

**FITXA IDENTIFICATIVA****Dades de l'Assignatura**

Codi	35349
Nom	Història de la llengua anglesa
Cicle	Grau
Crèdits ECTS	6.0
Curs acadèmic	2021 - 2022

Titulació/titulacions

Titulació	Centre	Curs	Període
1000 - G.Estudis Anglesos	Facultat de Filologia, Traducció i Comunicació	3	Primer quadrimestre

Matèries

Titulació	Matèria	Caràcter
1000 - G.Estudis Anglesos	5 - Lingüística de la Lengua Inglesa	Obligatòria

Coordinació

Nom	Departament
RODRIGUEZ ABRUÑEIRAS, PAULA	155 - Filologia Anglesa i Alemanya

RESUM

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.

CONEIXEMENTS PREVIS



Relació amb altres assignatures de la mateixa titulació

No heu especificat les restriccions de matrícula amb altres assignatures del pla d'estudis.

Altres tipus de requisits

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.

COMPETÈNCIES

1000 - G.Estudis Anglesos

- Que els estudiants hagen demostrat posseir i comprendre coneixements en una àrea d'estudi que parteix de la base de l'educació secundària general, i se sol trobar a un nivell que, si bé descansa en llibres de text avançats, inclou també alguns aspectes que impliquen coneixements procedents de l'avantguarda del seu camp d'estudi.
- Que els estudiants sàpien aplicar els seus coneixements al seu treball o vocació d'una forma professional i posseïsquen les competències que solen demostrar-se per mitjà de l'elaboració i defensa d'arguments i la resolució de problemes dins de la seua àrea d'estudi.
- Que els estudiants puguem transmetre informació, idees, problemes i solucions a un públic tant especialitzat com no especialitzat.
- Dissenyar i gestionar projectes filològics en l'àmbit acadèmic o professional de la llengua anglesa i les seues literatures.
- Aplicar tecnologies de la informació i la comunicació, eines informàtiques, locals o en xarxa en l'àmbit dels estudis anglesos.
- Treballar en equip en entorns relacionats amb la filologia anglesa i desenvolupar relacions interpersonals.
- Treballar i aprendre de manera autònoma i planificar i gestionar el temps de treball.
- Demostrar una competència comunicativa i social en llengua anglesa (comprensió i expressió oral i escrita, interacció comunicativa i mediació, inclosa la correcció gramatical i estilística).
- Descriure i explicar els processos diacrònics de la llengua anglesa i els problemes associats a aquest camp, i descriure els canvis fonamentals en els diferents plànols lingüístics.
- Conèixer i aplicar corrents i metodologies de la lingüística.
- Interrelacionar diferents àrees d'estudis humanístics.



RESULTATS DE L'APRENTATGE

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.

DESCRIPCIÓ DE CONTINGUTS

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.

**VOLUM DE TREBALL**

ACTIVITAT	Hores	% Presencial
Classes de teoria	60,00	100
Elaboració de treballs en grup	15,00	0
Estudi i treball autònom	75,00	0
TOTAL	150,00	

METODOLOGIA DOCENT

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.

AVALUACIÓ

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.

REFERÈNCIES

Bàsiques

- 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.

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- Tejada-Caller, P. 1999. El cambio lingüístico: Claves para interpretar la historia de la lengua inglesa. Madrid: Alianza.

Complementàries

- 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.
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 - 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.
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 - 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..
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- An introduction to historical and comparative linguistics. (Trends in Linguistics. Studies and Monographs 93). Berlin. Mouton de Gruyter.
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- SAMUELS, M.L. (1972). Linguistic evolution, with special reference to English. Cambridge. C.U.P..
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- 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.
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- 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.
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- 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.
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- 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.
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- 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.
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- 2.2. Old English
- CAMPBELL, A. (1959). Old English grammar. Oxford. At the Clarendon Press.
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- 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.

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- 2.4. Modern English

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

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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.

ADDENDA COVID-19

Aquesta addenda només s'activarà si la situació sanitària ho requereix i previ acord del Consell de Govern

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.

