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# Week 7

## Lecture 1: Timeline, Transition from Old English

Timeline

* Languages:
  + Old English (OE) to around 1100
  + Middle English (ME): 1100-1500
  + Older Scots (OSc): 1300-1700
  + Early Modern English (**EModE**): 1500-1700
  + Late Modern English (LModE): 1700-
  + Modern Scots (ModScots) 1700-
  + Present Day English (PDE)
  + Present Day Scots (PDSc)
* External Events
  + 1066: Norman Conquest
  + 1314: Battle of Bannockburn
  + 1476: William Caxton begins **printing** in Westminster
  + 1508: Walter Chepman and Andro Myllar begin **printing** in Edinburgh
  + 1558: ‘Elizabethan settlement’ establishes **Reformation** in England
  + 1560: Scottish **Reformation** Parliament
  + 1603: Union of Crowns
  + 1639-1651: War of the Three Kingdoms
  + 1707: Union of Parliaments

Distinguishing changes in EModE from ME

* Extralinguistic features
  + \* - relate to sociocultural functions
  + **Rise in the status of English**, and the consequent emergence of prestigious forms of the language to sustain social distinctions. Witnessed by:
  + **Translations** into English (by William Caxton, etc)
  + The appearance of **spelling reformers** (John Cheke, John Hart, William Bullokar, etc)
  + First **‘sociolinguistic’ writings** (Alexander Gil, etc)
  + Rise of lexicography (dictionary making) (Robert Cawdrey, etc)
  + Statements by contemporaries about ‘correct’ English
    - ‘re shall therefore take the vsuall speech of the Court, and that of London and the shires lying about London within lx. myles, and not much aboue’ (*The Arte of English Poesie*, George Puttenham, 1589)
    - William Caxton (1490)
* Interlinguistic features
  + \* - relate to lexical, grammatical, accentual, written forms
  + Writing system: gradual **standardisation** of **spelling**
  + Sound system: major change in the distribution of ‘long vowels’ (the **Great Vowel Shift**; c.f. the pairs *doubt/soup, guile/terrine*)
  + Lexicon: **expansion of vocabulary**, reflecting the impact of humanism and contact between western Europe and the rest of the world (incipient colonialism)
  + Grammar: emergence of ModE system, especially in the **verb phrase** and in the **pronominal system**
* Text Examples
  + Chaucer’s *The Canterbury Tales*
    - Ellesmere MS: Chaucer, *Canterbury Tales* (c. 1400)
      * San Marino, California, Huntington Library
    - Thomas Speght, London (1602)
      * Printed by Adam Islip
  + William Shakespeare (1564-1616)
    - *Macbeth*
      * Macbeth and his wife used obscure/archaic words to disguise their horrific deeds
      * Inkhorn terms – what the contemporaries called them
      * First Folio, 1623
    - *Love’s Labour’s Lost*
      * First Folio, 1623
      * Talks about pronunciation of ‘debt’ and ‘doubt’
      * Shakespeare’s longest word
        + **honorificabilitudinitatibus**
        + Contains only alternative vowels and consonants
        + dative/ablative plural of *honorificabilitudinitas* (medieval Latin) – ‘the state of being able to achieve honours’
        + Demonstrates trend to pull words from ancient languages
  + Sir John Cheke (1514-1557)
    - Translation of the Bible (~1550)
      * *hunderder*
    - Letter in Hoby’s translation of Castiglione’s *The Courtier* (1561)
      * Opinion that English should be written ‘clean and pure’
      * Protestant discourse
  + Oxnead Hall, Norfolk
    - 15th, 16th, 17th century: home to Paston family
      * Large amount of letters written by women
    - A letter from Margaret Paston (1448)
      * Dictated to a scribe
      * Describes a ‘brawl’ (exchange of impoliteness) between servants and some enemy
    - A letter (1625) from Lady Katherine Paston (1578-1629)

## Q&A 1: Witnesses

Richard Topcliffe (1531-1604)

* Torturer who assembled a library of books by people he didn’t like
* Wrote in books
  + Even sewed for dramatic effect

The tremulous hand of Worcester

# Week 8

## Lecture 2:

From EmodE to LModE

* Greater standardisation of spelling, even in private letters
* The rise of ‘reference accents’ (Received Pronunciation, Scottish Standard English, General American)
* Continued expansion of vocabulary
* Emerge of present-day pronominal and modal systems (e.g., loss of *thou/ye* distinction, grammaticalization of *shall/will*)
* Rise of world Englishes
* English becoming multifunctional
  + Isaac Newton’s *Mathematica* (1687) and Charles Darwin’s *On the Origin of Species by Means of Natural Selection*
    - Latin to English
* Cult of correctness
  + Prescription, description
    - Prescription - writing, educationally enforced norm, vocabulary
      * 18th century
      * great prescriptivist – Lowth
    - Description – no judgement,
  + ‘standard (written/spoken) language’
  + elaboration, selection, codification, acceptance
* Examples
  + Richard Mulcaster’s (d. 1611) *The First Part of the Elementarie Which Entreateth Chefelie of the Right Writing of our English tung*
    - ‘It must nedes be that our English tung hath matter enough in hir own writing, which maie direct her own right, if it be reduced to certain precept, and rule of Art, tho it haue not as yet bene thoroughlie perceaued’ (1582)
  + Jonathan Swift (1667-1745)
    - 1712: *A Proposal for Correcting, Improving and Ascertaining the English Tongue […]*
  + Robert Lowth (1710-1787)
    - *A Short Introduction to English Grammar*
      * “The principal design of a Grammar of any Language is to teach us to express ourselves with propriety in that Language, and to be able to judge of every phrase and form of construction, whether it be right or not” (1762: x)
  + Samuel Johnson (1709-1784)
    - 1755: *A Dictionary of the English Language* (2 volumes)
      * [www.johnsondictionaryonline.com](http://www.johnsondictionaryonline.com)
      * Preface:
        + impossible to “enchain syllables”
    - 1747: *The Plan of a Dictionary*
      * Getting sponsors
  + Noah Webster
    - *Dissertations of the English Language* (1789)
      * Appendix – *An Essay on […]* *Reforming the Mode of Spelling*
        + Language is ideology
    - *A Compendious Dictionary of the English Language*
      * American
  + Daniel Fenning
    - *The Universal Spelling-Book* (1756)
      * It is fashionable to be able to spell
  + Shakespeare
    - *Julius Caesar* (First Folio, 1623)
      * dual auxiliary – *do neigh, did groan*
      * *shall* (obligation)
      * Mark Antony’s speech (“lend me your ears”)
        + *ha’s* – allision, marker of social difference
    - *King Lear* (First Folio, 1623)
      * voiced fricatives – a feature in many Kentish accents
  + Florence and Thomas Smyth, c. 1627
    - Probably a marriage portrait
    - Private letters between them
      * A letter from Florence Smyth (1629)
        + *enufgh* (flexible spellings)
        + *thou, thine* – intimacy
        + only 1 punctuation mark – virgule (/)
  + A letter from the Lord Ilay to the Duke of Newcastle (1733)
    - Incredibly long sentences
  + *The Compleat Letter Writer* (1756)
* Epistolary culture widely distributed
  + Letters of David Sweeney (IWM)
    - From Private David Sweeney (2nd Battaltion, Lincolnshire Regt) to his fiancée Ivy (1916)
      * Good spelling (good education), fixing of it
* Charles Dickens’ *Pickwick Papers* (1836-7): the Eatanswill election
  + introducing Sam Weller
    - *wos* (was)
    - apostrophes for missing letters

## Q&A 2: Witnesses – Private Discourse

William Shakespeare’s will (1616)

* Folded
* Names of witnesses
* **codicil**
* Secretary Hand
  + secretary script
  + dominant mode of handwriting in the period
  + Replaced by round-hand script
* Extract 1
  + Shakespeare’s religious views – Protestantism (‘only merits of Jesus Christ’)
* Extract 2
  + ‘I give my wife my **second-best** bed with the furniture’
    - second best – marriage bed
    - Binomials – legal expressions (ordain and make executors of, give and bequeath, be and remain

James VI & I (1566-1625)

* ‘Renaissance prince’
* ‘Wisest fool in Christendom’
* Showing off his legs
* Self-fashioning – presentation of self
* Mother, son beheaded
* Letter (1594)
  + Choice of script – humanism
  + Punctuation
    - Modern – grammar
    - Contemporary
      * Brackets (*‘lunulai’*) – sophisticated, new fashion

Sir Thomas Urquhart (1611-1660)

* Story
  + Royalist (2nd civil war), captured and kept in Windsor Castle
  + While in prison, translated Rabalet (?) (amusing), wrote *The Jewel* (debatable genre, includes linguistic philosophy, invents language read forwards and backwards, pornographic anecdotes)
* Died of laughter (after hearing of the restoration of Charles)
* Letter (1648)
  + LHS
    - Folding particularly
    - Seal
  + RHS
    - Signature – authentication
    - Individualistic Secretary Handwriting

# Week 9

## Lecture 3: Extension of English, Questions of Evidence

Extension of English

1. Ireland, Scotland (but Scots), Wales
2. North America and West Indies
3. Australia, New Zealand, South Africa
4. India, Africa, Far East

Early texts:

* Anglo-Irish: *The land of Cokaygne,* from the Book of Kildare (first half of 14th cent.)
* Scots: *Barbour’s Bruce* (1375, though 1st manuscripts date from a century later)
* Anglo-Welsh: *The Welsh Hymn to the Virgin* (the 1st manuscript copy dates form the late 15th cent.)

[script]

## Tutorial

### Text 1

Read the following passage, which is a letter written in 1625 by Lady Katherine Paston to her son William. Don't worry about understanding every word, but try to get the gist of the text as much as possible; if you are finding it difficult, you might want to try reading it out loud. When you have read it, very briefly summarise the subject matter of the letter in your own words. Are there any parts that are still unclear to you?

To my most beloued sonne william Paston thesse I pray ye at Corp Christ Coledge Cambridg

My good chilld the Lord blesse the ever:/ I was glad to heer by Phillup1 of thy good healthe and allso by mr Roberts2 letter to vnderstand of thy wellfare every way3: the hope of the continuanc of which, dothe still cheer me every way:/ thy father haue bine very ill. wt his owld truble in his Legge so that he haue kepte his bede wt it this 5: or 6: days, but now god be thanked it is on the mendinge hand4 but yett he can not indure to sitt vp:/ your brother and all good frindes heer are well, I hope thow doest keep good fiers. this cowld wether. for it is bothe comfortable and howlsum: heer haue bine much Losse heerabout wt thesse great windes and ill wether: diuers botts wt wheat wch was to be deliuered for the kinges provision at Yarmouth are sunke in the riuer, which is the owners Losse and not the kings:/ I was sory to heer of tom harstons5 beinge ill, but hope well of his recouery: I did wright to the last satterday when I had very littell time to say any thinge for hast: Commend me very kindly to good mr Roberts I doe not know whether he shall need a new supply: yett before our Lady6: I will sende so soon as the wether breake vp to know how the the squars goe7 in the mean time I pray god blesse the farwell sweet harte to thy owne selfe:/ thy most louinge Mother Katherine Paston

my Neec knyvett8 hathe a yonge sonne and is very well

Notes: (1) Phillip Alpe, employed by K.P.; (2) W.P.’s tutor; (3) in every respect; (4) in the process of mending (?); (5) A friend of W.P., also an undergraduate at Cambridge; (6) ‘Lady day’ = Feast of the Annunciation, 25th March (also a Quarter Day for payment of rent etc.); (7) how things are going; (8) Katherine Knyvett, married to K.P.’s nephew

Katherine Paston greets her son William, who is a student at Corpus Christi College, Cambridge. She says that she is glad to hear he is well. She tells him that his father has been confined to bed with a bad leg but is now improving. She discusses the weather; it is cold and strong winds and bad weather have caused problems locally, including the sinking of a shipment of wheat that was to be sent to the king. One of William's friends in Cambridge, Tom Harston, is ill, and Lady Paston hopes he will recover. She concludes the letter by sending her good wishes to William's tutor and to William himself. A short postscript mentions that Lady Paston's niece by marriage, Katherine Knyvett, is in good health after the birth of her son.

### Text 2

Again, read the following text, a 1629 letter from Florence Smyth to her husband Thomas. Briefly summarise its content. Is anything still unclear to you?

To My best frend Mtr Thomas Smyth this

At Ashton

Deere Tom I am glad to heare thou art well and that thou likes so well of my aduice as to falo it I hope it will not be the wors for ethar of us if it ware I showld be ueri sori since it was my desire but I trust in god we shall do well enufgh/ all maters heare are well past though it were my hard fortune to stand for a god mother for want of abeter and so one might sare to se how litel they estemed me I was no wis ambitious of the place had not my father spoken to me I think the child had had but halfe her baptism I must now bid the godnight for I sat up long at cards last night with my pa the Barnit and Mtr Bluet that I can scare se yet If thou wart in the bed I should kepe my eyes open I still looke for the this day senight acording to your promies

thine

Flo Smyth

Hinton this Ash wensday

Florence Smyth greets her husband Thomas. She is glad to hear that he is well, and that he has followed the advice she offered him previously. Florence tells Thomas about a recent baptism and the difficulties involved in selecting a godmother. She concludes the letter by saying that she is tired after staying up late the previous night playing cards, and by looking forward to Thomas's return home in a week.

### Texts 1 & 2

**1. What is the relationship of each of the writers to their addressees? How is this relationship expressed through the language they use?**

Both letters express close familial relationships: a mother to her son in Text 1 and a wife to her husband in Text 2. We know a lot about both authors, who appear in the Oxford Dictionary of National Biography (Katherine Paston; Thomas & Florence Smyth, more on the Smyth family, including contemporary portraits). Katherine Paston was part of the Paston family, known for their letter-writing, which you will have discussed in lectures.

Second-person singular pronouns are always worth looking at when considering relationships and power in Early Modern English texts. The pronouns ye/you/your/yours, which in Old English were only used as a plural, had by this time been adopted to express formal respect in the singular as well. The singular pronouns thou/thee/thy/thine were left to express the lack of formality and respect. 'Thou' was used by spouses, lovers and close friends to express intimacy, but also by social superiors to their inferiors, or to children.

Katherine Paston addresses her teenage son as 'thou' as she is his mother and social superior.

Florence Smyth addresses her husband as 'thou' to express affection.

Using 'thou' to someone who was not your social inferior and to whom you were not close was a way of insulting them and expressing contempt.

In the letters you have just read, both writers address the recipients consistently throughout as 'thou'. Particularly in Early Modern drama, though, you can sometimes use switches between 'thou' and 'you' to track characters' changing relationships over the course of a play/scene, as they become more or less formal/affectionate/insulting/etc.

Lexical choices can also tell us important things about the relationships between the letter writers and their recipients.

Katherine Paston addresses William as 'my most beloued sonne'.

Florence Smyth addresses Thomas as 'my best frend' - note that the meaning of 'friend' has changed subtly since the Early Modern period, when it was also commonly used to refer to a close relative or to a romantic or sexual partner; see senses 3 and 6 of the linked OED entry.

**2. Examine the spelling and punctuation of the two letters, and discuss what these features indicate about the relationship between writing and speech.**

The most important things to note about spelling and punctuation in these letters are:

Spelling variation persisted (especially in private communication) well past the time when 'standard' language is meant to have arisen. There are many aspects of Early Modern English spelling that differ from Present-Day English usage; see A Modern English Reader for more details.

Early Modern English punctuation was mostly rhetorical (indicating the pauses and emphasis you would use in the text when reading it aloud), as opposed to Present-Day English, which is mostly grammatical (indicating grammatical structure and helping the reader to parse the text).

It's easiest to see rhetorical punctuation at work in Katherine Paston's letter; note the punctuation in places where we would not expect to find it in Present-Day English, but where it is natural to pause for breath when reading: 'yett before our Lady: I will sende so soon as the wether breake vp'. Notice, too, that the punctuation marks used are not the same as those of Present-Day English, particularly the one transcribed :/

Florence Smyth's letter, on the other hand, has almost no punctuation to guide the reader (either rhetorically or grammatically). Do you find this makes it harder to read, or is it clear in context?

The spelling and punctuation of both letters effectively demonstrate the speech-like character of Early Modern letter writing. We don't speak with standardised spelling (!), or following the rules of grammatical punctuation. We pause in rhetorically significant places that don't necessarily correspond to grammatical boundaries. (Indeed, a lot of our speech isn't in full grammatical sentences at all.) The letters you have read reflect these characteristics of speech; it is as though the letter writers are speaking directly to us. We can see some similar features today in computer-mediated communication (writing on social media, messaging apps, etc.); can you find examples of rhetorical punctuation in any of your recent social media posts?

### Text 3

This translation of the Bible by Sir John Cheke dates from around 1550. Cheke seems to have undertaken the translation for the protestant Archbishop Thomas Cranmer, who was burned at the stake in 1556. Cheke was a major scholar (a professor of Greek at Cambridge), a royal tutor to Prince Edward (later Edward VI), and finally principal secretary during the succession crisis that followed Edward's death in 1553; he was exiled in 1554, but then captured by Queen Mary's agents, placed in the Tower of London and forced to recant.

This passage, from the Gospel of Matthew, describes Jesus' encounter with a Roman centurion.

What interesting things do you notice about this text?

As Jesus cam into Capernaum, yeer cam an hunderder vnto him and sued vnto him on this sort. Sir mi servant lieth sick in my house of ye palsej, grevousli tormented. And Jesus said vnto him. I wil come and heel him. And ye hunderder answerd him with yees wordes. Sir J am not a fit man whoos house ye schold enter. Sai ye onli ye word and mi servant schal be heeled. For J am a man vnder ye power of oyer, and have soldiers vnderneth me, and J sai to ys soldier go and he goeth, and to an other com and he cometh, and to mi servant do ys and he doth it. Jesus heering ys marvelled and said to yem yt folowed him. Truli J sai vnto yow, J have not found so greet faith no not in Jsrl. But J sai vnto yow yt mani schal com from ye Est, and ye West, and schal be set with Abraham Jsaak and Jacob in ye kingdoom of heaven, but ye childern of ye kingdoom schal be thrown in to outward darknes, yeer schal be weping and gnasching of teth. And jesus said to ye hunderder, go yi wais and as yow belevedst, So be it vnto y. And his servant was heeled even in y saam howr.

The following text is the same Biblical passage you just saw in Cheke's translation; this is from the King James version, published about sixty years later (1611). It lacks many of the distinctive oddities of Cheke's translation (and might help you interpret some of the more difficult parts of the Cheke), but shares with it some common linguistic and orthographical characteristics of Early Modern English. What similarities do you notice? Are there any other interesting things you want to point out about the King James version?

*5 And when Iesus was entred into Capernaum, there came vnto him a Centurion, beseeching him,*

*6 And saying, Lord, my seruant lieth at home sicke of the palsie, grieuously tormented.*

*7 And Iesus saith vnto him, I will come, and heale him.*

*8 The Centurion answered, and said, Lord, I am not worthy that thou shouldest come vnder my roofe: but speake the word onely, and my seruant shalbe healed.*

*9 For I am a man vnder authority, hauing souldiers vnder me: and I say to this man, Goe, and he goeth: and to another, Come, and he commeth: and to my seruant, Doe this, and he doth it.*

*10 When Iesus heard it, he marueiled, and said to them that followed, Uerely, I say vnto you, I haue not found so great faith, no not in Israel.*

*11 And I say vnto you, that many shall come from the East and West, and shal sit downe with Abraham, and Isaac, & Iacob, in the kingdome of heauen:*

*12 But the children of the kingdome shall be cast out into outer darkenesse: there shalbe weeping and gnashing of teeth.*

*13 And Iesus said vnto the Centurion, Go thy way, and as thou hast beleeued, so be it done vnto thee. And his seruant was healed in the self same houre.*

We can see from Cheke's spelling that he was a spelling reformer, or orthoepist (as was mentioned in the lecture). Examples of Cheke's special spelling system include:

saam 'same' (note the double <aa> indicating the long vowel sound)

grevousli 'grievously'

palsej 'palsy' (a medical condition characterised by weakness and paralysis)

Many people were interested in spelling reform at this time, a reflection of the fact that English was beginning to be considered worthy of serious, scholarly study. The rise of the orthoepists also flags that people were concerned about how spelling related to punctuation. The Great Vowel Shift (which took place over the approximate period 1400-1600) had changed the pronunciation of a lot of English words, but spelling hadn't changed to match. This left English with a complicated and rather inconsistent spelling system (still the case today!) that the orthoepists were keen to regularise.

Cheke was also a purist, one of a group of (mostly Protestant) people who rejected 'inkhorn' loan-words in English in favour of native-derived terms. In his preface to Sir Thomas Hoby's translation of Bernado Castiglione's The Courtier, Cheke argues that 'our own tung shold be written cleane and pure, unmixt and unmangeled with borowing of other tunges'. We can see Cheke's purism at work in the vocabulary he chooses for his Bible translation, especially:

**hunderder** as a translation of the Latin **'centurion'** (literally, someone who has command of a hundred soldiers)

However, some of the features of Cheke's text that look strange to us today were common in Early Modern English, and were used by many writers (not just orthoepists and purists). These include:

The use of <y> to spell the sound that we spell <th> in Present-Day English. Cheke's ye, yem, yt, yeer correspond to (and were pronounced as) 'the', 'them', 'th[a]t' and 'there'. (Think ye olde tea shoppe, which is simply the old tea shop.) The <y> in this context is descended from the Old English letter thorn, þ, which was pronounced the same as Present-Day English <th>. It had fallen out of use in Early Modern English, except in closed class words (function words) like these examples. The shape of the letter had changed, too, so that it looked the same as <y>. Note that <y> could also be used, as it is today, to spell the first sound in 'you', 'year', 'yellow' etc. Cheke distinguishes between ye 'the' and ye the 3rd person plural pronoun.

The interchangeability of <v>/<u> and <i>/<j>. These pairs of letters can be used to represent both the vowel and the consonant. For more on this, see A Modern English Reader section 2.0 (pp. 6-7).

In the case of <v> and <u>, <v> is generally used initially and <u> within a word (e.g. <vnto> 'unto' in both the Cheke and King James versions; <seruant> 'servant' in the King James version).

We see that Cheke uses <j> where we would expect a capital I in Present-Day English (e.g. <Jsaak> 'Isaak'; <J> 'I'; <Jsrl> 'Israel'). The King James Bible uses <i> where we would expect a <j> in Present-Day English (e.g. <Iesus> 'Jesus'; <Iacob> 'Jacob').

Semantic change in modal verbs. In Present-Day English, 'my servant shall be healed' means more or less the same thing as 'my servant is going to be healed'. In Early Modern English, though, the modal verb shall had a much stronger sense of obligation, so that it conveyed a sense close to 'must'. This continued into the eighteenth and nineteenth centuries, but has since weakened.

It is this sense of obligation that gave rise to the old-fashioned prescriptive rule of saying 'I/we shall' but 'you/she/he/it/they will'; because shall expressed obligation/commanding, it was considered rude to use about someone else. In politeness theory terms, saying 'you shall' was a face-threatening act. You could still say 'I shall' - it's not rude to place an obligation on yourself! - and shall could be used for authoritative commandments, e.g. 'thou shalt not steal'. Like many prescriptive grammar rules that developed in the eighteenth century, the shall/will distinction is rarely observed in Present-Day English.

Singular/plural distinction in pronouns (and verbs). Both versions of the passage have Jesus and the centurion address each other as 'thou'. This suggests that - unlike in the letters we read earlier, where 'thou' was used as a form of intimacy, or from a social superior to an inferior - that the translators are sticking faithfully to the singular/plural distinctions of the original Gospel text (which they would have been reading in Latin, a language that doesn't have the convention of using the plural pronoun to a single person as a polite form of address).

But notice when Jesus switches from speaking to the centurion to addressing his followers as a group that he uses the plural forms ('I say unto you').

### Text 4

There are lots of points you might make about this passage; only a few are mentioned here.

Note the presence of incarnardine in the second to last line. This is an excellent example of an inkhorn term, i.e. a fancy, learned loanword into English. See A Modern English Reader section 6.1-2 (pp. 20-1).

Borrowings of this kind are a distinctive feature of the vocabulary of many Early Modern English texts, but inkhorn terms were not universally liked. (Remember John Cheke's purism, which we discussed earlier in this seminar.) In Love's Labour's Lost, Shakespeare mocks the pretentiousness of people who try to make themselves seem intelligent by using a lot of inkhorn vocabulary.

In Macbeth, both Macbeth and Lady Macbeth notably use a lot of complex language as they try to avoid facing the reality of their actions. The use of incarnardine in this passage fits with this tendency. Notice, though, that Macbeth's attempt at evasion is immediately undercut in the next line, when he restates the image in much plainer language: 'This my Hand will rather / The multitudinous Seas incarnardine, / Making the Greene one, Red.'

Other features you might wish to discuss:

Pronunciation. In Shakespeare's day, the words great, Ocean and cleane would all have been pronounced with the same vowel sound [e:] (see A Modern English Reader section 3, pp. 8-10). The pronunciations have now diverged in most accents of English.

Capitalisation. Early Modern capitalisation doesn't follow present-day practice (i.e. used for proper nouns and the beginnings of sentences). It is used much more liberally, and in the First Folio can be applied to any noun (e.g. Water, Daggers), verb or adjective (e.g. Noble, Greene), where it tends to indicate emphasis. See A Modern English Reader section 2.3 (p. 7).

Punctuation. Note the rhetorical punctuation again, for instance indicating the location of the pause in 'Making the Greene one, Red'.

Lots more; ask your lecturer or seminar tutor!

# Week 10

## Lecture 4: Who is a Native Speaker of English?

Language Education – Angela Gayton’s research of interest

Countries where English is official and majority:

* US
* UK
* AUS

Countries where English is official but minority:

* India, countries in Africa, Papua New Guinea?

Reasons for the spread of English:

1. Colonial past
2. Economic/military/cultural dominance of the US (Jenkins 2003; Phillipson, 1992)
3. Now the most widely taught foreign language, globally
4. “English proficiency is a global norm” (British Council, 2006)

Native speakers:

* What language are you a native speaker of?
* On what basis do you make this claim?

Alan Davies (2012: 4)

* Do you need to know language from very early childhood to claim native speaker “ownership” of it?
* You might make claim to being a native speaker if:
  + You’ve known / used a language from birth
  + You’ve gained knowledge/use of a language in later life

Variation among native speakers

* There’s variation in the way English is used worldwide
* There’s variation in the way English is used in an English speaking country
* “The standard language is an idealised/abstracted notion for native speakers and non-native speakers alike!” (Davies, 2012: 4)

Challenging terminology

* Should we define individuals by what they are NOT?
  + Native and *non*-native speakers
* “The term “non-native speaker” is inherently strange. […] The use of the term “non-native speaker” does reveal a strong mono-lingual bias” (Divali? 2018)
* Suggested terminology – native *users* rather than native speakers
  + Suggests high level of usage/competence, acknowledges possibility to learn
  + More inclusive, as it acknowledges different modalities of language (speaking, writing, reading, signing)

Challenging dominance/power

* Comparison:
  + c. 400 million “native speakers”
  + c. 1.5 billion “non-native speakers” (at least)
* Challenging not just how we conceptualise native speakers, but their dominance/hegemony/claims to ownership of the language
* How have experts in this area tried to rethink the whole concept of English spread/usage/ownership

World Englishes

* A first attempt at challenging NES dominance (Jenkins et al., 2011: 284)
* The importance of terminology (Kachru, 1992: 2)
  + “This term [World Englishes] symbolises the functional and formal variations, divergent sociolinguistic contexts, ranges and varieties of English in creativity and the various types of acculturation in parts of the Western and non-Western world. This concept emphasises ‘we-ness’ and not the dichotomy between ‘us’ and ‘them’.”
* Challenging the binary conceptualisation
* Kachru’s Circles Model (1985) (in Varieties)
* Examples:
  + Hong Kong English
    - Examples from Joseph (2004: 140-141)
      * “you will see a group of *shirt*”
      * “have a close look *to* it”
      * “make sure you *prepare* your ticket money”
    - Not “bad” English, just different
  + Nigerian English
    - New words and phrases:
      * “Kannywood” – the Nigerian Hausa-language film industry, based in the city of Kano
      * “Ember months” – the last months of the year (usually September to December)
      * “next tomorrow” – the day after tomorrow
      * “to rub minds” – to consult and work together
      * “barbing salon” – a hairdresser’s, barbershop

Global Englishes

* Suggests that the use of English around the world is more fluid
* “Global Englishes is a paradigm which recognises that most speakers of English are non-native speakers and all English varieties, native or non-native, are accepted in their own right rather than evaluated against the ‘native speaker of English’ benchmark.”
* ELF – English as a *lingua franca*
  + “A traditional varieties orientation is no longer viable. We should instead focus on English as a fluid, flexible, contingent, hybrid, and deeply intercultural way of communicating.”

# Week 11

## Lecture 5: Which Englishes are Taught and Learned?, Teachers

World Englishes – debate (1990) (arguments summarised from Bolton (2004: 377-388))

* Kachru
  + It is important for World Englishes to have a place in English language teaching – “inner-circle” varieties (US/UK) are not always the most suitable model
* Quirk
  + ‘Native speaker of English’ should remain the benchmark in language teaching

How and if to teach with the varieties-based approach?

* In outer-circle countries (India, HK, Nigeria, Singapore), teach that variety of English in the classroom, rather than upholding US/UK English norms (Strevens, 1980)
  + “The native speaker of English must accept that English is no longer his possession alone. It belongs to the world, and new forms of English, born of new countries with new communicative needs, should be accepted into the marvellously flexible and adaptable galaxy of Englishes, which constitute the English language.”
* Existing examples of teaching varieties:
  + Distinctions often made between UK and US English in teaching/learning
  + What about varieties outside the “inner circle”?
* Do ELT (English Language Teaching) textbooks recognise diversity of English and ELF? (Englishes in ELT textbooks: Syrbe and Rose (2018))
  + Findings:
    - Many don’t recognise such diversity
    - Many over-emphasise RP
      * RP is surrounded by prestige and status (even despite its limited representativity (3-6% of UK speakers)), it represents an idealised, stereotyped view of UK English and related aspects of culture
  + Recommendations:
    - More examples of WEs
    - More ELF communication
    - More non-native pronunciation

EFL (English as a Foreign Language) vs ELF (English as a Lingua Franca)

* MFL vs WEs/global Englishes
  + EFL is under modern paradigm of Modern Foreign Languages, ELF is part of the World/global Englishes paradigm
* Deficit vs difference
  + EFL – deviation from native speakers is seen as a deficit
  + ELF – deviation is just different
* Interference vs contact
  + EFL – language styles/grammar/syntax/lexicon coming from foreign language coming into English as it’s being learnt is interference and should not be a thing
  + ELF – natural phenomenon of languages in contact
* Monolingual vs multilingual ideologies
  + EFL – learners should learn as native, monolingual speakers
  + ELF – can be different
* Code-mixing (changing between languages in one sentence/fragment of speech)
  + EFL – to be avoided
  + ELF – encouraged

Teachers of English:

* Native-speaker dominance in hiring practices
  + Preferences are often indicated in job adverts (Mahboob and Golden, 2013; Ruecker and Ives, 2015)
  + Even non-native English-speaking teachers (NNESTs) themselves discriminate (Doan, 2016)
  + More focus needed on teachers’ overall professional skills (Faez et al., 2019)
  + “Native-speakerism” as a prejudice (Rudolph et al., 2019)
* “How to Reply to Job Ads for ‘Native Speakers Only’ (and have a chance to get hired as a ‘non-natve’)
  + Draw attention to the increasing importance of equal opportunities in ELT
  + Reinforce the idea of students’ preferences for NNESTs
  + Explain that in the EU, discriminating on the basis of language is illegal
* Students’ preferences
  + Not always for a NES (Native English Speakers)
  + NES and NNES teachers might have very different (complementary) skills
    - Pronunciation from NES
    - Grammar from NNES (because NES learnt grammar by intuition, not memorisation)