to mean policy of racial segregation and so forth).

Scholars have proposed different models for categorising the users of English across the world. One of the most popular of the models was given by Braj Kachru. Kachru's classic model differentiated three concentric circles which he later termed "English using speech-fellowships" of English. The three concentric circles or the "English using speech-fellowships" were classified into norm providing (containing the US, the UK, Canada, Australia and New Zealand), an Outer Circle known as norm-developing (containing post-colonial English-using countries such as Kenya, the Phillipines or Nigeria) and an Expanding Circle known as norm-dependent (which holds the rest of the world) ( Kachru,1997: 214-220). Another term coined by Kachru is "World Englishes" which Kachru explained as symbolising the functional and formal variations, divergent sociolinguistic contexts, ranges and varieties of English in creativity, and various types of acculturation.

English is the language of computer, video games and entertainment programmes in the mass media. Hence, these factors propel English to its present status of a world language. While it is taken as the first language of some, it is taken as the second language of others. The table below presents a summary of the world population who use it either as their first or second language.

<b>Country</b>	<b>Pop (2001)</b>	<b>Total L1</b>	<b>Total L2</b>
<b>American Samoa</b>	67,000	2,000	65,000
<b>Australia</b>	18,972,000	14,987,000	3,500,000
<b>Bahamas</b>	298,000	260,000	28,000
<b>Bangladesh</b>	131,270,000		3,500,000
<b>Barbados</b>	275,000	262,000	13,000
<b>Bermuda</b>	63,000	63,000	
<b>Botswana</b>	1,586,000		630,000

<b>British Virgin Is.</b>	20,800	20,000	
<b>Brunei</b>	344,000	10,000	134,000
<b>Cameroon</b>	15,900,000		7,700,000
<b>Canada</b>	31,600,000	20,000,000	7,000,000
<b>Dominica</b>	70,000	3,000	60,000
<b>Fiji</b>	850,000	6,000	170,000
<b>Gambia</b>	1,411,000		40,000
<b>Gibraltar</b>	31,000	28,000	2,000
<b>Grenada</b>	100,000	100,000	
<b>Guyana</b>	700,000	650,000	30,000
<b>Hong Kong</b>	7,210,000	150,000	2,200,000
<b>India</b>	1,029,991,000	350,000	200,000,000
<b>Ireland</b>	3,850,000	3,750,000	100,000
<b>Jamaica</b>	2,665,000	2,600,000	50,000
<b>Kenya</b>	30,766,000		2,700,000
<b>Lesotho</b>	2,177,000		500,000
<b>Liberia</b>	3,226,000	600,000	2,500,000
<b>Malawi</b>	10,548,000	540,000	
<b>Malaysia</b>	22,230,000	380,000	7,000,000
<b>Malta</b>	395,000	13,000	95,000
<b>Mauritius</b>	1,190,000	2,000	200,000
<b>Namibia</b>	1,800,000	14,000	300,000
<b>New Zealand</b>	3,864,000	3,700,000	150,000
<b>Nigeria</b>	126,636,000		60,000,000
<b>Pakistan</b>	145,000,000		17,000,000
<b>Papua New Guinea</b>	5,000,000	150,000	3,000,000
<b>Philippines</b>	83,000,000	20,000	40,000,000
<b>Puerto Rico</b>	3,937,000	100,000	1,840,000
<b>Rwanda</b>	7,313,000		20,000
<b>St. Lucia</b>	158,000	31,000	40,000

<b>Samoa</b>	180,000	1,000	93,000
<b>Seychelles</b>	80,000	3,000	30,000
<b>Sierra Leone</b>	5,427,000	500,000	4,400,000
<b>Singapore</b>	4,300,000	350,000	2,000,000
<b>South Africa</b>	43,586,000	3,700,000	10,000,000
<b>Sri Lanka</b>	19,400,000	10,000	1,900,000
<b>Suriname</b>	434,000	260,000	150,000
<b>Swaziland</b>	1,140,000		50,000
<b>Tanzania</b>	36,232,000		4,000,000
<b>Trinidad &amp; Tobago</b>	1,170,000	1,145,000	
<b>Uganda</b>	23,986,000		2,500,000
<b>United Kingdom</b>	59,648,000	58,100,000	1,500,000
<b>United States</b>	278,059,000	215,424,000	25,600,000
<b>Zambia</b>	9,770,000	110,000	1,800,000
<b>Zimbabwe</b>	11,365,000	25,000	15,000

Source: Crystal (2002)

### **English Tomorrow**

The concept of English tomorrow only expresses the future of English based on what happens today. From our discussion above, we have established the fact that the English language was able to spread across countries, national boundaries and cultures as a result of the influence of factors such as colonialism, trade and commerce, religion, science, technology, entertainment, administration, law, exploration of space, computer science/internet, socio-economic changes, political and cultural changes, civil rights movements, women's liberation movements, and the influence of other cultures and languages. Some of these factors are relatively new and more vocabulary still emanate from them on daily basis. For instance, in this era of technological advancement especially with the (mini) computer gadgets like i-phones, i-pads, galaxies, Microsoft, tablets, android, blackberry phones and laptops which are all connected to the

internet; individuals now have access to the world and keep the world in their pocket. Therefore, this era of advancement and civilisation will, no doubt, continue to create more vocabulary.

The advancement of world economy will also give birth to new words. The development of English in cultures where English is taken as a second language will also see to the creation of English words since the second learners of English have to use English to express their daily experiences. For instance, when English was new to Nigeria, the Nigerian or African experience in clothing was expressed as *flowing gown*. Today, in the eighth edition of the *Oxford Advanced English Learner's Dictionary*, the word *agbada* has found its way into the vocabulary of English. The word *headgear* which we use for *gele* seems too broad since it means anything worn on the head like hat. It may not be surprising if by tomorrow the word *gele* finds its way into the English Dictionary. In fact, on the Board of Advisers on the 8th edition of the *Oxford Advanced English Learner's Dictionary*, advisers were pulled from different continents, especially from Britain, America, West Africa, New Zealand, Canada, India, South Africa, East Africa, and Australia. The board also had advisers on scientific words. In fact, while the 6th edition (published in 2000) of the dictionary had 80,000 word-entries, the 8th edition (published in 2010) has 184, 500 words and phrases.

With advancement in technology and the arrival of the internet (connectivity), different social network media continue to spring up on daily basis. Initially, it was mainly Yahoo (messenger) mail. Now, we are in the era of Facebook, Twitter, Whatsapp, My space, 2go, Linked-In, Ning, Meet up, Blackberry messenger, Eskimi, Wikidot, Wetpaint, You tube. Each of these sites has its own vocabulary. For instance, different terms are used for chatting on these various networks; while we tweet on twitter, we ping on the Blackberry messenger, we post on facebook, and so on. No doubt, more of these sites will continue to spring up and new words that will circulate to the world, faster than the era of the call for and the age of the dictionary, will be introduced.

### **Post-Test**

- a. Identify some of the factors responsible for the spread of English across cultures
- b. Give an estimate of the native speakers and second speakers of English in the world
- c. What future does English have in the world?

## **Summary**

The invasions that took place in Britain left it with a language called English. Since then, the language has continued to grow and increase in number of users across the world. Precisely, towards the latter part of the 16th century, the early signs that English was going to become the world's (unifying) language began to manifest. With over two billion speakers of English in the world today, we can say that the growth of English as a world language is established. The spread of English as a result of the migration of native speakers of English from England to the different parts of the world gave rise to the emergence of new mother-tongue varieties of English. English is used as mother-tongue in Britain, USA, Australia, New Zealand, and South Africa. It is used as the official or national language in East and West Africa (including Nigeria), South- East Asia and the Pacific. All the varieties of English (native and non-native), due to differences of cultures and experience, have their peculiar features ranging from differences in accent and pronunciation, grammar and vocabulary. No doubt, more with the internet and cyber-language which is dominated by English, English will still have more speakers and words tomorrow.

## **Lecture 15: English Language in Nigeria**

### **Introduction**

In lecture 12, we considered the emergence of the various varieties of English. The English language was a colonial language in Nigeria. Today in Nigeria, English has become a neutral language of wider communication among the various ethnic groups and cultures in Nigeria, especially because of the multilingual and multicultural nature of the Nigerian society. It was the first official language in Nigeria, and has since, been the language of political administration, law, education, commerce and industry. The multilingual and multicultural nature of the country has continued to promote different varieties of the language.

### **Objectives**

By the end of this unit, you should be able to:

- a. Narrate the history that led to the implantation of English in Nigeria
- b. Itemise the features of Nigerian English
- c. Describe the varieties of English in Nigeria.
- d. How Christianity contributed to the implantation of English in Nigeria?

### **Pre-Test**

- a. How did English come to Nigeria?
- b. What roles did the colonial administrators and missionaries play in establishing English in Nigeria?
- c. Discuss the contributions of religions to the implantation of English in Nigeria.

### **Content**

#### **The Implantation of English in Nigeria**

The implantation of English in Nigeria dates back to the nineteenth century. The English language came through different media including; the missionary activities, colonial administration, conquest and trade relations. Before the arrival of the Europeans into the continent of Africa, a linguistic diversity was already in existence, although many of these

languages were historically related and this idea has remained unchanged till date. Many of the African states were either bilingual or multilingual and Nigeria is a copious example of this multilingual setting (Osisanwo 2009: 84). According to Akindele and Adegbite (1999:58) ‘the genesis of the use of English dates back to the early nineteenth century when freed slaves of Nigerian origin returned to Nigeria sequel to the abolition of slave trade’. However, according to Adetugbo (1978:63), ‘the beginnings of the English Language in Nigeria are not clear, in that we do not know who the first Nigerian speaker of English was. It appears, however, that the use of the English language in Nigeria must predate both the first, known written use of the language by Equiano published in 1787 and the use of the language by British missionaries and administration.’

It is interesting to note that Nigeria’s earliest contact with Europe took place in the 15th century and precisely in 1472. Places such as Warri, Brass and Calabar were some of the earliest to have contact with the English and some even before the trans-Atlantic slave trade. The Portuguese were the first set of people from Europe to set their feet on the West African coast. Adetugbo (1978:64) asserts that ‘it seems the Portuguese were the earliest European to have had a foothold in Nigeria.’ The linguistic effects we have from the earlier Portuguese contact are in line with the introduction of words such as; palaver, wrapper, Lagos (which was from the Portuguese word Lago that is, Lagoon).

The role played in the implantation of English during the period of the trans-Atlantic slave trade is also very significant. It changed the status which English ever had in the earlier periods. During this era, England became a major exporter of slaves from the parts of Benin, Lagos, Bonny, Calabar, and Warri. The British and French came to be in possession of the slave trade in West Africa after the Treaty of Utrecht in 1713. The British were, however, almost dominating exclusively the trade in the ports around the Niger Delta. The Nigerian coastal middle-men were the main means through which slaves were supplied to the British. This probably led to the emergence of another variety of the English language, called the corrupt form, with which the middlemen and the British communicated. With the abolition of the slave trade and the establishment of Freetown in Sierra-Leone, freed slaves, who had learned some English in America and Britain, returned home. The place called Freetown (specifically designed to house the freed slaves) was set up by Evangelicals in 1787. Crowder (1968) reports that in late 1830s a number of the freed slaves from Freetown came back to their original homes in Lagos, Badagry

and Abeokuta, and by 1842, more than 500 had settled back in Abeokuta, and some 300 in Lagos. Their arrival brought about a change in the linguistic typology of the West coast.

The second missionary activity started in September, 1842 in Badagry. According to Igboanusi (2002:5) 'the influx of the English-speaking missionaries into the country started as from 1842'. This was after the short-lived Portuguese attempt. Having established Christian missions, they went ahead to establish schools, and the first known of such schools was the "Nursery of the infant church' which was founded by the De Grafts at Badagry in 1843. More schools followed this and the early schools concentrated on the teaching of English in different forms: grammar, reading, writing, dictation and also taught the scriptures and Arithmetic. In essence, their emphasis was on the 3Rs of reading, writing and rithmetic. In 1846, the church of England sent a mission to explore Calabar under the Reverend Hope Masterton Waddel. The mission included Mr. and Mrs. Samuel Edgerley. In 1846, the CMS opened a station at Abeokuta and the Methodist had their own in 1848. Wherever the missionaries went or built, they often established a printing press to encourage literacy and popularize religious literature. In the same vein, wherever they succeeded in winning converts, they followed it up with the establishment of schools. In 1876, the Methodist Boys' High school was opened in Lagos followed by Hope Waddel institute in Calabar in 1895. By 1902, the first mission in Zaria was established.

From the missionary activities, we can see that the teachings of Christianity were supported by the ability to use the English Language correctly recite and sing songs written in English. Special schools in which English was the medium of instruction were set up to train local clergy, catechists, lay readers and teachers. Soon English became the language of Christianity, civilisation, education, government etc. It became strongly implanted in the minds of the people. Afterwards, educational certificates were awarded to students which helped to encourage the learning of the language. Following the missionary activities, the colonial administrators came in to support the implantation of English from a somewhat different angle. The colonial administrators intervened in the formal education in Nigeria, to confirm the prestige of English in the system.

In the 19th Century, Britain assumed the control of Nigerian territory under John Beecroft. Lagos was captured in 1861 when Britain made attempts to control the Brazilian slave traders, and thus stopped slavery. The formal annexation of Lagos took place on 30th July, 1861. After

this, the government stepped in to establish guidelines for the organisation of education and to emphasize the learning of the English language in schools. For instance, the effective learning and teaching of English language became a yardstick for giving grants to schools in 1897. In addition, English became the language being used in the law courts to adjudicate cases, to run the government. The language became a condition to getting good employment opportunities. Odumuh (1987:11) observes that; the language of the colonial Administration (the civil service) was English... the administrators helped to 'spread' English language using bureaucratize and officialese'

In 1877, Sir George Goldie came to Nigeria and effected a merger of four largest British trading companies into what became U.A.C. (United African Company) with trading stations all over the Niger and Benue states. The British colonized the territories of West Africans and administered them in English. They enforced the language such that when English began to take over in all facets, the British people moved from mere commercial capitalism to absolute imperialism. In 1887, special grants were given for the teaching of English Language. British English speaking nationals were brought to hold administrative posts. The Sierra-Leonians (called returnees) were brought back to Nigeria after their education in Freetown and they settled down in Badagry. The English language and British culture were popularized and taught in schools particularly by the Victorian Lagosians. The Northern and Southern protectorates became amalgamated on 1st January, 1914 and the name Nigeria was given by Mrs. Flora Shaw, and Sir Frederick Lugard became the Governor General. This made the need for a unitary language a matter of necessity and urgency. Lugard was very worried about the use of interpreters and the dangers being posed on his administration by this. Lugard had to suggest the use of adulterated English, as a way out of the predicament of criminal interpreters.

There was also the implantation of English in Nigeria through conquest. The Berlin conference of 1884 – 85 is very significant for this conquest in that during the period, African countries were theoretically partitioned among the world powers. The Portuguese, having made the first contact with West Africa in the 15th Century, built the first English Fort on the Gold Coast in 1831, and later got to Nigeria through the Slave Coast. Akindele and Adegbite (1999) assert that it was after they had fought and defeated the indigenous groups and making peace treaties with them that the colonizers were able to settle down on the coast. The colonizers needed to communicate with the indigenes, hence, they imposed their own language on them. The

acquisition of English language became a prerequisite for any indigene to have the attention of the masters.

### **English in Nigeria Today**

Today, the English language has become part of our social and cultural lives. Various agencies have been involved in the unifying role, which sees to the implantation and development of English in Nigeria. These agencies among others include; commerce, religion and education (Banjo 1996:1-13). Bamgbose (1995:26) discusses the English language as that which has been ‘pidginised, nativised, acculturated and twisted to express unaccustomed concepts and modes of interaction. In line with his idea, Adebija (2004:21) asserts that ‘domestication has given birth to Nigerian English. English, as a language that easily accommodates new ways of expressing meaning, has been pulled to different directions by its Nigerian users, who must express meanings that are peculiarly Nigerian. Many times English has had to assume what language scholars call “local flavour” in order to respond appropriately to the Nigerian social-cultural environment. However, Osisanwo (2003:v) suggests that “the domestication of English language in Nigeria still has to be done within the framework of meaningfulness and international intelligibility”. Therefore, Nigerian English is one of the new Englishes that has been truly integrated into our socio-cultural system and performs the function of an official language.

### **Features and Varieties of Nigerian English**

The features of Nigerian English emanate at the phonological, grammatical, lexico-semantic and discourse levels. At the phonological level, there is a great difference in the way consonant and vowel sounds are realised. This is a kind of difficulty arising mainly from interference of the sound patterns of their native languages on the sound system of English. Likewise at the suprasegmental level, stress is wrongly assigned to all syllables. At the grammatical level, Nigerian English has been described as ‘bookish’ (its lexical forms and grammar are usually formal, the types found in books), it has restricted registers (not many registers are available to choose from), different innovative strategies and structures from the local languages have been used as discourse strategies. At the lexico-semantic level, most lexical items are borrowed, coined or transferred from the three major indigenous languages (Hausa, Igbo, and Yoruba) and

few other from other Nigerian languages. Some of the words are coined, borrowed or neologized from the Nigerian local languages. The socio-cultural and linguistic context of Nigeria has necessitated the development of new varieties of English. Thus, the different dialects of English create new words and grammatical trends that suit them.

The multilingual situation of the country has also aided the emergence of different varieties. Thus, based on geographical location, we can talk of Hausa Variety of Nigerian English, Igbo variety of Nigerian English, Yoruba variety of Nigerian English, Edo variety of Nigerian English, Delta variety of Nigerian English, Emai variety of Nigerian English, among others. Based on educational status, we can talk of Standard Nigerian English, Non- Standard Nigerian English. We do also have the Nigerian Pidgin English and Creoles.

### **Post-Test**

- a. What is Nigerian English?
- b. Discuss the factors that led to the implantation of English in Nigeria.
- c. What are the features and varieties of Nigerian English?

### **Summary**

English came to Nigeria many years before the British colonial rule, through trade contacts, abolition of slave trade, missionary activities and colonialism. It functions as the official language of Nigeria and a neutral language of communication that mends the communication gap between Nigerians from different ethnic groups. Today, it has developed local colours that identify the Nigerian English. It has also developed varieties that explain the nature of its new environment, as well as the social, cultural, political and educational levels of Nigerians who use it.

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