

Lecture III Review: Language Variation and Language Change Notes and Data Sampler

Lecture 3: Notes & Data Sampler

- (a) Early Modern English (EME)
- (b) Old English to Modern English (OE to ME)
- (c) Modern English (North: Scottish, Belfast)
- (d) Modern English Creole/Impairment (MEC/MEI)

Lecture 3a: Early Modern English (EME)

Even though most readers would have little difficulty handling EME vocabulary (a good dictionary would serve in most occasions), many interesting syntactic differences remain between EME and Modern English (ME), as used by Shakespeare (although, many of the differences are corrected in recent editions). In the following pages, we'll consider some choice syntactic structures as used by Shakespeare:

- (i) The distinction between *thou* and *you* (the former being informal).
- (ii) The use of the 3rd person plural {s} e.g., *They runs...*
(The example in (ii) seems to suggest that the confusion is based on an approximate of adjacency): e.g., *The posture of your blows are yet unknown* suggesting that an adjacency/agreement holds between adjacent elements.
- (iii) The distinction between an Adjective before and after the noun.

In sum, it seems that in EME, one grammatical rule was pervasive—namely, "use any part of speech any where, any how."

- (iv) Nouns turn into Verbs, Verbs into Nouns, Adjectives into Adverbs into Verbs, etc.

e.g., You can 'happy' your friend, 'foot' > 'footed' your enemy,
'fall' an axe on his neck,
He / She could be used as man / woman
(e.g., The fairest 'she' he has yet beheld.)

- (v) He for him, Him for He, She for her, etc. etc.
Spoke and took for spoken and taken ({en} being the old infinitive) and when "to" becomes the new infinitive, the {to} is omitted after 'I ought'

- (vi) Double comparatives: *More better*
- (vii) Double Negatives: Forbade the boy he should not pass.
- (viii) Genitives: Old use of 'his' and old genitive of 'he' for (of him).

Two EME Parameters:

- +Pro-drop: Omission of subjects in declaratives and in questions:
Omission of (2pers) *Thou* (with {-st} verbal affix)
'Didst not mark that'. (Othello)
(Did not you mark that?)

'Hast any more of this?' (Temp)
(Have you any more of this?)

'Canst not rule her?' (Winter's Tale)
(Can't he rule her)
- +INFL: Plural adjectives (like Spanish e.g., *carros rojos* /red cars):
a. 'The thicks lips' (Othello)
b. 'Smooth and welcomes news'

The development of verbal -s throughout the history of the English language shows a variable usage, whereby Inflection and Agreement were not evenly present. In contemporary Standard English, the subject and verb agreement presents in the third person singular present indicative. This inflection marker seems to be a fact of Early Modern English development; prior to this period, AGREEMENT and INFLECTION were not categorically realized, nor was the marker (-s) restricted to third person singular.

Verb Inflections: There were three forms of the third person verbal plural in EME: Northern {es}, Midland {en}, Southern (eth): They hop-es, They hop-en, They hop-eth. Shakespeare used all three {-th} e.g., They doth, hath, {-en} 'Where, when men be-en, there's seldom ease'.

Third Person Plural in {-s} e.g 'His tears runs down'.

Our Third person Singular {s} today perhaps derived by analogy of double noun subjects:

e.g., 'Faith and trust bids them'

eventual change to quasi-subjects *It/There/Here...*

Quasi Subjects: 'Here comes the townsmen' => SVO
Though the true subject *townsmen* gets plural AGR since *comes* agrees with Object [+PL]

Change occurs when a Sing subject replaces via analogy a quasi subject:
Here/It/The boy comes...

e.g., Faith & trust => It bids them...etc. with *It* losing number. (?)

In other words, double nouns extended to single noun subjects:

Hence, Third Person/Sing {s}

Second Person singular {s}

{s} may apply on both 2nd and 3rd person inflection.
'Thou (you) fleets, thou torments' 'thou runs' etc....
{est} {th} Thou seest (you see), thou sayst (you say)
'Thou thinkest not of this'
{th} Sometimes extended to third person: 'no man like he doth grieve'

Third person singular {s}

{s} 'He closes with you
(Also possible extension form plural {s} as noted).
{th} She taketh...(She takes)

Questions:

Aux inversion in Shakespeare:

Often Aux insert is omitted:

Though, we do find: 'Is all things well?'
'Didst thou not hear somebody?'
'Will you not dance?'
'Do you fear it?'

In EME, both the Main Verb or Auxiliary can undergo inversion.

Main Verbs Invert: 'Revolt our subjects?' (Richard II)
'Forbid him not?' (no Aux insertion w/negation)
'Saw you my master?' (Two Gents from Verona)
'Speak not you for him!'
'How came you hither?'
'You are come to see my daughter?'
'Came you from the church?'
'Wrong I mine enemies?' (note 'mine' as prenominal)

Negation:

Aux Do omitted before 'not' (SnegV(O))

e.g., 'I no doubt' (Temp)
'It not belongs to you' (Hen. iv)

Do/Did were used for emphasis only. e.g., 'The ghost did shriek'

Negation used with other Main Verbs (SVneg(O)):

e.g. 'He heard not that'. (Two Gents from Verona)
'I care not for her'.
'He loves not you'.
'My master seeks not me'.
'Fear not you that!'
'Come not thou near me'.

Neg final: 'I fear thee not'.
'The men likes me not'
'Wrong me not!'

Auxiliary inflections:

Be: Aux [-Finite] used for notions of doubt, question, thought...

e.g., 'Be my horses ready?' (Lear)
'Where be thy brothers?' (Richard)
'I think it be'
I think my wife be honest'

Modals:

Must: 'Must' (found in Early English (EE) as [Mot] meaning 'to be able'
inflects: e.g. 'moste' where the bare verb stem is 'mot'.

Will: 'He wills to come' ('will' gets inflection)
'Thee will I love'

Can: 'They can well on horseback' (Hamlet)

'Can' used as main verb.

Might: 'Would I might but even see that man' (Temp)

'Might' used as main verb.

Should inflects as past tense of *Shall*

as do all modals: can > could, shall > should, may > might. etc.

Nominal Inflections: Possessive {'s]

His was used as a mistake for {'s} whereby {s} marked Genitive Case.
e.g., "Mars his sword, Neptune's trident, nor Appollo's bow..."

Mars's marked due to phonology => his.

'The count his gallies' (= The count's gallies)

Possessive *my / mine* were used interchangeably. e.g., 'Mine honour'

His becomes possessive inflection of *He* and *their* of *them*.

e.g., 'His wrongs' (otherwise spoken wrongs done to him when objectives)

Subject possessive => His

Object possessive => of

(Though they would both later overlap).

More EME Anomalies

- Adjectives freely used like Adverbs
 - a. Thou didst it *excellent*
 - b. 'Tis *noble* spoken
 - c. Did I expose myself *pure* for his love

- Articles 'A/The' omitted
 - a. Wherear with \emptyset blade
 - b. With \emptyset thrilling point
 - c. In \emptyset glorious Christian field
 - d. As \emptyset falcon to the lure
 - e. More tuneable than \emptyset lark...
 - f. Creeping like \emptyset snail.

* In \emptyset absence (standard ME) & "until \emptyset death do us part"

- Number/Det [-Agr]
 - a. *This* three mile
 - b. But *one* seven years
 - c. *This* many summers
 - d. *A* many of our bodies

- Pronouns: Case and Agr were often confused
 - He for Him:
 - a. Which of *he*
 - b. No man like *he*

 - Him for He:
 - c. *Him* (he whom) I accuse
 - d. When *him* serves...

I for Me:

- f. Here's none but thee and *I*
- g. Between you and *I*...
- h. You know my father hath no child but *I*.

Me for I:

- *i. I she as tall as *me*? *(*'than'* and *'as'* were used as PPs)

Mine [+gen] /prenom

- j. *Mine* honour
- k. Mine host

Who for whom

- l. *Who* I myself struck down
- m. *Who* does the wolf love? With who?

- 'Do' becomes an Aux

Do as main light-Verb was used in the sense of "to cause/ to make".

- a. They have done her understand
- b. *Do* me some charity
- c. He *did* the third his blessing.

- 'Do' used with main verbs = [to cause + main infinitive verb]

Gradually the force of the infinitive: e.g., *do stripen* => *do stip* (=cause to strip) and 'do' lost its causative nature and became an Aux.

=> *Do* is reduplicated:

- a. He *did* do slen hem his nativitee (Chaucer)
- b. What *does* do you wrong?

'Did' was used as a past tense marker to separate similar Vstem forms:

- e.g., Did eat (vs. ate)
- c. The horses did neigh
- d. The ghosts did shriek

- 'Do' not used with Negative (SnegV)

- a. I not doubt
- b. It not belongs to you
- c. You not see.

- Modals with Tense/Subjunctive

- a. They Oughten {+Pl}
- b. He wills (to) come

'might' was the past tense of 'may', 'could' of 'can', 'should' of 'shall', etc.

'can' used as a verb: "What can man's wisdom?" (Lear. iv)

- Agreement
 - a. What manners *is* in this?
 - b. Which very manners *urges* (Lear, v)
 - c. His tears *runs*..
 - d. Three parts of him *is*...
 - e. Two of both kinds *makes*...
 - f. There *is* no more masters
 - g. The posture of your blows *are* => (inflection/agreement adjacency)

- Past Part omitted
 - a. You have *articulate* (=articulated)
 - b. Let the *bloat* king...
 - c. He was *contract* to Lady Lucy. (Rich iii)
 - d. Many are *infect*.

- Infinitive "to" omitted

EME *Spek-en* = *to speak*. When {*en*} weakened/dropped, the {*to-*} took its place.
 'He can speken' (He is able to speak)

 - a. You ought not walk
 - b. Suffer him speak no more
 - c. He thought have slaine her
 - d. If the Senate still command me serve

Lecture 3b: Old English (OE)

Introduction

1. Subject/Object Case: Passives

methinks (= I think), Lician (like) = It likes me (passive, as in Spanish/Italian) 'me piace'

OE Passive

Him was given a book (OE) (showing subject as [-Nom])

Him waes holpen (=him was helped (vowel change, {*en*})

Him-Dat] waes gifen an boc-Nom])

(=him [+Dative] was given a book [+Nom])

stem = gif => v/f were allophones (e.g., wif = wives)

Him me hit beræfode

Him man it-Acc bereaved

(He was deprived of it)

Even though Him was the logical subject, it maintained a Dat case.
 Case eventually turned to Nom for logical (surface) subject.

OE Passive

Ic eom geseald thyssum dracon.
(I-Nom was given this dracon)

ME passive

He-Nom was given a book-Acc

2. PP-fronting: Passive

- To him waes gifen a boc => Him was given => He was given
- ((Onto) us) a child was borne

NB. PP-fronting might have helped change the Case marking for surface subjects—turning Dat case into Nom.

NB. Also notice "dative shift" is possible due to Case marking:

e.g., I gave the book-Acc to him-Dat vs. I gave him the book

3. Word Order

Being a Case marking language, OE signaled grammatical relations by inflection, rather than by word order—however, order was by no means free and Case was often ambiguous.

OE = SVO (main clause)

SOV (subord. clause)...like German: tense verbs moved to functional cat.

NB. (Kiparsky: V2 word order for T/Agr (cf. German) didn't always apply in OE).

One situation in which VS order (Sub-Verb inversion) is normally found is when a main clause begins with a certain adverb—e.g., θa (=then). Here Adverbs trigger VS order:

Consider in:

ME: !?Never/Neither were we arrested (possible standard)
(=We were never arrested)
!? Never were you home!? Neither were you home.

OE: Næs na se halga fæder to menn geboren for us
(not-was not the holy father to man born)
(=The holy father was not born to man)

NB. Word order of clitics

OE: 'Næs' is a clitic of "N-æs" (not + Be) => [Neg + Aux]

ME isn't won't aren't are clitics (Be+ Not) => [Aux + Neg]

Verb Inversion: VSOv

θa het he hine wædum bereafian
Then ordered he him-Acc clothes-dat bereave
(=Then he ordered him to strip) Inversion = "ordered he"

SOV Order ac he ne mæg me forswelgan
(but he not may me devour) =>[S+Neg+Modal+O+V]
(= But he may not devour me)

OSV Order A litel maiden child ich founde
(A little maiden child I found)

Negation

NB. Order of Modal and Neg

OE 'Not may' vs. ME 'May not' (Recall, clitic reverse ordering as well)

--Usage of Double negatives till deemed illogical e.g., via logic of math two negatives cancel each other out thus making a positive. Though note that French still uses them with little problem (ne...pas).

ac him ne ofhreow na..
(but him-Dat no(t) pitied not)
and ic thæs næfre ne sceamige
(and I am never not shame)

4. Case

Loss of Case:

By OE, the distinction between Nom and Acc case forms had been lost in a large class of Nouns (The mascul-stem) in both +/-Pl. Phonological cause. Many other verbs showed variability in case due to semantics e.g., transitivity. It is possible that a semantic shift may have occurred but with the case marking being fixed—so that no 1-to-1 iconic representation held between case and semantics. This shows the nice dichotomy between lexical vs. functional grammar. For instance, Genitive and Dative agreements—e.g., certain case marked verbs taken certain case marked objects were often mixed.

NB. Two types of case marking: (i) inherent (or lexical) and (ii) structural (syntactic)—cf. lexical vs. functional). He/She = inherent Nom, while 'The boy saw it' ('it' = structural case)

OE examples of Pronoun case: (hi = them)

'hi' example: ac we nu willð mid fægerum andgite hi gefrætewian eow
(but we now will with fair meaning them-Acc adorn you-dative)

hi ne demað nanum men ac him bið gedemed.
(They not judge no-Pl-Dat men-Pl-Dat but them-dat is judged)

NB. Case hi (they), double negative (ne & nanum), Aux (bith= Be).

OE Case 3P Paradigm

he/heo/hit sineth (He/she/it sings) hie (they)

	Mascl	Fem	Neut
Nom	he (Se) , hie	heo, hie, *he	hit (=it)
Acc	*hine (him)	hie, hes, his	hit
Gen	his(e)	hire	his
Dat	him	hire	him

*She was marked as *Sche* (Lay La Freine)

Sche yaf it souke

(She gave it suck)

He ne losede na lif (shows Nom He & double Neg)
(He did not lose (his) life)

ða losade hio him sona
(Then lost She-Nom him-Dat soon)

Plural—all genders

Nom	hie, hi, he(=we)
Acc	hes, his (hem) (=them)
Gen	here, her, heare(=our)
Dat	hem, heom

*NB.overlap: hes = + Acc him= + dative/ + Acc = features [-Nom, -Gen]

* Him was often substituted for hine

Case on Nouns e.g., driht = "lord" (mascl./week)

	Sing	Pl
Nom	drihten (the lord-subject)	drihtnas
Acc	drihten (the lord-object)	drihtnas
Gen	drihtnes (of the lord)	drihtna
Dat	drihtne (to the lord)	drihtum

OE [+Def] Determiner Paradigm

	<i>Singular</i>		
	Mascl	Fem	Neut
Nom	*se	seo	ðæt
Acc	*ðone	ða	ðæt
Gen	ðæs	ðære	ðæs
Dat	ðæm	ðære	ðæm

Determiner Paradigm reduced by First Continuation Scribe

	Sing	(Archaic)	Plural	(Archiac)
Nom	ðe	(se)	ðe	tha
Acc	ðe ðone	(thone)	ðe	" "
Gen	ðe ðes	(thes)	ðe	
Dat	ðe ðone	(se)	ðe	

* *Se* was not limited to subjects but could come after PPs

* = ME. 'The' Also Acc 'ðone' was sometimes confused and used as Nom.

ðe mann ðe is agheanes ðe kinge
(The man that is against the king)

e.g., (Thee = Who) ðe spekð ghiet alsche dau
(thee/who speaks each day)

OE Determiners with Number (cf. Demonstrative) (1200)

Se ðe nele ðese hali lare of ðe hali gast understanden
He who not-will this holy teaching of the holy ghost understand

and bringe ðe to ðan eche lif
and bring thee to the-dative eternal life

OE Determiner with Case

Be *thissum* is to understandenne hu micclum *tham*
(by this-Acc how much the-Dat

cristenum men his agen geleafa
(Christian-dat man-Dat his own faith-Nom

fremige thonne othres mannes swa micclum fremode
benefits when other man's so much benefitted)

NB. his agen (=own) , +Pl Agr on both Adj (other-s) and Noun (Man-s) as in Spanish ("carros rojos" (cars reds (=red cars))). Plurals on Adjectives are also seen in EME.

OE Adjectives with Case—Paradigm

Strong Adjectives: *til* (=good)

	<u>Singular</u>			<u>Plural</u>		
	<u>Mascl</u>	<u>Fem</u>	<u>Neut</u>	<u>Mascl</u>	<u>Fem</u>	<u>Neut</u>
Nom	til	tilu	til	tile	tila	tilu
Acc	tilne	tile	til	tile	tila	tilu
Gen	tiles	tilre	tiles	tilra	tilra	tilra
Dat	tilum	tilre	tilum	tilum	tilum	tilum

5. Tense Rule {+ed}

a. and maked a lay and yaf it name
(and made a lay gave it name)

b. fut > futi (=vowel change => feet)

c. buc > beech (books)

d. mus > musi (mice)

e. gos > gosi (geese)

EME Simultaneous Tense and Number Inflection

and manie likeden

(and many liked-Pl) [+Past] => {ed} + [+Pl] => {en}

EME Modals with Tense

Yow oghten..

(You-Dat ought-Pl)

How that hem oughten

(How that them-dat ought-Pl)

3Person Present "s"

Overlapp of Plural {s} and 3P present {s}

Recall, in OE the 3P maker was {-th} French influence to {s}:

nou is he dede and lies law (1272/York)

(Now is he deed and lies low)

{en} could overlapped with {s} for plural:

--Three forms of plural: {es}, {en} {eth}

e.g., They hopes, They hopen

Lecture 3c: Modern English (ME—Belfast, Scottish)) (Radford p. 30)

Belfast Inflection/Agreement:

The eggs, they is cracked. Themuns is cracked (=them ones). They is

Us students, we is very hardworking.

Them oranges, they doesn't look to fresh.

How's her and them getting on together?

(NB. This type of Agreement is what is found in EME discussed above).

Scottish Inflection/Agreement (Double Aux):

(quoted in Radford p. 203)

They might can come

He should can do it.

You'll have to can drive the car (= 'can' aux insert in split infinitive)

Consider three forms of the INFL paradigm in ME (Radford p. 79):

<u>Standard English (SE)</u> <u>(SWE)</u>	<u>East Anglian English (EAE)</u>	<u>South West English</u>
I love	I love	I loves
we love	we love	we loves
you love	you love	you loves
he/she loves	he/she love	he/she loves
they love	they love	they loves

Word Order:

Tell you me the truth. (VSO)

Lecture 3d: Modern English Creoles (MEC) and Modern English Impairment (MEI)

Creole (Jamaican) (JC):

• Pronoun/Case system:

mi [per/sg] = I/me/my

we [1per/pl]= we/us/our

yu [2per/sg] = you/your

una [2per/pl] = you and you

im [3per/sg] = he/him/his/her/its

i [3per]= it/its

dem [3pers/pl] = they/them/their

e.g., /dem a rait/ (= They are writing.)

(him take we and make im owner)

(=He takes us and makes us his owner)

NB. Default case is used with the exception of 'we'

Consider some JC structures below:

Im a kom
(him are come) => He is coming.

Dem en si we
(them been see us) => They saw us.

mi en nuo se im wudn kom
(me been know say him wouldn't come => I knew he wouldn't come

him a di uona. him tak dem an put dem an dis wie. die kom an him liiv dem
all hiia an guo de
(=> He is their owner. He takes them and puts them on the right path...they
come and he leaves them all in that place and goes off)

Consider the progression from English to Guyanese Creole (Romaine p.171):

Creole (Aasilect)	mi gii am mi bin gii am mi bin gii ii
(Mesolect)	mi di gi hii a di gii ii a did gi ii a did giv ii a giv ii a giv im
English (Acrolect)	a geev him <u>I gave him</u>

MEI

Some basic examples of Specific Language Impairment (SLI)

(Radford p. 214)

Him want some.
Me want a cookie.
I eats a apple.
I am go.
He didn't took the latter.
He take the teddy

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