

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA  
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH  
MENTOURI UNIVERSITY OF CONSTANTINE  
FACULTY OF LETTERS AND FOREIGN LANGUAGES  
DEPARTMENT OF ENGLISH**

***THE CULTURAL EVOLUTION OF THE ENGLISH LANGUAGE  
FROM OLD TUDOR ELIZABETHAN ENGLISH  
TO NEW MODERN ENGLISH***

Thesis submitted in partial fulfillment of the requirements for the Master degree in  
Langues, Littérature et Civilisations Etrangères

By: Mrs. GUERRA RANDA  
"Ms. BENZAADI"

Supervisor: Dr. ATAMNA Elkhlar

**Board of Examiners:**

Examiner: Mr. YCHIR Mohamed  
Supervisor: Dr ATAMNA El khlar

University Mentouri Constantine  
University Mentouri Constantine

September 2009

## DEDICATION

To the dearest people to my heart,

To my husband Mohamed Reda and my son Houcine Soltane,

To my parents, Raouf and Smahen,

To my brothers, Emir and Mohamed,

To my parents in law, Farida and Boujemaa,

To my brothers in law, Larbi, Hichem and Sofien,

To my sisters in law, Kenza and Amel,

To my dearest friends, Faten, Rym, Imen and Nesrin and all my classmates

I say: I LOVE YOU GREATLY

THANK YOU

## **Acknowledgment**

I am extremely indebted to **my supervisor Dr. ATAMNA** for his important guidance, precious suggestions, and useful analysis. I wish to express my honest gratitude to him for his insistent support and particularly for the time he devoted to me during the six months of research.

Probably no words could truthfully express my intense thanks and deepest gratefulness to my beloved family. I thank my **husband** and **son** for their infinite patience and deepest affection. My **mother** and **father** remain unrivaled in their unique sacrifices and great encouragement and unlimited tolerance. My **parents in law** are evenly thanked for their extreme support.

I express particular thanks to my **two lovely brothers** who were constantly my source of bravery and determination.

I make special thanks to **my lovely brothers in law** who deserve all my gratefulness for their big encouragement and great support.

This work could have never been possible without the unrelenting and continuous help I got from all these people. I am really grateful to all of them for their sacrifices, intense kindness, wise indulgence and understanding, and over all eternal persistence.

Thank you

## **Abstract**

The present research looks into the nature of the changes which occurred within the English society during the middle ages with the aim to explore their impact on the English language. It highlights these changes, investigates their origin and tries to relate them to the cultural events of that time. It also attempts to show that the changes the English language underwent throughout its medieval history have enabled it to acquire some kind of enhancement and precision and have contributed to its development from an old language to a modern one. This movement aided the English people to amend their way of life, to change their character and even their manners of address. It will also show that despite the cultural influences it has undergone, mostly of foreign origin, it has preserved the English character and spirit.

## **List of Tables**

Table 1: Words Borrowed from French -----	37
Table 2 French Vocabulary in ballet and cooking -----	37
Table 3 Changes in Word Spelling -----	40
Table 4 Changes in Word Forms -----	41
Table 5 Changes in Sentence Structure -----	45

## **Table of Contents**

General Introduction .....	1
Rationale of the Study.....	1
Research Questions.....	1
Methodology.....	2
Structure of the Thesis .....	2
Chapter One: The Foundation of the English Language .....	4
Introduction.....	4
1.1. The Foundation of the English Language.....	4
1.2. ‘Paris’, the Origin of Language .....	4
1.3. The Linguistic Impact of French on the English Vocabulary.....	7
1.4. The Efflorescence of the Fifteenth Century.....	10
1.5. The European Culture Extension.....	14
1.6. The English Renaissance and the Emergence of the Modern World .....	16
Conclusion .....	19
Chapter Two: The Emergence of Old Elizabethan English.....	20
Introduction.....	20
2.1. The Virgin Queen (Elisabeth Reign) .....	20
2.2. The Influence of the Print Culture during Elisabeth Reign .....	22
2.3. The Growth of Education and Literacy under Queen Elisabeth.....	26
2.4. Reformation throughout Britain.....	27
2.4.1. England.....	27
2.4.2. Wales .....	27

2.4.3. Scotland .....	28
2.5. The Elizabethan Old English Language (15 <sup>th</sup> -16 <sup>th</sup> Centuries).....	28
2.5.1. Definition .....	28
2.5.2. Characteristics of the Old English Language in the Elizabethan Era.....	30
2.5.2. 1.The Old Elizabethan English Letters .....	30
2.6. The New Modern English Language (19 <sup>th</sup> - 20 <sup>th</sup> centuries) .....	32
2.6.1. Definition .....	32
2.6.2. Characteristics of the Modern English Language.....	32
Conclusion .....	33
Chapter Three: The Progression and Extension of the English Language .....	35
Introduction.....	35
3.1. The Evolution from Old English to Modern English .....	35
3.1.1. Words Borrowing from French Language.....	35
3.2. The Old English versus the Modern English.....	38
3.2.1. Changes in Word Spelling .....	38
3.2.2. Changes in Vocabulary.....	42
3.2.2.1. Fifteenth Century Passage .....	42
3.2.2.2. Twentieth Century Passage.....	42
3.2.2.3. Changes in Sentence Structure (Old English vs. Modern English).....	43
3.3. English, the Global Language.....	45
3.3.1. The Spread of the English Language in the 19 <sup>th</sup> and 20 <sup>th</sup> Centuries.....	46
Conclusion .....	53
General Conclusion.....	55
Bibliography .....	1

## **General Introduction**

The United Kingdom saw several invasions that had a great pressure on the British society and particularly the English language. The English language passed through different ladders from the old English language to the modern current English language. The changes which occurred within the English language have revealed its Norman character. It passed from a Normandy dialect spoken in a slender part of England to a dominant spoken language in scores of the sphere today. Nevertheless, although the English language has a Normandy origin, the English have adopted a large number of words from other languages essentially French and Latin. The English language survived the worst to be an independent and self determining language that developed through time.

## **Rationale of the Study**

The current research probes into the nature, basis and origins of the English language, laying particular prominence on the advancement which occurred within in the English language until its surfacing as a modern, official and regular language of Britain. It also intends to raise the issue of whether these changes are accountable as a failure or triumph for the English language which succeeded to build up itself throughout the centuries.

## **Research Questions**

This research delves into the subsequent inquisitive questions:

- 1- What is the principle origin on which the English language is based? How is the 15<sup>th</sup> century depicted in the English language history?
- 2- What was the influence of the cultural progress on the evolution of the English

language during the Elizabethan time?

- 3- How far is the modern English language affected by the changes that happened previously within the English language?
- 4- How did the English people react towards the linguistic changes in Britain?

## **Methodology**

The research approach this thesis follows consists of an attempt to trace the relationship between the cause and effect of the different changes the English language has undergone and strives to look for a deeper understanding of these changes. A descriptive analytical approach is; therefore, adopted in this thesis. The aim is to depict the bases of the English language since the Norman invasion which provides a large opening for the English verbal communication to its supporters and to erect a strong lexis. Additionally, this thesis objectively combines techniques of both the qualitative and quantitative research methods.

## **Structure of the Thesis**

This study encompasses three chapters. The first chapter explores Paris city as being the origin of the English language starting from the Norman Conquest. It attempts to describe how the French language has an enormous collision on the English language. It shows that the large amount of words from the French language has helped in the construction of the English vocabulary and that the efflorescence of the fifteenth century came as a sun shine on the British culture to be the inauguration of a new era full of discovery, actions, restoration and re-establishment .With the start of the European extension all over world , people started to have different ideas and thoughts in a dissimilar manner towards supplementary property that allowed the rising of the renaissance era and

encouraged citizens to start new existence on a strong basis mainly to build a proper language in which they could exchange a few words with other people with no error.

Chapter two examines the English language during the reign of Queen Elizabeth. It shows that under her sway, education developed highly because of Queen Elisabeth's support and the growth in print press that permitted to enrich people's minds by giving them the country daily news. It will also show that the print culture was the key reason in the increase of literacy and enabled even middling sort to have a book and to read it. The Elizabethan time was a floured time; the old Elizabethan English reached its peak because many intellectuals cooperated to improve and infiltrate some adjustments to the English language from the time of the Tudors in anticipation of the 20<sup>th</sup> century modern English language as a fresh recent idiom.

The third chapter is a subsequent to the previous one; it represents the practical part of this research. It presents several illustrations of words, terms, expressions, and sentences from old English language that people used in the 15<sup>th</sup> and 16<sup>th</sup> centuries and shows how the language changes during the modern epoch to a correct and right language with its authentic value. It describes and analyses the language alterations throughout these centuries, their effects on the English language and people, and the advance that outfit with the 19<sup>th</sup> Victorian era and the 20<sup>th</sup> century.

In conclusion, this research reveals that the English language endeavors its best to continue to exist and be an autonomous language which gives it its own distinctiveness and characteristics.

## **Chapter One: The Foundation of the English Language**

### **Introduction**

The first chapter looks at the English language as an emerged language based on the French language. It sets itself the task to explore the approach that the English language followed to get its own characteristics from the age of ignorance, Middle Ages, until the age of reason, the Renaissance Era, when people started at their way of talking differently. It attempts to show that the renaissance era played a great role in enlightening people's minds and changing people's behaviors and was an intellectual and a cultural enrichment initially enthused by the desire to revive the English cultures presented into the Gothic style to depict the European harmony.

### **1.1. The Foundation of the English Language**

The French and Latin languages were two of the most important in the influence of the English language. The origin of the English language is based on the French language. The French language played the most important role in creating and shifting the English glossary since the Norman occupation. It is estimated that about 10,000 French words were adopted into English. The French language is seen as the mother of the English language; it permitted to arrange and organize well the English language words. The French language gave a grand opportunity to English to come into sight as a fresh language used by all the English natives as a substitute of French which was spoken only in high spheres.

### **1.2. Paris: The Origin of Language**

The English language in use today is the direct result of the Norman Conquest in 1066. Paris came to be the most important city in northern Europe. Its workshops produced

great illuminators such as the Parisian 'Master Honoree' documented in French royal accounts and 'Jean Pucelle' a French philosopher. The French art became the best example to eclipse the capital of France considered as a center of illumination and book production; "the artists who illuminated the volumes of bibles were generally laymen not monks or priests but only church members who benefited in the book production which in part determined its religious character" (Holmes, 1990: 339-340). The primacy of Paris gave it the opportunity to be the great European storehouse of books and other works in the religious field. The later fourteenth century revealed the British influence which had, in turn, experienced the penetration of both Italian and French unique appearance. The French and Italian styles were found in England under Richard II who introduced the styles of the later Renaissance to French patrons during the fifteenth century. The proportion of literate people among the population of northern Europe was probably lower than that found in Italy. By 1500, the foundation of universities and the growing provision of schools evidently augmented the claim for all sorts of books. Book production was a subject by introducing some regulations in most British towns, and many of the vernacular books from these workshops were paper copies which were much cheaper to produce and buy than texts written on parchment wood. These manuscripts met a demand for inexpensive often boundless books in English, French, Dutch and German among a less affluent, rich and wealthy clientele. Suitable words tended to be dictated by what was available and by the preferences of the great age of noble men. William Caxton (Holmes, 1990: 348-349) argued that: 'none of the books chosen for printing would have been out of place on the shelves of a nobleman's library'. This means that Northern Europe has suitable offensive resources that tended to imitate the hands of late fourteenth century manuscript especially the so-called '*bastard script*'; the written text of that time of a speech where words are

used to refer either to a rude and cruel man or to apologize for somebody. The new literate laity, members of church such as priests and the clergy, accepted the romances, histories and chronicles of love and chivalry. Ideas of chivalry were still dominant among the ruling classes, while urban aristocrats, i.e., the new bourgeoisie and merchants, imitated the nobility and displayed their own chivalric words and behaviors. The chivalry's wing in the later middle ages has often been presented as '*hollow sham*' or '*the emptiness pretence*'. For example, "if a man belonged to a lower class is surrounded by aristocratic people, he would pretend that he knew each detail, but in reality, he ignored what they speak about because he is *not* cultivated as them" (Holmes, 1990: 349-350). The chivalric faction which has been a vital and influential military and social code stressed upon the concept of high medieval religious organism. In contrast, the later medieval decay, chivalry fidelity had received an enormous infusion of religious attitude, but it was in origin an essentially spiritual ideology. The French influence is extensive, but consists essentially of new words that are borrowed to English. For example, the academic texts such as fiction or poetry have fewer loans. Printed books were imported from Italy, France and Low Countries.

Numerous expressions used in English today have Anglo-Norman origin. For example, the expression '*before-hand*' derives from '*avant-main*', an Anglo Norman expression. Norman French influenced English a lot by bringing its own vocabulary in addition to the Latin words as well. The vocabulary was more significant because some affected words from the upper class attitude. For example, the word 'beef' is from the French word for cattle. This is used today for the butchered meat of a cow.

### **1.3. The Linguistic Impact of French on the English Vocabulary**

The French rule over England lasted for several centuries and brought about innumerable changes to the English language, culture and lifestyle. The English language was more affected by the Norman Conquest than by any other event in the course of its history. Middle English is defined as the four hundred year period between the Norman Conquest and the time the printing press was introduced to England in 1476. The largest influence that the Normans had on the English language was on its vocabulary. The French influence on the English vocabulary had its greatest expansion in the period of the old and Middle English. French has an enormous influence on late Old and Middle English vocabulary; the English language was inundated with French vocabulary terms. In fact, “of the 2,650 words in the old English poems and texts, at least 750 are estimated to be of French origin in Present-Day English” (Mugglestone, 2006:68-69). More important, the majority of English words borrowed from Old French specified to be nouns, verbs and adjectives. Following are example which present some common words added to the old English language called also the ‘Anglo Saxon language’: there were Adjectives such as ‘*inequales*’ in French that became in English ‘*in equal*’, ‘*principalis*’ in French that changed in English to ‘*principal*’ and the word ‘*naturales*’ that became in English ‘*natural*’. There were also Verbs like: *strive, please, waste, join, and cover...*, in addition to prepositions such as ‘*avec*’ in English ‘*with*’ and also ‘*de*’ which signifies in English ‘*of*’. “Some of the most commonly used words which are of French origin are *table, tax, religion, trouble* and *pray*. They all derived from French words borrowed into old English” (Gelderen, 2006:100-101). During this time, “over 10 million French words were adapted into the English language and about 75 percent of these are still in use” (Gelderen, Ibid).

The French influence on the English language had the following consequences: First, bilingualism in England had been established since the Norman Conquest. Second, the English culture was regarded as inferior. This led to a further expansion from the language spoken by the upper classes. The Anglo-Saxons were excellent writers, artists and craftsmen; they did not lack in civilization. The French language became the language of the upper class in England simply because it was the language of the conquerors, not because of any cultural superiority to the English language. By this time, the French and English languages existed side by side but the French took over to be the language of the court and royalty of England during the thirteenth and fourteenth centuries. The French language became more and more important since the Norman Conquest; the Normans spoke French, and adapted not only the language but also the French culture and inhabited some parts in France. The Normans became the new upper class; they dominated all high positions like the church, education and aristocracy. Hence, many other people whose native language was English, particularly among the gentry, had to acquire French if they wanted to get on in the new world. Although there were more common people holding on to their mother tongue than noblemen speaking French, English was in decline as the French language had its prestige in the most important ranks. Both English vocabulary items and their pronunciation have changed greatly since the fifteenth century. The spelling of English words also altered very little over the same period. As a result, English spelling is not a reliable guide to the pronunciation of the language. The vocabulary of English has naturally expanded:

“Many common modern words, such as ‘bread’, ‘good’, and ‘shower’ derived from the earliest English language influenced by the French. Some words were taken from the Latin language like

‘priest’ and ‘bishop’; and other words are adopted from the French language such as ‘castle’ and ‘began’ and become part of English shortly before the Norman Conquest” (Gelderen, 2006: 101-103).

After the conquest, Norman French became the language of the court and of official life and remained so until the end of the fourteenth and the beginning of the fifteenth century. The focus on the linguistic impact of the French language on English was seen by borrowing some words from the French language into old English.

The history of the English language could be divided into two major phases: 1066 to 1250 and from 1250 to 1500. During the first phase, fewer than 1,000 words of different categories were borrowed from French such as: ‘*servant*’, ‘*messenger*’, ‘*government*’, ‘*royal*’, ‘*authority*’, ‘*prince*’, ‘*tax*’, ‘*marshal*’, ‘*governor*’, ‘*judge*’, ‘*jury*’, ‘*evidence*’, ‘*verdict*’, ‘*crime*’, ‘*anatomy*’, ‘*geometry*’, ‘*grammar*’, ‘*logic*’, ‘*medicine*’, ‘*art*’, ‘*music*’, ‘*image*’, ‘*poet*’, ‘*preface*’, ‘*veil*’, ‘*button*’, ‘*chair*’, ‘*dinner*’, ‘*appetite*’, ‘*taste*’, ‘*beef*’, ‘*mutton*’, ‘*lemon*’, ‘*orange*’, ‘*raisin*’, ‘*date*’, ‘*temptation*’, ‘*salvation*’, ‘*convert*’, ‘*baptism*’, ‘*mercy*’, ‘*charity*’, ‘*solemn*’ and ‘*divine*’ (Gelderen, 2006: 47-48). The second phase, presented the adoption of the English language instead of French. For example, “the Spanish, German and Dutch immigrants started to adopt themselves to speaking English because it was difficult for them to keep their native language alive beyond the second generation and it enabled them to be accepted within the British society” (Mugglestone, 2006: 61-62). During this second period, the influence of French on the English language was strongest because French speakers of English introduced new French words into the English language. Some estimated that “the total number of loan words during that period was about 10,000. The words borrowed, as it was mentioned, are nouns, verbs, adjectives,

and a few adverbs” (Jeffries, 2006: 86-90). French cultural dominance was general in Europe at that time. The French language and culture replaced the English in polite court society and had lasting effects on English culture. One of the consequences of the French influence is that the vocabulary of English is, to a certain extent, divided between those words which were Germanic in origin and those which were "Latinate", either directly from Norman French or other Romance language.

The Norman Conquest was a pivotal and fixed event in English history for several reasons. It removed the native ruling class and replaced it with a foreign, French-speaking monarchy, aristocracy and clerical hierarchy. It brought a transformation of the English language and the culture of England as a whole. It makes the country under French rulers which permitted to link England more closely with the rest of the European continent.

#### **1.4. The Efflorescence of the Fifteenth Century**

The fifteenth century gave birth to a major event which is the beginning of the ‘Renaissance Era’; the birth of the Age of Discovery with increased explorations and improved navigation methods that created new trade routes and trade partners. In addition, the birth of modern printing systems by the 15th century and the invention of movable type presses made the inexpensive mass-printing of books possible. Moreover, the extraordinary efflorescence of literature, music, philosophy, linguistics and the visual art during the fifteenth century made the Low Countries and Italy a source of cultural aspiration. In the mid fifteenth century, the dominance of French as a literary language in both England and Low Countries was already pronounced. French became the language of the whole society; in courts, administrations, schools universities and even at home which actively promoted a

secular literature where a large number of university students were described as ‘nobles’ or ‘noblemen’ in their matriculation register.

By the emergence of the renaissance era, the French language started to serve the new vernacular English in which it appeared to be the dominant language. Princes during that period were surrounded by a more educated and literate nobility; the language they used, however, was not religious or Latin but a vernacular English. In England, northern France, and the Low Countries governmental, administrative and historical documents started to be written in a vernacular language instead of the French language. This was accompanied by the growth of a vernacular literature in which verse competitions took place as they did in the German lands such as *Chastellin* and *Molinet* who were in part a product of the vernacular development.

In England, the emergence of the English language as a literary language acceptable to the French speaking or Anglo-Norman nobility began in the fourteenth century. It owed a great deal to French forms because the English court became no longer French; the acquaintance with that language was considered a necessary accomplishment for a nobleman. There can be little doubt that many princes and nobles of that period were multilingual. ‘*Rene of Anjou*’ was proficient in five languages; while the emperor ‘*Charles IV*’ decreed that the nobles of the Germanic Empire should learn other tongues than that of their own native land. The rise of the vernacular English language began to make inroads and affect the dominant francophone courtly culture of the later middle Ages. The French inspired themes and cultural forms continued to be admired and adopted, but they were increasingly expressed and absorbed by men and woman to whom French was an acquired rather than an indigenous skill, i.e., natural or native skill. Later medieval civilization in northern Europe had its own distinctive character. “A high and strong culture”, said Johan

Huizinga, “expressing itself in artistic sense” (Holmes, 1990:345-346). This expressed the reasonable and realistic ideas of enlightenment that the European artists wanted to complete by their great works in order to demonstrate things in a way that is accurate and true to life. Vernacular literature succeeded and a chivalric heyday remained dominant; “the dominant of devotional books among the church members were a characteristic of the fifteenth century” (Holmes, 1990 339-340).

New things were certainly being born, but they carried the unmistakable imprint of the pressure made by their medieval antecedents. The flowering of medieval European civilization, which accompanied the great population explosion of the years 1300 to 1400, was already in the distant past as far away from the men of that time and the ancient regime before the French revolution took place. The immediate effect of the period of expansion had been to create a society in Western Europe in which the evidence of uniformity and the pursuit of common purposes had been strong such as the extension of the crusades which began in 1094 and extended with varying intensity and success until the later thirteenth century. Crusading armies were drawn from the knightly aristocracy of England, northern France, and Germany. The crusades also involved the Italian commercial cities and soldiers from Sicily. Kings such as: *Saint Louis of France* and *Edward I* were still drawn across the Mediterranean by the impulse to free the holy land and attack the Mohammedan in the middle of the great religious orders, i.e., the papacy that contributed to the colonization and spread education in Europe. The papacy played both a fundamental role in most important documents during the middle Ages and an independent foundation not linked in a common organization. The University of Paris in the thirteenth century had a prestige and influence in matters of philosophy and theology to which there was no parallel in any educational institution in modern Europe. The university created a

system of demand for books as well as a system for the use of books in ways not used it in the religious texts. There were other important universities, like Padua in Burgundy and Oxford in England for example, which belonged to an important extent to the ideological world dominated by Paris. Other thinkers might not agree with the conclusions reached by Albertus Magnus and Thomas Aquinas. These two philosophers argued that “translation is not so different from the Aristotelian method, but the problem faced by many thinkers is in translating from Latin to English; it should be arranged, faced, and taken as a great challenge to do it because English is no longer the inferior one but the new emerged vernacular language” (Pryor, 2007: 194-195).

The philosophers of the middle ages were involved in the same problems posed by the acceptance of ‘Aristotle’s’ Latin translations and the difficulties raised by the need to know more the new vernacular English basis i.e. old English rules. Some of the philosophers wrote their formal agreement between states and conducted their debates or arguments in the Latin distinguished by its precision which provided a common language for medieval Europe, the understanding system of division could distinguish between the literate from the user of the uncultivated vernacular. The world was in some respects separate from the clerical, but there was a wide spread evidence of a common culture. One of the most remarkable creations was *romance poetry* and the stories such as *Arthur* and *Charlemagne* which were read and heard practically in each country in Europe. The literary dominance of French was facilitated by the use of the language by the aristocracies of England. The stories presented in the French language are repeated in other languages as well such as Spanish, Portuguese, and Italian. The influential literary of romance was assisted by the wide spread and prevalence caused by the French origin of knighthood and chivalry’s romance and behavior towards woman that spread everywhere in the medieval

world. This case permitted to each knight to recognize his social equality and intellectual position anywhere in Europe just as a priest or a bishop. The European expansion of forms of culture found its most obvious and still surviving expression in Gothic architecture that flourished during the high Middle Ages and succeeded by the emergence of the renaissance.

### **1.5. The European Culture Extension**

The later high middle Ages saw the emergence of Gothic style architecture. Gothic Architecture is a term used to describe the building styles which were used between 1200 - 1500AD. Middle Ages Gothic architecture and decoration originally emerged in France. It was initially called "The French Style". The name 'Gothic' referred to the style of Middle Ages architecture and described the 'Barbaric Goths' scraped Rome in 410AD. The name Gothic architecture was coined by people who were appalled at the desertion of the Romanesque style. The invention of the gothic fashion in France was followed by an extraordinary spread to every part of Europe as a visual symbol of the European unity of the high middle ages. For example, "the Basilica of St Francis at Assisi, a gothic church built in Italy in the mid-thirteenth century in imitation of French models above the tomb of a saint whose order spread throughout the western world as a visual symbol of the European solidarity, shared feelings, opinions and interests of the high middle ages" (Holmes, 1990: 354-355). Late medieval Europe was not a poor society; on the contrary, there were evidences of high levels of income and greater sophistication in domestic comfort and artistic taste.

The spread of civilization to a number of geographically separate areas while the development of the French and English cultures certainly connected gave birth to contrasting manifestations of culture in the form of important local cultural schools such as

the decorated style of architecture produced in the cathedrals of 'Well' and 'Norwich' in the fourteenth century in England and the expansion of the ideals of the rhetoricians intended to influence people in the renaissance movement. People thought that their main dependability was to serve god, but philosophers at that time revolted against this initiative, rotating their interest to issues' of people's tasks and duties towards society. "The mark of the later medieval world is an extraordinary richness and the diversity of its ways of life made it a more complex civilization than any that had preceded it and foreshadowed the inventiveness of modern Europe" (Dargie, 2007:114-115). A major factor in the new diversity was the exploitation of a variety of languages in important writings. Latin and French which had dominated the thirteenth century gave way to Italian, English and Czech. The origins of this movement may be in some way mysterious, but its results are obvious and spectacular because it introduced the English language to be the new used and known language spoken by all people without exception. "The sudden emergence of English as a great literary language at the end of the fourteenth century in the writings of some scholastics such as: *Chaucer, Lang land and Wycliffe*" (Holmes, 1990:355-356), was accompanied by the increasing use of English in letters written by ordinary people in addition to the change in words because in the English language there are many borrowed words especially from French. The development of the English vernacular language was promoted by some reformers including merchants and poets who escaped with relief from the dominance of Latin. The Renaissance movement, revived by the later Italian humanists of the fifteenth century, was in effect a new language, the sentiment of ambiguity and the looking for precision by the intellectuals offered the vernacular tongue or the new old English language an original sort of literary charm.

The civilization of the Fifteenth century contained a variety of local cultures which vied for influence in different languages and of social forms varying from the largely rural society of the English gentry to the highly developed city of capitalism. The richest society of late medieval Europe was probably to be found in the cities scattered over the land to the North-West of Paris where the outstanding development of printing press which played a fundamental role in changing the words meaning could be found.

The renaissance was an artistic movement which had given birth to humanism that formed a new breed of political attention to maintain the effectiveness and excellence of full power. It permitted the emergence of new reviving ideas, behaviors, speeches, and words in a different new mental world that began with the coming of the unique strong woman 'Queen Elisabeth'. Queen Elizabeth presented the new hope, life, prosperity and happiness of the English people. Her reign was the great flourished period that England survived in.

### **1.6. The English Renaissance and the Emergence of the Modern World**

The Renaissance has no set starting point or place. It happened gradually at different places and at different times and there are no defined dates or places as to when the Middle Ages ended. The Renaissance period was the bastion of Art, philosophy, linguistics and literature and is regarded as the end of the middle Ages and the beginning of the new modern world. Known as the period of "Rebirth of Learning", the Renaissance had its origins in the 14th Century and slowly reached its peak in the late 15th Century. The Renaissance brought the middle Ages to an end and introduced modern age.

The English renaissance was a cultural and artistic movement in England dating from the 15th and 16th centuries. This English cultural history era is often referred to as the

"the Elizabethan era", the first period in English and British history to be named after a reigning monarch. Some major English renaissance figures are Francis Bacon, William Shakespeare, and Edmund Spenser. About 300 years or more, the English language remained the language of common people, but an increasing large number of French words found their way into the language. Until the fifteenth century, the vernacular English revival dominated by the two famous English philosophers Chaucer and Wycliffe restored English to its old place as the speech of all classes.

The French facet in the English vocabulary was very significant during this phase of French influence. Some terms belonged to this old language such as *judge, jury, tort, and assault*; words denoting social ranks and institutions like *duke, baron, peer, countess, and parliament* in addition to a great number of other words that cannot be classified readily such as *honor, courage, season, manner, study and poor*. This is so because nearly all of these French words are ultimately derived from Late Latin and thereby may be regarded as an indirect influence of the classical languages upon the English vocabulary. During the fifteenth century the borrowing of words from foreign languages of the world are represented to some extent in the vocabulary.

English vocabulary has been seriously extended by the arrangement of accessible integration words. Obvious examples are words like '*smog*' coined from the word '*smoke*' and '*burgle*' from '*burglar*'. Renaissance is still seen as a watershed in the development of civilization both because of its extent and because of its stress on the innovative individual ideas and behaviors. The most important cultural changes of that period were the massive outpouring of the 'printing presses' such as newspapers and diurnals or magazines spreading national news and instructions of the queen and government. The principal sources for the reconstruction were private letters, diaries and account books from literate

and moderately leisured people. Although printed books were not written by members of all levels of society during that period, the volume of written and printed documents increased gradually. The printing press was probably the most important advance in technology in the renaissance time. Europeans first used a metal type to print a book. On small pieces of metal, they engraved single letters of the alphabet. These could then be arranged to form words and then sentences. After 'Caxton', the inventor of the print press, Johan Gutenberg, gave rebirth to the first book printed in the 1500's, this permitted to broaden well the printing journalists.

The printing press played as well a key role in altering the language approach. First, "it made books much easier to obtain which made them cheaper" (Lerer, 2007:120-121). This means that even common people could afford and get books. As a result, literacy became more prevalent in contrast to the Middle Ages where habitually only monks and clergymen were able to read. Second, since many people were able to read, they wanted to convert other subjects rather than religious or scientific works in order to improve their language. So, by the intensification of the published press, popular requests were taken into consideration and books were available not only in Latin but in other languages such as English, Portuguese, Spanish, French, and Italian as well. The third effect was that scholars could access to one another's work. They could also examine the great works of the ancient and medieval periods. The language alteration caused the increase of equally education and the raise of literacy. This development reflected contrasts between different social groups; the landed gentry's class and the popular class and between regions; the rural and urban areas in Britain. The recent English society allowed for the close ideas to be more modest, further sophisticated and more open to the external societies to spread their own beliefs,

attitudes, ideas, knowledge and at the same time learn different experience; take more spread views from the other cultures even the Islamic one.

The language revolution happened precisely in the rebirth epoch of new awakening in Europe, a revival of the human spirit and realization of the coming up improvement after long years of sleeping. It represented the general failure of church supremacy, an amplification in literacy and education, and an innovation period. In short, it was the beginning of 'the Age of Reason'.

## **Conclusion**

The first chapter has responded to the first question of the research, the source of the English language. It investigated the origin of the English language since the Norman Conquest. It also shed light on Paris, a great cultural, intellectual and enlightening center of the time, and the influence of the French language on the English vocabulary. This influence was marked mainly through the many borrowed words found in the English language which are still in use today.

It demonstrated that the English language relied a lot on the French language to construct its new self-sufficient vocabulary which enabled it to be the 20th century dominant language. It illustrated the beginning of the change through the 15<sup>th</sup> century, when the renaissance era came to birth as a major cause to move forward and change people's minds.

## **Chapter Two: The Emergence of Old Elizabethan English**

### **Introduction**

The present chapter investigates the appearance of ‘the old English language’ during the Elizabethan era and the development of the printing press that played a vital role in mounting the number of intellectual people .i.e. the efflorescence of education and literacy. It shows the influence of the cultural progress on the evolution of the English language during the 16<sup>th</sup> century mainly under the reign of Queen Elisabeth when the English language passed its high difficult time to appear as an individual language. It demonstrates that Old English started to be an official language which challenged both French and Latin and that the English society or the English people started to converse in fluent English. As a result, people started to differentiate between the right manner to talk towards the other and the correct way of living that marched with the Elizabethan time. In Brief, this chapter aims to highlight the different characteristics of both forms of English; the old Elizabethan and modern English language.

### **2.1. The Virgin Queen (Elisabeth Reign)**

Queen Elisabeth was distressed by the impasse of her progression similar to the Tudor majestic family. She could electrify the notion of education as an advanced and leading feature to have a well-built society and great civilization to enlarge the English language role to be more recognized and used within the English social order. Queen Elisabeth encouraged more the spiritual part. She preferred the new invented English language to extend it through the whole United Kingdom. She believed in the idea of the selfless sovereign. She put all the requirements of her nation before her own contentment as

a woman. She wrote “it is the duty of parents to make choice of fit calling for them (the parents) before they apply their kids to any particular condition of life” (Macaulay, 1986: 215-216). This means that queen Elisabeth required that children in a rural society should be taught the necessary skills for a productive life encouraged by their parents and that education is the basic literacy which should be acquired at home as well as at school.

More important, the printing press developed mainly during the Elizabethan era. It contributed to the growth of literacy. The Queen’s long successions in and around her kingdom were a crucial component in fostering the image of ‘Gloriana’, i.e., a triumphant woman.

Architecture, music, philosophy and drama prospered in the service of the states. The English performers should pick the fitting strict process in order to accomplish and rejoice the ‘Elizabeth sovereignty’. Even the state documents became anglicized because of King Henry VIII’s decision about the use of the English language instead of Latin. Consequently, people faced many difficulties with this language because they used to speak pure French. Queen Elizabeth emphasized on this stair to enhance the English language and to convey broadly the queen’s titles, good behaviors and manners. In addition to the attainment completed by the queen Elizabeth towards the English populace, there were other parallel documents that enclosed, contained and essentially dedicated to the restoration of the royal power, i.e., a new verve and noble vigor. The best example of that change is portrayed in John Brinsley; one of the most important figures who publicly advocated, supported and recommended the policy of the simultaneous maintenance of competence in a new English language. He argued that “when he started working in Latin, children mislaid their capacity to read English; thus, their parents requested that he prevented this loss of skill by arranging daily bible lessons which entertain from the Latin

course” (Dargie, 2007:100-101). Brinsley meant that the new vernacular English language is essential but learning could be maintained by practicing more. This was the beginning of a new period of the vernacular English during Elisabeth reign. Old English had become the literary as well as the spoken language of England.

During the sixteenth century, the first challenges to advance and alter the language were made by the printing press extension which eliminated the mistakes in hand-written texts. It greatly enlarged the number of books available and defended the English vernacular over Latin as the dominant language for all occasions. With the growth of printing culture, came a renewed feeling in education. The anxiety to have a single language augmented the strong sense of national identity. People would like to change the old vocabulary with a new and structured one in addition to the new appealing and modest expression that caused to develop the audacious spirit of the Elizabethans era.

During the fifteenth and sixteenth centuries, English vocabulary was stretched by vigorous rapidity and the adaptation of words from other languages such as Latin, Greek, French and Italian. This practice of borrowing foreign terms and the coinage of new terms which replaced the previous old English lexis resulted in thousands of modern words such as: *antipathy, catastrophe, external, encyclopedia, emphasis, submerge, bigot, alloy, chocolate, inflate, ...etc.* many of which came from French and others like *balcony, cameo, stanza and violin* were borrowed from Italian. “It is estimated that more than ten thousand words were added to English during ‘the good queen Bess’” (Morrill, 1996: 121-122).

## **2.2. The Influence of the Print Culture during Elisabeth Reign**

The rapid development of the print culture, one of the most major cultural advancements of that period, was a precious change. The impact of printing was an extra

and even an outer limit in medieval Europe. It permitted the dissemination of religious attitudes and the widening of new different modern ideas which helped to produce a changeable society that would not have been a missing position in the middle times. This made the assortment of books printed more varied and the printing press made book ownership easier. "In fewer than 200 years after the introduction of the printing press, 20,000 titles were printed in English" (Baugh & Cable, 2000: 201-202).

The rising print culture reflected the centrality of religion in the early modern world with the growing availability of devotional and religious books. At one level, this increase in the religious side made it possible for a cultivated middling sort to read for themselves about matters of beliefs in many fields such as philosophy, history, linguistics and literature of varying levels of complexity. At another level, the development of the print culture also made available more books that the poorer classes could afford to buy. The printing uprising allowed the dissemination of ideas through the use of descriptions which went along with the written text and converted by individuals whose reading capability was limited. Devout themes were essential in the ballads and chapbooks printed in large numbers like *'A Perfect Description of the Frailty of Man's Life'*, a ballad which describes the state of men during the middle ages, a time when the state was controlled by the clergy and the church. New subjects were sustained by the Christian group under church authority and new ballads and chapbooks called *'The Rich Farmer's Ruine'* and *'The Poor Man Pays for All'* caused the emergence of chap Print culture. 'William Caxton introduced printing to England in 1475 and in 1485 it was Sir Thomas Mallory with the story of *'la Morte d'Arthur'*. Events written and published in the print press were not simply reported, they were also seriously analyzed and tended to clarify more the situations lived and relations made and happened.

The chapbooks did not challenge existing popular beliefs which were taken up with frequent issues like courtship and marriage which were very popular themes as asserted by Holmes, “The ballads and chapbooks dealt with social and political order, and criticized the decline in hospitality between the rich and poor classes, operated within the social acceptable behavior of people’s moral not with politics” (Holmes, 1990: 280-281). The monarch was represented within these books as a natural ally of the people guarding them against misgovernment and oppression.

Historians divided their several interpretations of the impact of books and writings on the popular mental world. Some have given importance to the strong elements of escapism and fantasy. The printing press alienated the analysis into several comments, for example, “Some emphasized on the nature of ideas and the lack of any coherent world view, some have seen the commercial nature of ballad production as denying any possibility of recovering popular attitudes” (Morrill, 1996: 210-211). This is supposed to mean that the historians preferred to talk with more confidence about the production rather than the popular reception of printed texts. If these printed books do not simply reflect social realities, but actively construct a culture’s sense of reality, then, it is possible to see that these popular books could underwrite existing representations of social change.

Proverbs, according to common people, offer another source of evidence by which to test literary representations. Common peoples’ realistic reading of the poor’s chances to infiltrate within the English society and the English citizens’ great belief that all events are decided in advance by a supernatural power and humans have no control over the reality lived. For example, ‘look high and fall into a turd’ and ‘better half a loaf than no bread’ (Macaulay, 1986: 70-71) was the kind of messages to be found in ballads with such titles as: ‘*The Poore man Payes For All*’. The culture of print offered confirmation of existing ideas

and lived situation within the same society by different people. It also provided the greatest challenge to receive new thinking. In addition, some systems of thought and conventional representations of society were extended by the development of print culture.

The explosion of radical ideas into print in the English revolution was exceptional. This shift made it possible for new ideas to gain a much wider audience through the achieved print culture. The development of printing made possible the wider communication of new ideas across the limits of books published. The new possibilities can be seen, for example, “in the experience of a merchant named ‘Samuel Jeakes’ who built up a large library containing works of both puritan theology and radical ideas of revolution” (Morrill, 1990: 318-319). Philosophy, history, and law were just some of the fields in which printing allowed a wider dissemination of ideas. For example, the new ideas of philosophy with very different views of the universe that worked through natural causes entitled a radical challenge to earlier thinking in the form of religious beliefs. The challenge to broaden the new opened ideas represented a shift in the conceptualization of the abstract ideas within the philosophical field.

Most early modern descriptions of the social order were written by gentlemen and aristocrats who carefully named the aristocracy of historical importance in descending order but stopped after the gentry. Titles like ‘*Mr.*’ and ‘*Mrs.*’ throughout this period were designated officially to refer to the nobility and gentry’s status. In southern England, the formal names for ‘*Goodman*’ or ‘*Goodwife*’ were appointed to those who were not of gentry’s status but who enjoyed the position not yet taken up. But, all men below that status were members of the ‘rascibilities’ i.e. common people of the lower classes who were seen as hypocrite and dishonest people. Terms like ‘the middling sort’ and ‘the poorer sort’ were used to describe them. The middling sort appeared to have included yeomen i.e. a servant

in the royal household, clerics or church member, professional men, craftsman, tradesmen as well as cottagers, and laborers. There was no appropriate contemporary term to describe the settled members of the middling and poorer sort, only the derogatory words such as 'ordinary' and 'common people'.

### **2.3. The Growth of Education and Literacy under Queen Elisabeth**

The growth of education was uneven and reflected contrast between different social classes especially between the aristocracy class that includes the dominant intellectual and literate people and the proletarian and poor classes mostly uneducated. Access to education was more common in urban than rural areas in lowland, part of Scotland, rather than the highland, the mountainous northern part of Scotland regions. Despite strong opposition to literacy seen as a danger by those in power, it continued to spread. Below the level of the gentry, it was the middling sort who was the major beneficiary of education. By contrast, illiteracy remained the experience of all, but a minority within the laboring poor.

The enlightening uprising left an impact on the English society. For example, 'Some historians argued, an educational revolution, its collision was blunted at the level of the poorer sort' (Morrill, 1990:340-342). The literacy extension meant that, among those intellectuals in the inferior class, there were individuals who could comprehend and complete the illiteracy hole. With increasing literacy, the written words played a greater role in shaping national consciousness, for example, school of Scottish experts in history acted in opposition of ancient English overlord ship by encouraging proving that Scotland had always been a distinct and sovereign nation. This example showed the great concurrence towards education, each region tried its best to erase the illiteracy and began new phase of knowledge and science.

## **2.4. Reformation throughout Britain**

### **2.4.1. England**

The triumph of the vernacular English language over Latin and French was crucial and important in the development of an emerging English cultural confidence. The anti clerical and social reformist sentiments in the printed books such as John Wycliffe and Lollards presented the gradual development of more complex ideas looking for hope, prosperity and a less deferential society. There were still dissimilarities between altitudes in literacy, among intellectuals and uncultured people, as well as to distribute additional books as possible. The latter half of this period, called ‘The Golden Age’ for the founding of town libraries, would suggest that it was the wealthier sections of the middling sort who would have been able to get first hand access in these ideas which include freedom, better life and good education.

### **2.4.2. Wales**

In Wales, there was the reformist ‘John Wycliffe’ who criticized the papacy and the rich monastic communities’ rules to honor good behavior. He translated ‘The New Testament’, the second part of the Christian Bible recording the life and teaching of the Christ and his earliest followers into English, “Wycliffe’s ideas resonated in a society that was changing thanks to the growth of education and the spread of literacy amongst the middling class” (Holmes, 1990: 356-366). His emphasis upon personal conventional beliefs and writing as a source of salvation and protection rather than obedience to the church status and authority inspired by the popular movement known as ‘Lollard’ convinced the authorities that church reform would end the social turmoil and the state of disturbance. As a result, ‘Lollards’ were persecuted and their fellows burnt as heretics.

The Lollard movement went underground, but it had helped in preparing the new English creative minds to be involved in all the country's matters of public interest and importance. As in England, the Welsh gentry were the main beneficiaries when the crown sold off the monastic land. The compulsory use of the 'English Prayer Books' posed a serious threat to Welsh tongue, but John with Wycliffe's official translation of the *New Testament* the language issue was removed. Wycliffe's official translations played an important role to help the Irish people to make and change the transition from an oral culture to a printed one and the new English language took its ordinary place as an official spoken and written language in Wales.

### **2.4.3. Scotland**

The reformation was more ideological and political in Scotland from the starting point. The extent of literacy and the relation between England and the Low Countries permitted the protestant ideas to spread quickly through the central and eastern Scotland. This was the great wish that Queen Elizabeth wanted to achieve with the help of the Scottish people. She could reach her aim, as a result of the corporation between the Scottish people. This great event in the Scottish history gave a huge opportunity for people to start thinking in a different way and reasonable mind; that each one in the English society should be active to change his surrounding environment to get better conditions to secure his life. The spoken language represented the most important element for the British people and monarch to exchange ideas and learning presentable behaviors.

## **2.5. The Elizabethan Old English Language (15<sup>th</sup> -16<sup>th</sup> Centuries)**

### **2.5.1. Definition**

The history of the English Language mixes with the history of England itself. The dynamic role that language plays at that time makes it difficult to determine a time

limit in which each period of the English Language development begins and finishes. The Old English Period is characterized as a 'Paganism Time' during the Elizabethan age because people focused a lot on holding religious beliefs. The Anglo-Saxon invasions into Britain brought and imposed many different words. It's not difficult to imagine the people lived during that time which explains that the people made great efforts to find a way to unify their different languages.

Old English is a Normandy French term used to describe a move of early medieval Norman settlers who went to England in order to claim the English territories and used lands in medieval England. Many of the Old English words came with the Norman invasion. The language these settlers spoke was called 'Englisc' which means 'English' today. The English vocabulary is non-native. The most prominent source of non-native vocabulary is French; it started with the arrival of the French Normans in 1066.

For several centuries after the Norman Conquest, English was well and truly under the Norman French influence. French and Latin were the languages of power and people wrote typically in these two languages. The language is a more inflected language maintaining strong and weak verbs, nouns, and adjectives. The old English represented the Anglo-French dialect spoken by settlers after the Norman Conquest. Some Old English words are '*bird*' for '*brid*' and '*third*' for '*thrid*'. Language communication after the French Norman Conquest provoked several changes in which the English language became spoken especially between the sixth and the thirteenth centuries until the reign of Queen Elisabeth when the language took the official name of 'the old English language' or 'the Elizabethan language'.

## 2.5.2. Characteristics of the Old English Language in the Elizabethan Era

The old English language focused on change in the form of a word to show the vocabulary function or the quality such as person or number. Word order was less important in constructing meaning than in modern English. Every noun, pronoun and adjective belongs to one of three genders masculine, feminine and neuter; singular or plural and shapes were set in three different cases 'subjective, objective, and possessive', and were divided into different forms according to whether they were strong or weak nouns.

The Elizabethan Language, Vocabulary and spelling are different from many of the words used in the modern English language today. Some words used in the Elizabethan language are no longer in use in the present days because other original words have replaced them. The Elizabethan alphabet contains 24 letters which is different from the present day alphabet which contains 26 letters. Take the following.

### 2.5.2. 1.The Old Elizabethan English Letters



Having only 24 Old English Letters in the Elizabethan alphabet needed many efforts to understand and read the old documents. The words, numbers and vocabulary items used in the Elizabethan Language were increasing. During Elizabethan times, it subsist less than '500' words compared with at least 7,500 words that are used in modern day English. The Elizabethan Numbers also caused confusion because they were written in Roman numeral form, for example, I, II, III, IV ...etc.

Elizabethan writers and linguists invented new words. For example, ‘William Shakespeare’ who invented many words that he used in his plays introduced more words into the English language than any other person. He added about 2,000 new words to the Elizabethan vocabulary such as *accused, amazement, assassinate, blushing, champion, compromise, courtship; critic ; excitement; generous; hint; invulnerable; lonely; majestic; negotiate; torture; tranquil; varied and worthless*. To show some of these differences between present day English and the Elizabethan English, take the following.

In the Elizabethan alphabet, some old English letters such as "U" and "V" were used as the same letter. The ‘U’ was written only in the middle of a word, and ‘V’ used at the beginning. For example,

*Now vsed varyeth ferre from that whiche was vsed and spoken what I was borne.*

*Now used variety fereet from that which used and spoken...*

In addition, ‘J’ and ‘I’ were also used as the same letter. The ‘J’ was used as the capital form of the letter ‘I’ as in

*Jis as ille as ar ye.*

*Lam as bad a miller as you are.*

The other letter is the letter "y" used to represent the letter "th". It was written as "ye" in the Elizabethan time and means in present day to describe the word ‘the’. For instance,

*Ye Anglo-Saxon wenden that yimages and sensibilities weren enprientid into soules fro bodyes withoute-fort.*

*The Anglo-Saxon believed that images and sense impressions were imprinted into souls from bodies outside of themselves.*

## **2.6. The New Modern English Language (19<sup>th</sup> - 20<sup>th</sup> centuries)**

### **2.6.1. Definition**

Prose, poetry, and drama were written in English during the 19<sup>th</sup> and 20<sup>th</sup> centuries. This century was a period of great artistic change and is dominated by the impact of both the first and second world wars as well as the emergence of modernism. The nineteenth century is often viewed as “a stable period in the development of the language which continued into the twentieth century” (Gelderen, 2006: 203-204) “While the Renaissance was characterized by freedom, this period is characterized by a search for stability, correctness, and standardization. The period between the nineteenth and the twentieth centuries was called the ‘Age of Reason’ and the Enlightenment time.”

### **2.6.2. Characteristics of the Modern English Language**

The modern English alphabet is a Latin-based alphabet consisting of 26 letters and each letter is pronounced alone.

**A B C D E F G H I J K L M N O P Q R S T U V W X Y Z**

The modern English language gives much importance to sentence structure which is different from Old English which focused more on meaning.

In Old English, the verb often occurs at the end of the sentence whereas in Modern English it occurs in the middle, separating the subject and the object. Modern English modal auxiliaries such as ‘*can*’ and ‘*will*’ are regular verbs; in Old English auxiliaries are not frequent; they function as main verbs. Modern English is more mottled than Old English; there are many varieties of spoken English, newspaper articles, advertisements and formal writing.

The coming out of both Industrialism and Imperialism escorted to many linguistic changes mainly in shaping the new modern English language. The 20th century is characterized by revolutions in art, two world wars and many technological and medical advances as well as changes in social ideas (the anti-communism of the 1950s, the civil rights movement of the 1960s, and the anti-Vietnam movement of the 1970s in the United States). These changes directed to the preface of many new words in modern English language.

The modern English language is an analytic language .i.e., grammatical words derived from lexical verbs, for example, in addition to the set of uses of the auxiliaries, prepositions and punctuation to perform its exact function. Whereas the old Elizabethan language is a synthetic language .i.e. artificial, some of the synthetic characteristics are: free word order, exclusion of the topics pronouns, and the lack of auxiliaries.

## **Conclusion**

The second chapter has brought detailed answers to the second question of this research. It shed light on the characteristics of each language, the old Elizabethan language and the modern English language, as well as, the influence of the print press and the growth of education and literacy through Elizabethan reign.

It demonstrated that the Elizabethan era presented a great shift in the British monarch and society and showed how the English language, during this period, survived its difficult instant to prosper and to be the official and authorized language of Great Britain. Another issue raised in this chapter was the important role played by Queen Elizabeth in encouraging the emergence and appearance of the English language by commanding education on each young person in England. Through time, the fifteenth and sixteenth

centuries, the English language started to revolutionize and acquire a diverse approach to be written and spoken. The upcoming of the nineteenth and twentieth centuries gave birth to a new English language with some diverse and various modification, alteration, variation, adjustment and mainly a great shift within the English language itself. The English language was significantly influenced by the Norman French culture, this influence is still existed today within the English words used. The modern English language succeeded effectively by extensive distribution throughout the United Kingdom.

## **Chapter Three: The Progression and Extension of the English Language**

### **Introduction**

The third chapter examines the idea of evolution within the English language from an old to a modern language. It shows that the words borrowed from the French language constituted the base of the English language. Moreover, it explains that the French customs played a significant and major position in altering the English language by introducing an assortment of words, terms and expressions within the English language which made the old English language a little complicated to deal with particularly its lexis. It also provides examples of these changes such as those related to the spelling of the Elizabethan words whose orthography was considered difficult. The main aim is to analyze and show the different changes that occurred in the English language from the Elizabethan era until the 20<sup>th</sup> century.

### **3.1. The Evolution from Old English to Modern English**

#### **3.1.1. Words Borrowing from French Language**

The English language has borrowed a great number of French words and expressions. Despite the fact that some words and expressions have retained their own "Frenchness, some of the adapted vocabulary has been completely absorbed by the English language and has contributed to its expansion to such a degree that even its native speakers may not be aware of its true origins. The following illustration is a record of French words and expressions which are frequently used in English. This shows the large influence of the Norman French civilization on the English structuring of words (Quirk & Wrenn: 1958).

French words	English Meaning
adieu	until God
agent provocateur	provocative agent
aide-de-camp	camp assistant
aide-mémoire	memory aid
a la carte	on the menu
a la mode	in fashion, style
amour-propre	self love
art decorative	decorative art
art nouveau	new art
attaché	attached
au contraire	on the contrary
au fait	informed
au naturel	in reality, unseasoned
au pair	at pair
aux trois crayons	with three crayons
avant-garde	before guard
bon appétit	good appetite
bon vivant	good "liver"
carte blanche	blank card
comme il faut	as it must
coup d'état	state blow
critique	critical, judgment
debutante	beginner
dégustation	tasting
de rigueur	of rigueur
dernier cri	last cry
double entendre	double hearing
enfant terrible	terrible child
en garde	on guard
en masse	in mass
esprit de corps	group spirit
faux pas	false step
force majeure	greater force
hors de combat	out of combat
idée fixe	set idea
joie de vivre	joy of living
mot juste	right word
noblesse oblige	obligated nobility
nouveau riche	new rich
pièce de résistance	piece of stamina
prêt-a-porter	ready to wear
Protégé	protected
raison d'être	reason for being
rendez-vous	rendez- vous

risqué RSVP savoir-vivre soi-disant Soigné Soirée soupçon souvenir succès d'estime touché tour de force trompe l'oeil vis-à-vis (de)	risked respond please to know how to live self saying take care of evening suspicion memory success of esteem touched turn of strength trick the eye face to face
--	---

**Table 1: Words Borrowed from French**

The French language has also influenced other English words in other domains related to culture such as the ballet and cooking. The following table gives some examples of the French words which were given an English flavor and with time were adapted and used by English native speakers.

<b>Ballet Terms</b>		<b>Cooking</b>	
<b>French</b>	<b>English</b>	<b>French</b>	<b>English</b>
Barre	Bar	Blanchir	Bleach
Chainé	Chained	Sauté	fried over high heat
Chasse	Chased	Fondue	melted
Développé	Developed	Purée	crushed
Efface	Shaded	flambée	burned
Pas de deux	Two step		
Pirouette	Turn		
Plié	Bent		
relevé	lifted		

**Table 2 French Vocabulary in ballet and cooking**

## 3.2. The Old English versus the Modern English

### 3.2.1. Changes in Word Spelling

The table in the following page depicts the alterations within the English vocabulary items which occurred from the Elizabethan epoch, ‘the fifteenth and sixteenth centuries’, until the coming out of modern English, ‘nineteenth and twentieth centuries’. It shows the old English language in advancement and innovation to the current modern English as new words replaced the old ones by acquiring new meanings, structures and even new arrangement within sentences.

<i>Elizabethan Words</i>	<i>English Words Today</i>
adieu	farewell
anon	soon
attend	listen to
aye	yes
but soft	wait a minute, hold on
but	only, except for
council	advice
decree	order or command
discourses	speak, and talk
dispatch	kill
doth, dost	do or does
e'en	even
e'en	ever
foe	enemy
haply	perhaps
happy	fortunate
heavy	sad, depressed
hence	away from here
hie, go	hurry
hither	here
mark	pay attention to
marry	indeed
methinks	I think

nay	no
naught	nothing
privy	allowed knowing a secret
sirrah	used to address a person of an inferior rank like a boy
thee, thou	you
thither	there
thou art	you are
thy	your
tidings	news
whence	where
wherefore	why
will	desire
wilt	will, will you
withal	in addition, completely
woe	misery, pity
woo	chase, as in a boy or girl chase
would	wish, want
fray	fright
kinsman	relative
alack	sad, sorrowful
tarry	wait, stay, deliberate and pause
woo	win the heart
morrow	morning
marry	indeed
'tis	it is
are	before
whither	where
foreworn	promised
o'er	over
hath, hast	has, have
aught	any
prithee	please
harked	listen
peace	quiet, hush
lest	unless
faith	it is true
Fare-thee-well	good bye
mayhap	maybe
enow	enough
aroint	away
verily	very, truly
grammarcy	thank you
bequeath	To give or leave by will; to hand down.

beseech	Request, ask.
betwixt	between
canst	can
cometh	comes or coming
dearth	want or lack of something
draught or draft	is the act of pulling
durst	to have the necessary courage to do something
fere	friend or companion
fulsome	rich or plentiful
henceforth	from now on
huzzah	Is an old French word, it means a sailor's cheered or Salute, in English means to shout aloud.
midst	middle or among
nary	absolutely anything
onuppan	above
overmany	a lot
prithee	it means I asked of something
proby	apprentice
pu dh	horrible
rennies	the Renaissance
seek	to look for something or search for
syllan	to sell
tallt	to stand above the others
trow	to suppose, or expect
wax	to grow, to become
wit	to know
wrought	done, make, created
yore	years ago
acknown	to be acknown is to acknowledge
affect	to love
barn	a child
breast	voice
bruit	noise, rumor

**Table 3 Changes in Word Spelling**

To further illustrate the entire renovation in the English language, let's take some concrete examples. For example, people during the Elizabethan time talked in antiquated and old-fashioned English which replaced present words like *You, me, I...etc.* by other

different words like *Thou, thee and thy*. Natives would occasionally refer to themselves as other people as in '*This one was happy to serve thee.*' instead of '*I was happy to help you.*' Another example of a word used today is the word '*extinct*' which in the modern English language means '*gong*', but in the Elizabethan time this word meant 'dung', i.e., the men whose job was to empty and organize of the squander from the privies (toilets) were called 'Gong Farmers'. There are also other expressions, compliments and titles used during the Elizabethan time which were highly structured and have undergone some changes at present such as the words displayed in the following table.

<b>Words Used in Elizabethan Time</b>	<b>Words Used Today</b>
How now! What ho! Good morrow!	Hello!
Your Worship, My Lord	Person of Rank
Knave, Rogue	Common Man
Mark me well.	Listen to Me.
Give me leave.	Let me explain.
I will about it strait.	I'll do it quickly.
I pray thee; prithee	Please.
I give leave.	I give permission.
Be gone!	Leave! / Go away!
I take my leave. Fare thee well.	Goodbye
He	a
on	a
for, in preparation for	against
Good evening	Good-den, go-den, god-den
luck	hap
A greeting (like "hey!")	ho
unmarried girl	maid
trivial or foolish	nice
owns	owes
Always	still
know	wot

**Table 4 Changes in Word Forms**

### 3.2.2. Changes in Vocabulary

Following are two different forms of the same passage; the first is written in English as it was written in the fifteenth century and the second is written in English as it was written in the twentieth century.

#### 3.2.2.1. Fifteenth Century Passage

*...Th'at comyn englysshe that is spoken in one shyre varyeth from another. In so moche that in my dayes happened that certayn marchautes were in a ship in tamyse for to haue sayled ouer the see into zelandeand for lacke of wynde thei taryed atte forlond. And wente to land for to refreshe them and one of thaym named sheffelde a mercer came in to an hows and axyd for mete and specyally, he axyd after eggys And the goode wyf answerde that she coude speke no frenshe. And the marchaut was angry for he also coude Speke no frenshe. But wolde haue hadde egges and she vnderstode hym not and thenne at laste a nother sayd that he wolde haue eyren then the good wyf sayd that she vnderstod hym well Loo to playse euery man by cause of dyuersitie & chauge of langage.'*

#### 3.2.2.2. Twentieth Century Passage

*...That common English is spoken from one shyer variety to another. In so mocha that in my days happened that certain merchants were in a ship in tams to have sailed outer the see into New Zealand for lackey of winded their tarried ate forlorn. They went to land for to refresher them and one of them named shuffled a mercer, came in haws and axed especially for mete, he axed after eggs and the good wife answered that she could to not speak French. The merchant was angry of him; he could not also speak French. But wiled hue hade eggs and she understood him and then at last another said that he wiled hue erne then the Good wife said that she understood him well. Look to plays every man by cause of diversities and change of language.*

### 3.2.2.3. Changes in Sentence Structure (Old English vs. Modern English)

Old English language challenged the most awful circumstances to come into sight; it was the used language during the Elizabethan reign that each individual should perform, however, the modern English language is the present day used language, it is not really a controversial of the old English language but a such continuity with a completely changes within. The modern English language came to appearance to modify and adjust old English language mistakes or amend old English language difficulty and complexity.

Old English	Modern English
Ran and <b>ouertok þam þare.</b>	He ran and <b>overtook them there.</b>
Be the grace of God, who haue yow in <b>kepyng.</b>	People said: By the grace of God, who <b>keeps</b> you.
That <b>hem hath holpen whan</b> that <b>they</b> were <b>seeke.</b>	He <b>has</b> to <b>help them when</b> they were <b>ill.</b>
I met the woman <b>who</b> I had seen a picture <b>of.</b>	I met the woman <b>of whom</b> I had seen a picture.
<b>Oft ic sceolde ana uhtna gehwylce</b> mine <b>ceare cwīpan.</b>	Often I have had to manage my cares every morning.
<b>Wylt þu Fon sumne hwæl Nike. Forhwi?</b> <b>Forþam plyhtlic þinc hit ys guenon hwæl.</b> <b>Gebeorlicre ys me fara To ea mid scype</b> <b>mynan, þænne faran mid manegum scypum</b> <b>on huntunge hranes.</b>	A man argued: Would you catch a whale? No. Why? , because it is a dangerous thing to catch a whale. It is safer for me to go to the river with my boat than to go with many boats hunting Whales.
Want that you forget that <b>I you now say.</b>	I want you to forget what <b>I am telling you now.</b>

<p>Dis gære for þe king Stephne ofer sæ to Normandi, and ther Wes Underfangen florid ðat hi wenden ðat he scalded ben alswic also the Eom Wes and for he hadde get his tresorac he todeld it and scatered Sotlice. Micel hadde Henri king gadered gold and sylver, and na god Ne dide me for his saule tharof.</p>	<p>In this year, the King Stephen traveled over the sea to Normandy, and there he was received because of the fact that they believed that he should be treated just as the uncle (i.e., King Henry I) was, and because he (Stephen) had received (i.e., inherited) his (i.e., Henry's) Wealth, but he (i.e., Henry) had dispersed it and scattered it foolishly. King Henry had gathered a great deal of gold and silver, but it was not used for the benefit of his soul.'</p>
<p>Me henged up bi the fit and smoked heom mid ful smoke. Me henged bi the þumbes other bi the hefed and hengen bryniges on her fet. Me dide cnotted strenges abuton here hæved and wrythen it ðat it gæde to þe hærnas. Hi diden heom in quarterne þar nadres and snakes and padas wæron inne and drapen heom swab. Sume Hi diden in 'crucethur' ðat is, in a castes þat was scort and Narew And undep, and did scærpe stanes þerinne, and þrengde þe man þærinne</p>	<p>They were hung up by the feet and smoked completely with smoke. They were hanged by the thumbs or by the head and mail-coats were hung on their feet. They had strings knotted about their head and twisted to the point that it sank into the brains. They (the bad guys) put them (the good guys) in prisons where there were adders and snakes and toads, and killed them in this way. Some they put into a "Crucethur" that is, in a chest that was short and narrow and</p>

ðat him bræcon alle þe limes.	shallow and they put sharp stones in there, and crushed the man who was in it until all his limbs were broken.’
-------------------------------	---

**Table 5 Changes in Sentence Structure**

These examples give an image of the English language in the 15<sup>th</sup> and 16<sup>th</sup> centuries. They show how sentences were structured and how words were spelt. In parallel, there are examples which show how the English language changed during the 19<sup>th</sup> and 20<sup>th</sup> centuries when the structure and meaning of some words changed as well as the structure of sentences.

### **3.3. English, the Global Language**

Modern English was really affected by the changes which happened in the 20<sup>th</sup> century towards which people had a rigid reaction. The English language altered over time from the worst to the best to be an influential and significant world language. The Victorian era symbolized a new epoch for the improvement of the English language mostly used by the nobles. With more advanced resources, the English language initiated its right way to make its progress.

Moreover, the scientific uprising and restoration interests in both the nineteenth and twentieth centuries have opened the gate for other technical terms for newly found concepts and discoveries most of which derived from the Anglo Saxon culture. The riches of the English vocabulary allowed its users to apply a vast anthology of word synonyms to state slight difference in meaning. The enrichment records provided an excellent tool for trying

to conquer the never ending English vocabulary to improve people's circumstances. The English language became the dominant foreign language in the whole world.

### **3.3.1. The Spread of the English Language in the 19<sup>th</sup> and 20<sup>th</sup> Centuries**

The Victorian era was a time of great creative changes in Great Britain. Changes occurred quickly in all areas of the British society. The British society was rapidly changing from an agricultural to an industrial one. These alterations influenced the attitudes, principles and values of the new rising culture. The Victorian epoch conveyed as well great change in all aspects of each person's daily life.

The improvement of the English language continued during the 19<sup>th</sup> and 20<sup>th</sup> century. Nevertheless, the English language is shifting under the influence of the parlance as much as from other languages such as German or French. The growth of the English vocabulary takes place largely under the influence of what becomes known as 'the modern English language'. The 19<sup>th</sup> and 20<sup>th</sup> centuries saw the spread of many innovative words -some of which are:

*Abhorrence (noun): a feeling of dislike or hate*

*Abjure (verb): to give up; to withdraw from*

*Acquiesce (verb): to approve or without complain*

*Amity (noun): peaceful relations, as friendship*

*Aperture (noun): an opening, such as a hole.*

These days' new words are hurriedly extended by the use of the mass media, as well as, closing stages within the ordinary language. Another source of lexical change is the enormous rapidity of enhancement in various areas. New concepts were launched into the language to deal with new procedures such as *computer terminology* like 'hardware' and

'software'. The changed social concepts, for example, women, ethnicity, old people, also brought changes in vocabulary. The 19<sup>th</sup> and 20<sup>th</sup> centuries, were periods of the appearance of mainly loan words in the English language and new technical perceptions and advances in diverse areas of life such as image and sales areas.

Many English loan words are French words with the same meaning. The English loans were incapable to drive out the complete French equivalents and they are at present used side by side. However, the French word is often preferred such as *visite* = *visit*, *jus d'orange* = *orange juice* and *s'il vous plait* = *please*. All in all, the language changes in the course of time and, as a means of announcement, it succeeded to adjust itself to the shifting demands of the users.

More important, "The number of words developed progressively to '750,000 in the English language" (Lerer, 2007:159-160). The majority of these words were being changed later on to become pure English words. Nearly half of the English words are of the Normandy language origin such as French, Spanish, and Italian or Latin and many were borrowed from other languages including Greek, Dutch, and Arabic.

The French language played an essential part in the 19<sup>th</sup> and 20<sup>th</sup> centuries in borrowing an assortment of words derived from arts; food; fashion and even politics. Some terms were also borrowed from Dutch and african languages. With more available substance in English, England enjoyed greater power under Elizabeth I and amplified English influence on intercontinental dealing, trade, diplomacy and colonialism. English was carried to the front as the national language of England and was arrogantly used by all the British community. The transition into the modern language period contributed to the strengthening of English as a prevailing and dominant language. The publication of the primary complete and certified dictionary of the English language by Samuel Johnson in 1755 initiated the

progression of the English written language. As Queen Elisabeth focused on education, at this time, schooling was available to the masses or the common people who also benefited from access to libraries in English. The advantage was that, people could enrich their vocabularies and improve their English language competence.

Since the English language was so largely spoken, it has frequently been referred to as a world language of the modern era. Although English is not an official language in nearly all countries, it is currently the language most often used in education around the world. The English language is the most frequently premeditated as a foreign language in the European countries. For example, the number of education increased gradually in the foreign countries such as: “89% of schoolchildren, followed by French 32% and last German 18%, while the perception of the utility of foreign languages amid Europeans is 68% among the English, 25% among the French and 22% among the Germans” (Crystal, 1996: 15-16). In the middle of non-English speaking European countries, a large proportion of the inhabitants claimed to have been able to discuss in English such as: “Netherlands 87%, Sweden 85% and Austria 53 %” (Crystal, 1996: 16-17). Books, magazines and newspapers became more written in the English language and were available in numerous countries around the world.

The modern 19<sup>th</sup> and 20<sup>th</sup> centuries English saw a vocabulary enlargement by the widespread use of modern English language and increased borrowing from other languages. The English language saw a revival of interest in changing the way of talking throughout the modern period by conveying new counting words coming by the English travelers and traders after turning from their voyage throughout the continents. The 19<sup>th</sup> century was the opening of new inventive English language that looked only for prosper and advance; the language of educated person could be classified by their language spoken in the society.

Furthermore, the 20<sup>th</sup> century is considered as a continuity of the English language improvement because of the large spread of the English language witness by each and every one all over the world. In the two last centuries, 19<sup>th</sup> -20<sup>th</sup>, the English language became the prestigious local language and much more acceptable in the highest social circles such as Northern Ireland. People looked to the English language as the new fashion language that each one should know or at least understand.

The alteration suggested itself in diverse sorts in the English language. For example, in words, many English words were borrowed from the French language to set up new base for the English language. However, further words kept their own 'Frenchness' such as *noblesse- nobility*, *en garde- on guard*, *touché- touched*, *risqué- risked*, *soupcouspicion...ect*. Being the origin of the English language, the French language was the base where people during the Middle Ages started with i.e. speak, Paris as the capital of illumination and the big books' store helped the English people first to save lots of books and second to found proper language. Concerning words spelling, the transformation occurred as well in different words categories from French origin to English language such as the nouns '*barn -kid*', '*base-game*', '*bisson-blind*', the verbs such as: '*betid-happened*', '*blent-blended*', '*blow- to increase*' and the adjectives such as: '*dry- thirsty*', '*dribbling-weak*', '*dearn-lonely*'.

During Elizabeth reign, people spoke by using dissimilar words such as the pronouns *thou*, *thee* and *thy* which mean in modern English language *you*, *me* and *I* in addition to a great number of words that changed their spelling such as: *morrow - morning*, *decree-order*, *discourses-speak*, and *tidings-news*. There was also a change in syntax. The English language did not focus on the sentence structure but on its meaning as in old English '*Ran he and ouertok þam þare*' spelt in Modern English as *He ran and overtook*

*them there.*' In this sentence, there is a reverse of the noun and verb. Another example, *'That hem hath holpen whan that they were seeke'*. In modern English *'he has to help them when they were ill'*. In this sentence, there is as well another overturn noun instead of the verb. The other change concerned the old English alphabets, there were 24 letters as the 'u' and 'v', the 'J' and 'y' were taken as the same letters, but the modern English counts 26 letters and each letter has its sound. There was a change in word orthography such as: *'Th'at comyn englysshe that is spoken in one shyre varyeth from another'* which in modern English became *'That common English is spoken from one shyer variety to another'*. Another example is the following: *Loo to playse euery man by cause of dyuersitie & chaunge of langage* which became *Look to plays every man by cause of diversities and change of language*. Another change in orthography is, *Se guma sloh tone wyrm* which in modern English became, *the man slew the dragon*. Another example, in old English: *Sege f̄inum leodum micc le latre spell*. In modern English, *Tell your people a more hateful tale*. Other example in old English, *after eysse sprace hieodon togadere and Iudas ea afligde tone fore sadan Seron* .in modern English, *this speech they went then defeated the aforesaid Seron*

The change also influenced the sound system which, in turn, affected the English words pronunciation as is the case with the word *'knight'* which was written in old English language as *'knixt'* with 'x' in the middle; whereas, in modern English the word *'knight'* is written with 'gh' in the center. Another example, the word *'good'* in modern English is written with double 'oo'; however, in old English it was written as *'gode'* with one 'o' in the middle and with 'e' at the end; the 'e' was pronounced in particular grammatical environment. Other words such as *'taak'* in old English becomes *'take'* in modern English. There is also alternation as an example in the word *'house'* which, if it is a noun, is

pronounced with 's' at the end such as: '*haus*', but if it is a verb, which is written phonetically '*hauz*' it is pronounced with 'z' at the end. This shows that such form emerged from intervocalic environment.

The English vocabulary could be classified in four different categories. First, there is the native vocabulary; words from pure English language. Second, there is affixation whereby a native affix is attached to an accessible word to construct a new word as the following example shows. The word '*brightness*' is composed of two words: the word '*bright*' and the affix '*ness*', and '*greatness*', the word '*great*' and '*ness*'. Third, there is composite words called 'compound'; this means, that two independent words linked to make a new third word such as: '*railway*' created by two reliant words '*rail*' and '*way*'. The last, is called borrowing or loanwords which basically means the inclusion of non native words in the language in appropriate ways.

The changes that occurred in the English language from Elizabethan time in the 16th century to the 19<sup>th</sup> and 20<sup>th</sup> centuries left a huge impact on the English language itself; it became the most widely used language in the whole world. The English language changed over time from a Normandy language to a new modern and sophisticated language. As a result of these alterations, the English language started with a mature vocabulary, but progressively made-up a modern one by creating new words and trying to include others in the language. Therefore, many people believed in that change because they were convinced that this would be an open door for a new start. In their minds, there were an unconscious process but it still improved with time, no single person could plan this change, however, they expected a confident collision on such masses. The 15<sup>th</sup> century represents the starting point of the language transformation and the language of the 20<sup>th</sup> century is the fruit of that transformation. The English language turns out to be the language style of the 20<sup>th</sup> century

in which people desire to read, write and mainly speak. The English language traversed all continents to raise more and enlarge its verbal communication with its modern suitable glossary.

The Norman Conquest presented a leading reason for the appearance of the English language. The English language was a linkage of the French language used only by the superior class. At that time, Paris was the most cultural city; so many people came to Paris to get further knowledge. The influence and impact of the French language on the English vocabulary was seen in borrowed words, some terms, expressions, terminology and lexis were taken entirely from French vocabulary such as *table, tax, religion, civilization, etc.*

The 15<sup>th</sup> century opened new emerged phase from the darkness age to the age of enlightenment and reason. The English language started to be the dominant language at that time and the renaissance era permitted to change people's mind from religious initiatives to craft other duties in their daily life. The new era is frequently related to the 'Elizabethan era' because people became more conscious of the circumstances lived. Through this period, some enriching advancement happened during Elisabeth reign such as the printing press, a major progress at that time, which permitted to disseminate spiritual beliefs and to spread new modern ideas to produce unalterable society based on knowledge. Books quantity augmented gradually by the growth of people' enquiries and people became more impatient to get published books.

The printing press was a major cause to press the raise of education and literacy within the English society. The poorer sort was the main beneficiary of education as books became available and accessible; the inferior class completed the illiteracy gap. The reformation located the three parts of Britain: England, Wales and Scotland based on ideological source. The Elizabethan language was known as the old English language, had

its own characteristics and described as difficult and different from the modern English language. At that time, people looked only to combine their different languages and to unite the diverse dialects of the European countries. The old English hold essentially religious beliefs, with the rising of the renaissance era, people looked differently in language. At that period, people started to renovate their way of talking. This improvement began progressively with time and the English people made huge efforts to improve the English language. The Elizabethan era made a shift, it changed people's attitudes towards the English language.

The English language saw various changes through time. These changes occurred at different levels such as borrowing words, word spelling, vocabulary, and word pronunciation. People worked a lot to modify or adjust the English inaccuracies and improve the English weaknesses to create new highly developed language. They had a greeting reaction towards this language change since many people changed their way of talking, people saw in that change new emerged era, stood on suitable and correct language to exchange even few words and gain more English users to that intercontinental language. Popes became more intentioned to that language and considered it as the universal language of the 20<sup>th</sup> century.

## **Conclusion**

This chapter has attempted to find answers to the research questions. It has demonstrated that the English language underwent serious changes. These changes touched different aspects of the English language ranging from vocabulary, spelling, and pronunciation to the sound system. The examples given in this chapter highlighted the transformations that occurred within the English language. It also demonstrated the

improvement and enlargement of the English language through time; it could incorporate and construct its own words, terms, expressions, and vocabulary. It also showed, the French Normandy language as the base of the English language; one of the main issues tackled in this research. In brief, it provided answers to the third and fourth research questions put in the introduction about the changes that aroused within the English language and the reaction of the British people towards these changes.

## **General Conclusion**

The present thesis has looked into the nature and the bases of the English language. It has shown that the English language changed over the times from a traditional local language to a universal language. All these changes were natural facts that happened gradually taking all the adequate time to progress. The history of the English language evolution which started at the time of the Norman Conquest in 1066 continued through the 16<sup>th</sup> century to reach the changes which occurred in Modern English in the 20<sup>th</sup> century.

The present thesis has also shown that the English language took an extensive natural way to cover great results at the end. The main emphasis was laid on the fact that the English language traced its lane basically on well-built basis and has made people change their manners of address through time with no previous awareness which enabled them to obtain innovative terms and create new expressions. The changes within the English language were natural and devoid of any political decisions. Another issue tackled within this thesis is that the English language could impose itself from a borrowing language to an independent and dominant language.

All in all, this research has proved that the English language received diverse changes; imposed itself progressively and adapted gradually with time to become the prevailing language in the entire world and that it modernizes with the development of time and populace keeping the most important position.

## **Bibliography**

- Burridge, Kate. (2004-2005). *Weeds in the Garden of Words*. New York: Cambridge University Press.
- Crystal, David. (1996). *Language Matters*. Cambridge: Cambridge university press.
- Dargie, Richard. (2008). *A History of Britain*. London: Arcturus Publishing Limited.
- Gelderen, Elly Van. (2006). *A History of the English Language*. Amsterdam/ Philadelphia: Arizona State University.
- Guy, John. (1988). *Tudor England*. New York: the Oxford University Press.
- Hogg, Richard. (2002). *An Introduction to Old English*. Edinburgh: Edinburgh University Press.
- Holmes, George. (1990). *The Oxford Illustrated History of Medieval Europe*. New York: The Oxford University Press.
- Horobin, Simon and Jeremy Smith. (2002). *An Introduction to Middle English*. Edinburgh: Edinburgh University Press.
- Jeffries, Lesley. (2006). *Discovering Language*. New York: Palgrave Macmillan.
- Leper, Seth. (2007). *Inventing English*. New York: Columbia University Press.
- Lord Macaulay, Ed. (1986). *The History of England*. New York: the Penguin English Library.
- Mc Dowell, David. (2006). *An Illustrated History of Britain*. England: Longman Group.
- Morgan, Kenneth. O, Ed. (1986). *The Oxford History of Britain*. New York: Oxford University Press.
- Morrill, John. (1996). *The Oxford Illustrated History of Tudor and Stuart Britain*. New York: Oxford University Press.
- Mugglestone, Lynda, Ed. (2006). *The Oxford History of English*. New York: Oxford University Press.

Pryor, Francis. (2006). *Britain in the Middle Ages*. Toronto and Sydney: Harper Press.

Ringe, Don. (2006). *A Linguistic History of English*. New York: Oxford University Press.

Seaman, L.C.B. (2003). *Victorian England*. London and New York: Taylor and Francis e-Library.

Trevelyan, George MacAulay. (1942). *A Shortened History of England*. New York: Penguin Books.

Williamson, James A. (1979). *The Tudor Age*. New York: Longman Group.

## **Résumé**

Cette thèse traite des changements culturels dans la société britannique durant l'Ere Elisabéthaine et de leurs influences sur la langue anglaise. Elle trace les manières de parler des anglais et les changements langagiers durant les moyens âges. L'approche adoptée est à la fois linguistique, lexicographique et diachronique ancrée dans le descriptivisme. Le but principal est d'expliquer avec des exemples concrets comment la notion même de l'anglais standard est née, a pris corps au fil du temps, et pourquoi une telle notion revêt l'importance qu'on lui accorde à l'aube du troisième millénaire.

## ملخص

يتفحص هذا البحث طبيعة التغيرات الثقافية في المجتمع البريطاني وأثرها على اللغة الإنجليزية في العصور الوسطى , وذاك بهدف إظهار مدى تأثيرها على اللغة الإنجليزية. كما تظهر هذه الدراسة التعديلات المدمجة في اللغة الإنجليزية، و تبحث عن مصدرها، و تحاول ضمها إلى التغيرات الثقافية خلال هذا العصر. كما يحاول هذا البحث عرض التغييرات المدمجة في اللغة الإنجليزية عبر تاريخ العصور الوسطى واللي بحد ذاته يقر بإدماج و إستعمال بعض أنواع التثقيف و التحديث و كذا المساهمة في التطور من لغة قديمة إلى لغة حديثة. إن حركة التجديد هذه ساعدت كثيرا الشعب الإنجليزي في تغيير طريقة عيشه، و كذا تغيير شخصياتهم و طريقة كلامهم. كما يهدف هذا البحث إلى إظهار مدى محافظة الشعب الإنجليزي على مبادئه رغم تأثير الحضارات الخارجية و الثقافات المختلفة.