

**COURSE DATA****Data Subject**

<b>Code</b>	35349
<b>Name</b>	History of the English language
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2021 - 2022

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1000 - Degree in English Studies	Faculty of Philology, Translation and Communication	3	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1000 - Degree in English Studies	5 - Linguistics of the English language	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
RODRIGUEZ ABRUÑEIRAS, PAULA	155 - English and German

**SUMMARY**

The subject matter of the module 'History of the English Language' is the diachronic study of the English language. The module describes the development of English from its pre-Old English stages to Present-day English. The units cover the different stages of this process, beginning with a general introduction to the history of the English language and basic issues in historical linguistics, followed by a presentation of its Indo-European and Germanic ancestry. The different periods (Old English, Middle English, Modern English and Present-day English) are presented in greater detail. The sociolinguistic and historical data, alongside the linguistic (orthographic-phonological, morpho-syntactic and lexico-semantic) factors which are relevant in the shaping of present-day English, are also analysed in this module.





## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

Command of general linguistic terminology and traits. Knowledge of basic phonological, morpho-syntactic and lexico-semantic features of Present-Day English. Students must be able to transcribe using the International Phonetic Alphabet (IPA). General knowledge of British and North-American geography, history and culture.

In their oral and written production, students must already have attained the B2 level of the European Framework.

## OUTCOMES

### 1000 - Degree in English Studies

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Design and manage projects in language and literature in the academic and professional fields.
- Apply ICT and computer programs, either locally or through a network, in the field of English Studies.
- Work in a team in contexts related to English Studies and develop interpersonal relationships.
- Work and learn autonomously, and plan and manage ones workload.
- Demonstrate communicative and social competence in the English language (oral and written comprehension and expression, communicative interaction and mediation that includes correct grammar and style).
- Describe and explain diachronic processes in the English language and the problems associated with this field and describe the fundamental changes regarding different linguistic aspects.
- Know and apply the currents and methodologies of linguistics.
- Interrelate different areas of humanistic studies.





## LEARNING OUTCOMES

The above mentioned competences should result in the following learning outcomes, i.e. the student should be able to:

- Locate and identify historical, cultural, geographical and other relevant features from various different disciplines which are of central importance for the diachrony of the English language.
- Clearly identify the linguistic concepts and guiding principles which relate to the history of the English language.
- Analyse and discuss scientifically general and English-specific linguistic issues.
- Use ICT tools efficiently to locate information related to the study of the history of the English language.
- Write projects and essays related to the subject matter 'History of the English language'.
- Have a close to C1- level capacity of expression in English both active skills: speech and writing.
- Reflectively evaluate and assess issues related to diachronic linguistics.
- Convey scientific concepts and ideas to the non-specialist by means of simple and/or addressee-adapted language, illustrating the message with pertinent examples.

## DESCRIPTION OF CONTENTS

**1. Introduction to the history of the English language: synchronic and diachronic aspects of languages, internal and external factors and their role in linguistic change.**

**2. Periodization in the history of English: Old, Middle, Modern and Present-day English periods. Before Old English: Indo-European families and Germanic families: the origins of English.**

**3. Old English: Historical events and salient linguistic features.**

**4. Middle English: Historical events and salient linguistic features**

**5. Modern English: Historical events and salient linguistic features.**

**6. Present-day English: Historical events and salient linguistic features.**



**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	60,00	100
Development of group work	15,00	0
Study and independent work	75,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY**

Theory-based classes:

As outlined in the summary, the theory-based classes will endeavour to offer a general, though brief, introductory survey to the history of the English language, bearing in mind the language 'external' and 'internal' factors that have contributed to its present-day shape, status and outlook.

In consequence, their aim is to offer an overview of the main historical stages of the English language and to show how both the purely linguistic and the social factors have contributed to its present form. Students will have to complete this information with their own readings, using the references and resources provided or referred to.

Practical classes:

The practical classes will project the theoretical knowledge upon textual, synchronic and/or diachronic materials *sci.* texts and their philological analyses and word evolution exercises.

Other activities:

The remaining non-contact hours and activities comprise *i.a.* not only general study and preparation of the theory and the practice, but also the design, development and checking of the portfolio and group work material with the other members of the team, as well the pertinent clerical work and library visits.

**EVALUATION**

Assessment will be carried out in two, distinct parts:

Type of assessment	% of final grade
a) Individual final exam	80%





b) Practical analyses, project work/paper/group work, etc	20%
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To pass the subject, students need to achieve at least 5 out of 10 points in part A. The mark for the 20% of part B (the portfolio) is only counted if the student passes part A (the exam). These activities (part B) can only be done during the course and cannot be handed in for the second call: the mark for the portfolio will be carried over to the second call.

#### Assessment Criteria

**Theory:** Students will need to show that they have grasped the theoretical concepts that have been explained in the theory classes from both internal and external history.

**Practice:** Students will need to show that they are able to identify/reproduce some of the most relevant orthographic-phonological, morpho-syntactic and lexico-semantic features of the different stages of the language explained and put into practice in class.

**PLAGIARISM IN ANY SORT OF MATERIAL SUBMITTED FOR ASSESSMENT IMPLIES, *IPSO FACTO*, FAILING THE SUBJECT.**

## REFERENCES

### Basic

- Basic references: textbook

Rodríguez-Abruñeiras, Paula & Jesús Romero-Barranco. 2021. Long Story Short: An Interactive Journey through the History of English. València: Publicacions Universitat de València.

Other textbooks:

Algeo, John. 2010. The Origins and Development of the English Language. Boston: Wadsworth.

Baugh, Albert C. & Thomas Cable. 2002 (1957). A History of the English Language. Englewood Cliffs: Prentice Hall.

Blake, Norman F. 1996. A History of the English Language. London: Macmillan.

Brinton, Laurel J. & Leslie K. Arnovick. 2006. The English Language: A Linguistic History. Oxford: Oxford University Press.

Brook, G. L. 1958. A History of the English Language. London: André Deutsch.

Burchfield, Robert. 2003 (1985). The English Language. Oxford: Oxford University Press.





- Fernández, F. 1993 (1982). *Historia de la lengua inglesa*. Madrid: Gredos.
- Freeborn, Dennis. 2006 (1992). *From Old English to Standard English: A Course Book in Language Variation. across Time*. Houndmills: Palgrave Macmillan.
- Fuster-Márquez, M. & J.J. Calvo García de Leonardo. 2012 (2011). *A Practical Introduction to the History of English*. Valencia. PUUV.
- Hogg, R. M. & D. Denison. 2006. *A History of the English Language*. Cambridge: Cambridge University Press.
- Pyles, T. & J. Algeo 1982. *The Origins and Development of the English Language*. New York: Harcourt, Brace, Jovanovich, Inc.
- Strang, B. M. H. 1970. *A History of English*. London: Methuen.
- Tejada-Caller, P. 1999. *El cambio lingüístico: Claves para interpretar la historia de la lengua inglesa*. Madrid: Alianza.

### Additional

- 1. Diachronic perspectives
  - 1.1. General and external histories of the English language
  - CRYSTAL, D. (2004). *The stories of English*. London. Penguin.
  - FENNELL, B. A. (2001). *A history of English: A sociolinguistic approach*. Wiley. Blackwell.
  - GRADDOL, D., D. LEITH & J. SWANN (1996). *English: history, diversity and change*. London and New York. Routledge.
  - GRADDOL, D, D. LEITH, J. SWANN, M. RHYS & J. GILLEN (eds) (2007). *Changing English*. London & New York. Routledge.
  - HOGG, R.M. et al (eds) (1993-1999). *The Cambridge history of the English language*. Cambridge. C.U.P.
  - JONES, R. F. (1953). *The triumph of the English language*. Stanford. Stanford University Press.
  - KNOWLES, G. (1997). *A cultural history of the English language*. London. Edward Arnold.
  - LASS, R. (1987). *The shape of English. Structure and history*. London and Melbourne. J.M. Dent.
  - LEITH, D. (1983). *A social history of English*. London. Routledge and Kegan Paul.
  - MCCRUM, R., W. CRAN & R. MCNEIL (1986). *The story of English*. London. Faber & Faber & BBC Publications
  - MILROY, J. (2002). *The legitimate language: giving a history to English*, in R. Watts. & P. Trudgill (eds.) *Alternative histories of English*. London and New York. Routledge: 7-26.
- 1.2. Historical, social and contact linguistics
- BYNON, Th. (1983/1977). *Historical linguistics*. Cambridge. C.U.P..
- CHAMBERS, J.K., P Trudgill, & N. Schilling-Estes (eds) (2002). *The handbook of language variation and change*. Malden, Oxford & Victoria. Blackwell Publishing: 3-14.
- COULMAS, F. (2005). *Sociolinguistics: the study of speakers choices*. Cambridge. C.U.P..
- CRYSTAL, D. (1995). *The Cambridge encyclopaedia of the English language*. Cambridge. C.U.P..
- CRYSTAL, D. (1997). *English as a global language*. Cambridge. C.U.P..
- DIXON, R.M.W. (1997). *The rise and fall of languages*. Cambridge. C.U.P..
- FENNELL, B. (2001). *A history of English: A sociolinguistic approach*. Wiley. Blackwell.
- HOCK, H. H. (1986). *Principles of historical linguistics*. Berlin. Mouton de Gruyter.
- HOCK, H. H. & B. D. JOSEPH (1996). *Language history, language change, and language relationship*:





An introduction to historical and comparative linguistics. (Trends in Linguistics. Studies and Monographs 93). Berlin. Mouton de Gruyter.

JOSEPH, B. D. & R. D. Janda (eds) (2003). The handbook of historical linguistics. Malden, Oxford and Victoria. Blackwell Publishing: 3-180.

LEITH, D. (1983). A social history of English. London-Boston-Melbourne-Henley. Routledge and Kegan Paul.

MILROY, J (1992). Linguistic variation and change: On the historical sociolinguistics of English. Oxford and Cambridge, Mass. Blackwell.

ROMAINE, S. (1982). Socio-historical linguistics: its status and methodology. Cambridge. C.U.P..

SAMUELS, M.L. (1972). Linguistic evolution, with special reference to English. Cambridge. C.U.P..

SANKOFF, G. (2002). Linguistic outcomes of language contact, in J.K. Chambers, P. Trudgill & N. Schilling-Estes (eds.) The handbook of language variation and change. Malden, Oxford and Victoria. Blackwell Publishing: 638-668.

SWANN, J. (1996). English voices, in D. Graddol, D Leith & J Swann (1996) English: History, diversity and change. London and New York. Routledge: 3-40.

TEJADA, P. (2001). Capítulo 1. El cambio lingüístico, in I. De la Cruz. & Fco. J. Martín Arista (eds.) Lingüística histórica inglesa. Barcelona. Ariel (Lingüística): 29-59.

WARDHAUGH, R. (2002). An introduction to sociolinguistics. Oxford. Blackwell Publishing.

WEINREICH, U. (1968) [1953]. Languages in contact: findings and problems. The Hague, Paris and New York. Mouton.

WINFORD, D. (2003). An introduction to contact linguistics. Malden & Oxford. Blackwell Publishing.

- 1.3. Orthography and phonology:

DOBSON, E.J. (1968). English pronunciation 1500-1700. Vols I-II, Oxford. At the Clarendon Press.

EKWALL, E. & WARD, A. (1980). A history of Modern English sounds and morphology. Oxford. Basil Blackwell.

HAARMAN, Harald (2001). Historia universal de la escritura. (versión española de José Bergua Caverio). Madrid. Gredos.

JONES, Ch. (1989). A history of English phonology. London & New York. Longman (Linguistics Library).

JURADO TORRESQUESANA, J. A. (2006). Phonological evolution from Indo-European to Modern English: the fundamentals for practice. Salamanca, Ediciones Universidad de Salamanca.

PARTRIDGE, A.C. (1964). Orthography in Shakespeare and Elizabethan drama. London. Edward Arnold.

PRINS, A.A. (1972). History of English phonemes. Leiden. Leiden University Press.

ROLLINGS, A. (2004). The spelling patterns of English. München. Lincom Europa.

SCRAGG, D.G. (1974). A history of English spelling. Manchester. Manchester University Press.

WOLFE, P.M. (1972). Linguistic change and the Great Vowel Shift in English. Los Angeles: University of California Press.

- 1.4. Morphology and syntax

ARONOFF, M. & K. FUEDEMAN (2005). What is Morphology?. Malden-Oxford-Victoria. Blackwell Publishing.

CARTSTAIRS-MCCARTHY, A. (2002). An introduction to English morphology. Edinburgh. Edinburgh University Press.

HASPELMATH, M. (2002). Understanding morphology. London. Arnold.





- JESPERSEN, O. (1965) [1909-1949]. A modern English grammar on historical principles. 7 vols. London. Allen & Unwin.
- KASTOVSKY, D. (ed.) (1991). Historical English syntax. Berlin and New York. Mouton de Gruyter.
- THOMAS, L. (1996). Variation in English grammar, in D. Graddol, D. Leith & J. Swann (1996) English: History, diversity and change. London and New York. Routledge: 222-258.
- TRAUGOTT, E.C. (1972). The history of English syntax. New York. Holt, Rinehart & Winston.
- VISSER, F. Th. (1963-1973). An historical syntax of the English language. (3 vols in 4). Leiden. Brill.
- 1.5. Lexis and semantics
- ADAMS, V. (1973). An introduction to English word-formation. London. Longman.
- ALGEO, J. (1999). Vocabulary, in S. Romaine (ed.). The Cambridge history of the English language, Vol. IV: 1776-1997. Cambridge. C.U.P.: 57-92.
- BAUER, L. (1983). English word formation. Cambridge. C.U.P..
- HUGHES, G. (1988). Words in time: A social history of English vocabulary. Oxford & New York. Basil Blackwell.
- HUGHES, G. (2000). A history of English words. Malden and Oxford. Blackwell Publishers.
- JACKSON, H. & E. ZÉ AMVELA (2000). Words, meaning and vocabulary: An introduction to Modern English lexicology. London and New York. Cassell.
- MARCHAND, H. (1960). The categories and types of present-day English word-formation. Wiesbaden. Otto Harrassowitz.
- NEVALAINEN, T. (1999). Lexis and semantics, in R. Lass (ed.) The Cambridge history of the English language, Vol 3: 1476-1776. Cambridge. C.U.P.: 332-458.
- 2. Synchronic perspectives
- 2.1. Before Old English
- BERNÁRDEZ, E. (2001). Capítulo 2. Las lenguas germánicas, in I. De la Cruz & Fco. J. Martín Arista (eds.). Lingüística histórica inglesa. Barcelona. Ariel (Lingüística): 61-108.
- HARBERT, W. (2007). The Germanic languages. C.U.P.
- PRICE, G. (1984) The languages of Britain. London. Edward Arnold.
- 2.2. Old English
- CAMPBELL, A. (1959). Old English grammar. Oxford. At the Clarendon Press.
- DE LA CRUZ, J.M. (1986). Iniciación práctica al inglés antiguo. Madrid: Alhambra (Universidad).
- HOGG, R.M. (1993). "Phonology and morphology", in R.M. Hogg. (ed) The Cambridge History of the English Language, vol. 1: The beginnings to 1066. Cambridge. C.U.P.: 67-168.
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- MITCHELL, B. (1985). Old English syntax. Oxford. At the Clarendon Press.
- MITCHELL, B. (1997/1995). An invitation to Old English & Anglo-Saxon England. Oxford. Blackwell.
- QUIRK, R. & WRENN, C.L. (1957). An Old English grammar. London. Methuen.
- TRAUGOTT, E.C. (1993). "Syntax", in R.M. Hogg (ed) (1993) The Cambridge History of the English language, Vol 1: The beginnings to 1066. Cambridge. C.U.P.: 168-290.





- 2.3. Middle English

BLAKE, N. (ed.) (1992). *The Cambridge history of the English language*, Vol. II: 1066-1476. Cambridge. C.U.P.

IGLESIAS-RÁBADE, L (1992). *El uso del inglés y francés en la Inglaterra normanda y Plantagenet (1066-1399)*. Santiago de Compostela. Universidade de Santiago de Compostela.

IGLESIAS-RÁBADE, L. (2003). *Handbook of Middle English*. München. Lincom Europa.

MOSSÉ, F. (1968/1952): *A handbook of Middle English*, (translated by James A. Walker). Baltimore & London. The John Hopkins University Press.

MUSTANOJA, T. (1960): *A Middle English syntax*, Vol. I. Parts of speech. Helsinki. Société Néophilologique.

SAMUELS, M.L. (1963). Some applications of Middle English dialectology, *English Studies* 44: 81-94.

BURROW, J.A. & Th. TURVILLE-PETRE (1996) [1992]. *A book of Middle English*. Oxford. Blackwell Publ. Ltd.

- 2.4. Modern English

BARBER, Ch. (1997) [1976]. *Early Modern English*. Edinburgh. Edinburgh University Press.

FISHER, J. H. (1977). Chancery and the emergence of Standard written English, *Speculum* 52: 870-89.

GÖRLACH, M. (1991). *Introduction to Early Modern English*. Cambridge. C.U.P., [original German edition, (1978). *Einführung ins Frühneuenglische*. Heidelberg. Quelle & Mayer].

NEVAALAINEN, T. & I. TIEKEN-BOON VAN OSTADE (2006). Standardisation, in Hogg, R.M. & D. Denison (2006). *A history of the English language*. Cambridge. C.U.P.: 271-311.

PARTRIDGE, A.C. (1969). *Tudor to Augustan English: A study in syntax and style from Caxton to Johnson*. London. André Deutsch.

3. Dictionaries and further auxiliary materials

3.1. Historical, etymological and period dictionaries

BOSWORTH, J. & T. N. TOLLER (1921/1898). *An Anglo-Saxon dictionary*. Oxford. O.U.P.

MURRAY, J.A.H. et al (eds) (1933). *The Oxford English dictionary*, being a corrected re-issue with an introduction, supplement and bibliography of 'A new English dictionary on historical principles' 13 vols. Oxford. At the Clarendon Press.

ONIONS, C.T., G.W.S. FRIEDRICHSEN & R.W BURCHFIELD (1966). *The Oxford dictionary of English etymology*. Oxford. At the Clarendon Press.

SKEAT, W. (1984). *A Concise Etymological Dictionary of the English language*. Oxford. At the Clarendon Press.

- 3.2. Companions and resource books for students

BURNLEY, D. (1992). *The history of the English Language: A source book*. London. Longman.

LASS, R. (1995/1994). *Old English. A historical linguistic companion*. Cambridge. C.U.P.

MCARTHUR, T. (ed.) (1992). *The Oxford companion to the English language*. Oxford & New York. O.U.P.

MCINTYRE, D (2009). *History of English: A resource book for students*. London and New York. Routledge.

MOMMA, H. & M. MATTO (eds) (2008). *A companion to the history of the English language*. Malden-Oxford. Wiley-Blackwell.





### 3.3. Anthologies

FERNÁNDEZ, F.F., M. FUSTER & J.J. CALVO (2001). Early Modern English Texts. Valencia. Albatros.

## **ADDENDUM COVID-19**

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

### **HYBRID LEARNING MODE (BLENDED)**

#### **1. Contents**

Same contents as in the original teaching guide.

#### **2. Workload and teaching schedule**

The rate of the continuous assessment activities has increased: 60% for in-class activities + 40% for the portfolio activities.

#### **3. Methodology**

1. Theoretical and practical classes + synchronous video conference through BBC/Teams
2. Theoretical and practical in-person classes + asynchronous video conference through BBC/Teams
3. Theoretical and practical in-person classes + materials published on AV
4. Theoretical and practical in-person classes + audiovisual presentations
5. Theoretical and practical in-person classes + tasks on AV
6. Theoretical and practical in-person classes + forum debates on AV
7. Theoretical and practical in-person classes + office hours through video conference

#### **4. Assessment**

- In-class exam
- Increase of the rate of the continuous evaluation in the final grade





## **5. Bibliography**

Same as in the original teaching guide.

## **DISTANCE (ONLINE) LEARNING**

### **1. Contents**

Same contents as in the original teaching guide.

### **2. Workload and teaching schedule**

The rate of the continuous assessment activities has increased: 60% for in-class activities + 40% for the portfolio activities.

### **3. Methodology**

1. Materials published on AV
2. Tasks on AV
3. Synchronous video conference through BBC/Teams
4. Asynchronous video conference through AV/BBC/Teams
5. Audiovisual presentations
6. Forum debates
7. Academic projects
8. Office hours through video conference
9. Others

### **4. Assessment**

- Online exam adapted to the available UV applications





- Increase of the rate of the continuous evaluation in the final grade

## **5. Bibliography**

Same as in the original teaching guide.

