English Language and Literature
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Module - 02
History of the English Language
Lecture - 11
Modern English - 1

Welcome back to NPTEL; the National Program on Technology Enhanced Learning being brought to you by the Indian Institutes of Technology and the Indian Institute of Science. As you are aware, this is a course on English language and literature, and the course is being shared by professor Krishna Barua, Department of English, sorry, Humanities and Social sciences, IIT, Guwahati and me. The topic of discussion today, is modern English. We are at the end, almost at the end of the second module. You remember that the second module has been devoted entirely, to the history of the English language. We began with an introduction to the history of the English language, in general.

We have been through several known and established phases, as far as the history of the English language is concerned. Today, we come to modern English. Well, it is safe to say, that there are varying and varied, even I say, versions on how people talk about in the first place or even, certain disagreements regarding the very term, modern English. As you know, this is a basic level course, whose target audience comprises engineering students; students of various engineering institutes in India. We stick to; if I may use a word, may be, more or less a traditionalist model of understanding English language and literature.
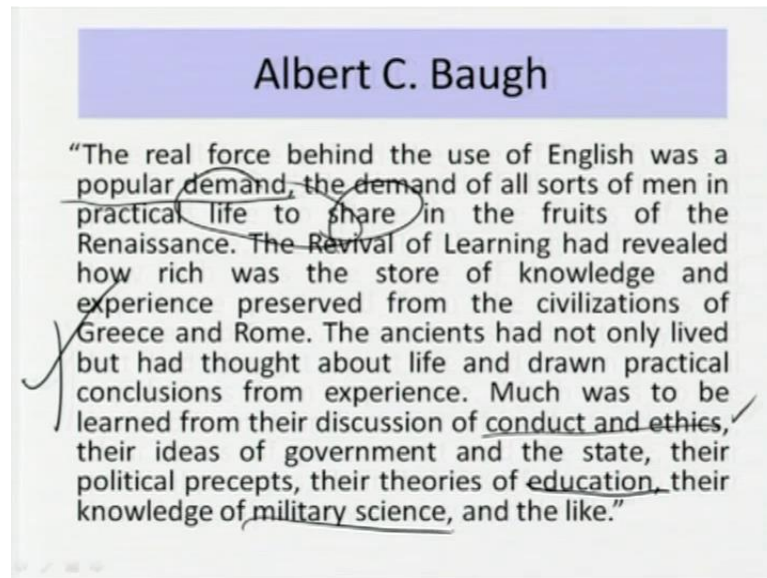
The many varieties or many controversies, etc are those that are usually addressed at higher levels, or for instance, in departments of English, or in major courses, etc, right. So, welcome then, to the 5th lecture in module 2 of English language and literature. As usual, we will do quick recap of the last lecture.
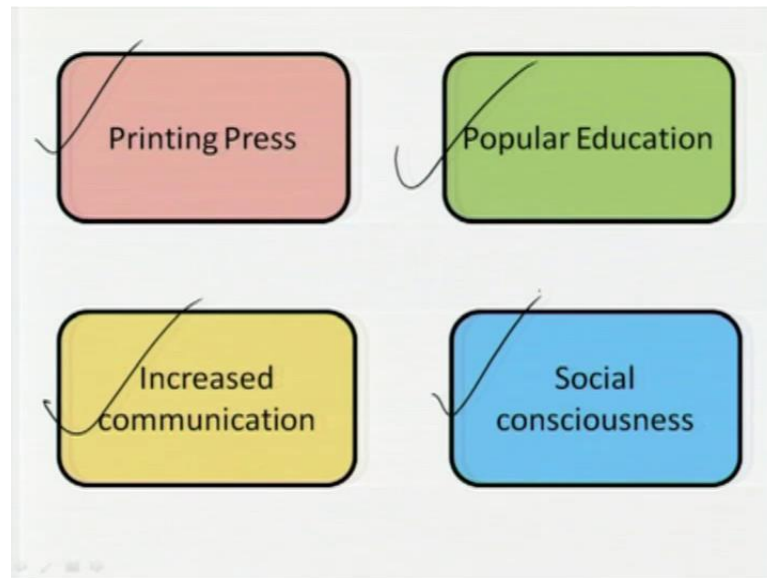
In the last lecture on which, was early modern English, you will recall that there were a few important developments during that period, right, which affected the further growth and development of the English language. Till here, we are largely in the context of the English language in England. We, for instance, found that coming of the printing press was immensely important, not only social, but many would say, even a linguistic phenomenal. Now, the least was also the growth of popular education, obviously, following the availability of reading material, coming from the establishment of the printing press. There was also increased communication during that period of the history of English language and it is, but natural, that there would be a further growth of social consciousness with increased communication, with popular education, finally, narrating from the establishment of the printing press.

Albert C. Baugh

"The real force behind the use of English was a popular demand, the demand of all sorts of men in practical life to share in the fruits of the Renaissance. The Revival of Learning had revealed how rich was the store of knowledge and experience preserved from the civilizations of Greece and Rome. The ancients had not only lived but had thought about life and drawn practical conclusions from experience. Much was to be learned from their discussion of conduct and ethics, their ideas of government and the state, their political precepts, their theories of education, their knowledge of military science, and the like."
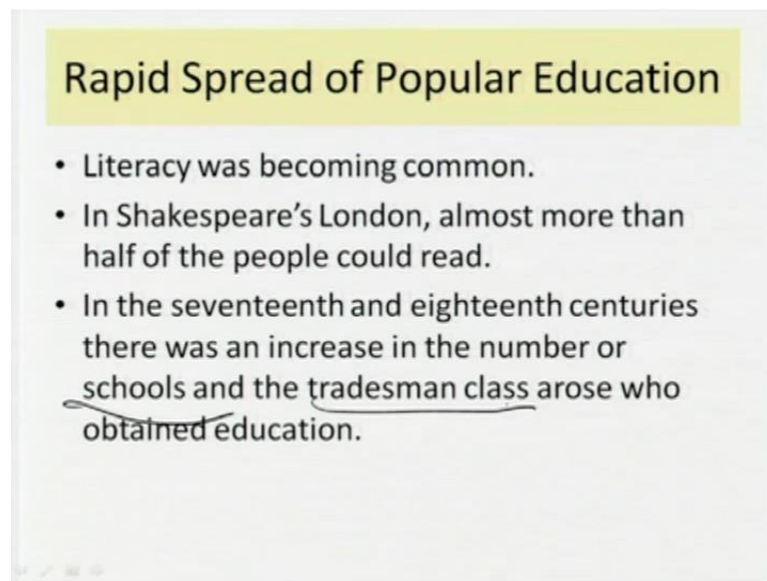
Then we had occasion to look at, as you know, AC. Baugh; Albert Baugh's book is classic, as far as the history of the English language is concerned. There definitely have been so many books, but one would always recommend, that you have a copy of AC. Baugh's classic text. We found in Baugh's text, let us read again from Baugh's history of English language. The real force behind the use of English was a popular demand, and what was this demand? The demand of all sorts of men in practical life, to share in the fruits, sorry, to share in the fruits of the renaissance. You remember, the renaissance was the revival of learning, the revival in particular, in many cases; the revival of classical learning. Here, as Baugh says, the real force behind the use of English was to be attributed to a popular demand, among people to share; every one people from almost all classes, had a desire which to share the fruits of the renaissance.

Next, the revival of learning had revealed, how rich was the store of knowledge and experience, preserved from the civilizations of Greece and Rome. The ancients had not only lived, but had thought about life, and drawn practical conclusions from experience. This is particularly, what they, everyone wanted to know; not to part take just of what is called high classical learning or abstract ideas, philosophies, may be, but the population realised, many of the population realised, that the ancients have not only lived, but had also thought about life, and drawn practical conclusions from experience. This was one of the things, which were sort of, found that was desirable, that was found necessary to emulate to learn and to develop, as far as the population was concerned.

Further, we found also, that much was to be learnt, from their discussion of conduct is very important. Discussion of conduct and ethics; and as you know, ethics is one of the very important branches of philosophy, both classical and modern. Their ideas of government and the state, that is of politics; their political precepts; their theories of education and their knowledge of military science; and the like. So, there was as Baugh tells us and we see as the previous slide also; all these contributed to the growth of the language.

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Next, we also saw, we went further and explored the phenomenon of the rapid spread of popular education during that time. We found that literacy was becoming more and more common. In Shakespeare's London, almost more and half of the people could read, and in the 17th and 18th centuries, there was an increase in the number of schools, and the tradesmen class arose, who obtained education. The rise of the middle class, particularly following with the industrial revolution, there was rise of the mercantile; class arise of mercantile capitalism, was also one of the, I would say one of the most important phenomena in the history of England. There was this, the tradesmen class, who also sought not just success in the mercantile endeavours, but also success as far as learning education. As you saw in the previous slide rise, the quotation from AC. Baugh also desired to know things classic, to know things Greek and Roman.
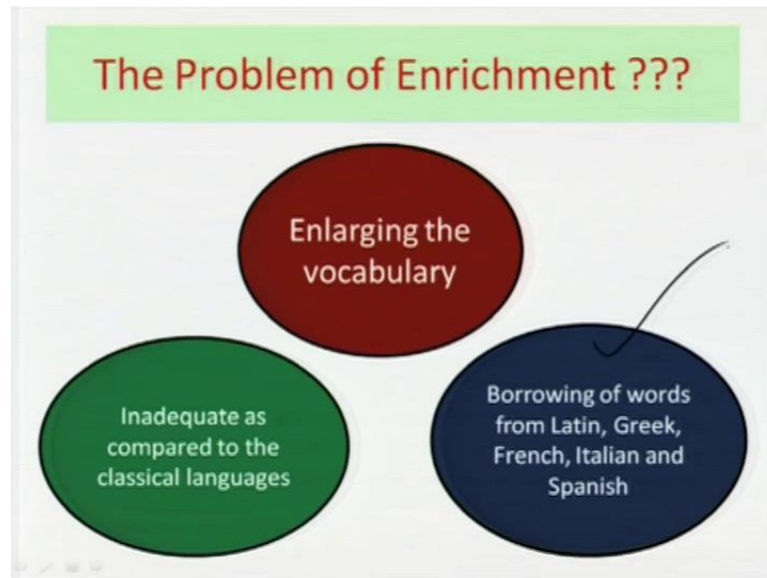
Therefore, many have also called the problem of enrichment. For instance, do we look at it as enrichment, or do we look at it as borrowing? For instance, you have the borrowing of words from Latin. Obviously, if your target of your knowledge is classical Greek and Latin, obviously, you would borrow. It follows that you would wish to borrow among other pass of their languages, and learning system. You want to borrow words. So, there, enrichment is also seen as a problem in the sense, that was seen that probably, too many words were filtering into a language, which may have also been seen by many as a threat, to the sort of indignity of English, as it had of an Anglo accent in English, as it had developed from the times of the Dutch's accents and the angles.
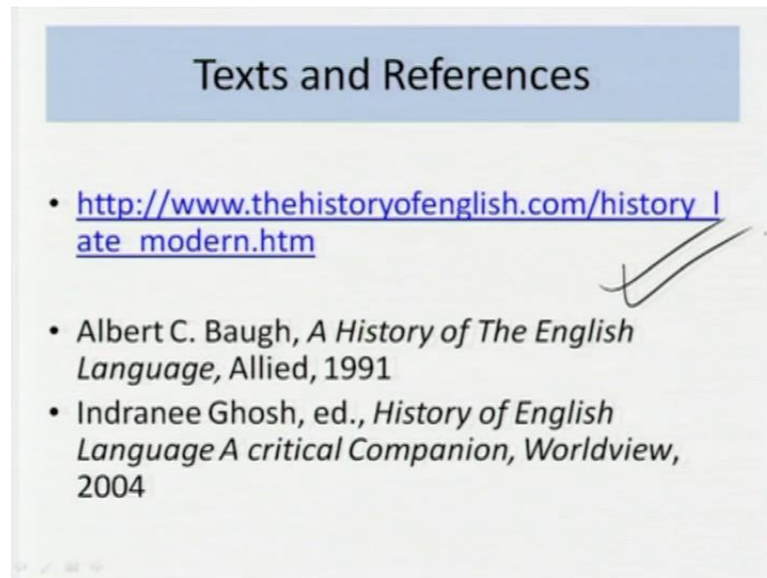
For and Against the Borrowing of Words

"The wholesale borrowing of words from other languages did not meet with universal favor. The strangeness of the new words was an objection to some people."(Albert C. Baugh 264)

However, some people like John Dryden approved the practice of judicious importations.

Then, also for you, look at again, this phenomenal of for and against, the borrowing of words, AC. Baugh says, the wholesale borrowing of words from other languages, did not meet with universal favour. The strangeness as said; this is what I mentioned just a while ago; the strangeness of the new words was an objection to some people. However, people like the poet, for instance, the Augustan poet, John Dryden approved the practice of judicious, what we called, judicious importations from the classical languages. We also know, if those of you, who are acquainted, or it may also, look up the lectures in the next module, which are on various periods of English language and literature, in particular, in the period of Dryden, for instance, which is as you know it, also as the newer classical revival phase of English literature.

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Texts and References

- http://www.thehistoryofenglish.com/history_l
ate_modern.htm

- Albert C. Baugh, *A History of The English
Language,* Allied, 1991
- Indranee Ghosh, ed., *History of English
Language A critical Companion, Worldview,*
2004

So, poets like John Dryden, for instance, in the 18th century, approved of the practise of judicious importations. Well now, let us come back after this recap, let us comeback to our topic at hand, which we know is modern English. There are several texts that you may look up, as far as modern English is concerned, but let me declare the outset, that my text is largely based on; this time, it is not conventional traditional text; this time, it is a text that is published on the net, and you will find several very interesting, very well formative paragraphs in that, and that is the history of English. I have given the link here. You may follow this link and try to read up the entire material, from which I shall be quoting quite extensively, and this is to ensure that I am quoting, that to let you know that this is the text, from which you will be reading and trying to understand, and I shall be trying to explain the points mentioned there.
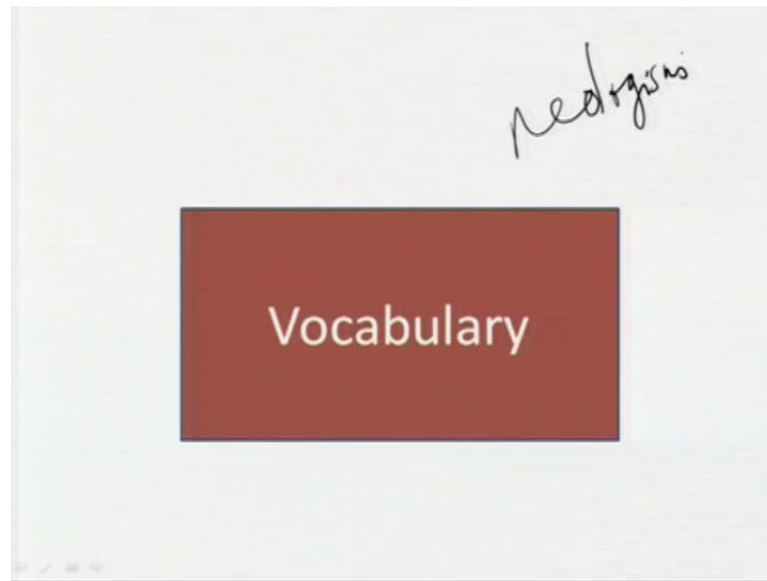
Now, as I said that there are probably, many ways, for us to look at the phenomenon of the modern English. You can talk about modern English, from the point of view of global English. For instance, you can talk about modern English, from the point of view of what is today, known as international English, and something, that we have seen in the last module; global English or globalization of English was also, one of the topics in our last module. If you go by the author of this text, this online text, there are one or two issues, which he says are very important. For instance, vocabulary; this is also a point, we have seen in the last lecture, when we talked about early modern English. Vocabulary, the contribution of other languages, the contribution of new developments within the mother country, for instance, and how they add to the repertoire of words, is one of the key and most important; I would say, most important points, as far as the history of any language is concerned.

Because, the coming in of new vocabulary of what we call, new words, or what we call neologisms. These are what? These are among the factors today, along with changes in grammar, right. Major changes in grammar, for instance, in pronunciation, etc, that keep the growth of a language growing. So, vocabulary is one such important marker, if we may use an extensive growth of vocabulary in the modern English. So, this is the first thing, which we shall be taking up.
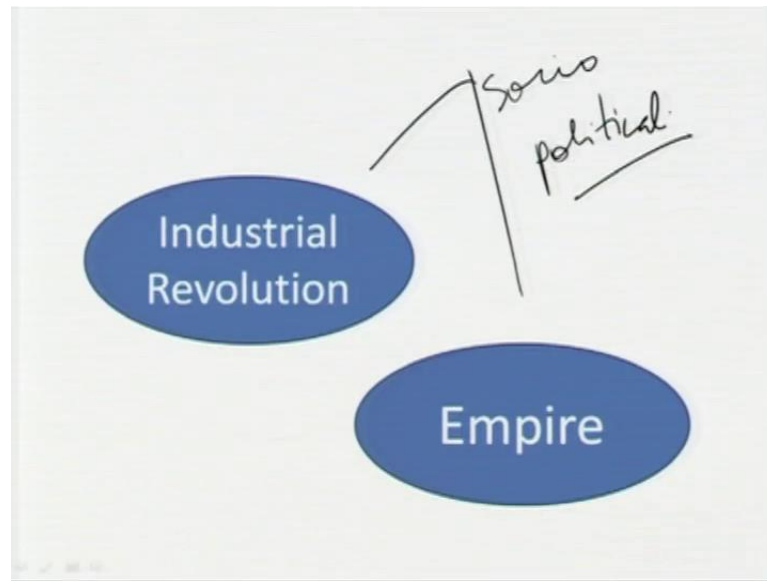
Now, according to the text, the history of English language, there are two important socio political happenings, or you can say phases, that are important. We know that language does not change or grow in a vacuum. We also know that words do not get added to the repertoire in a vocabulary, or a repertoire of a language, by itself. We also know by now, that certain political changes or certain social changes, economic changes, of course, are of immense value and we need to look at those, if we have to come back to the growth of the language. To see what happens after such changes, two, as we seen here, two socio political events; that is events, in the sense of these, are of course, overtime, but it is called events here. The events are the industrial revolution in England and the growth of the English empire.

You are aware that of the growth of English, the English empire overseas, beyond the mother country, following the several successful attempts of colonisation by the British Empire. So, let us see how this aspect of vocabulary is explored and talked, discussed in the text, that we are borrowing from, Now, when we look at the issue of science and technology; obviously, when we have the industrial revolution, which is backed by tremendous growth in science in England with the scientific laws by Newton, and to the forensics, to the invention of machines; steam engine, for instance, and the rise of technology, as we have seen here. Science and technology would give us new materials, new machines; new means and improve means of transportation.
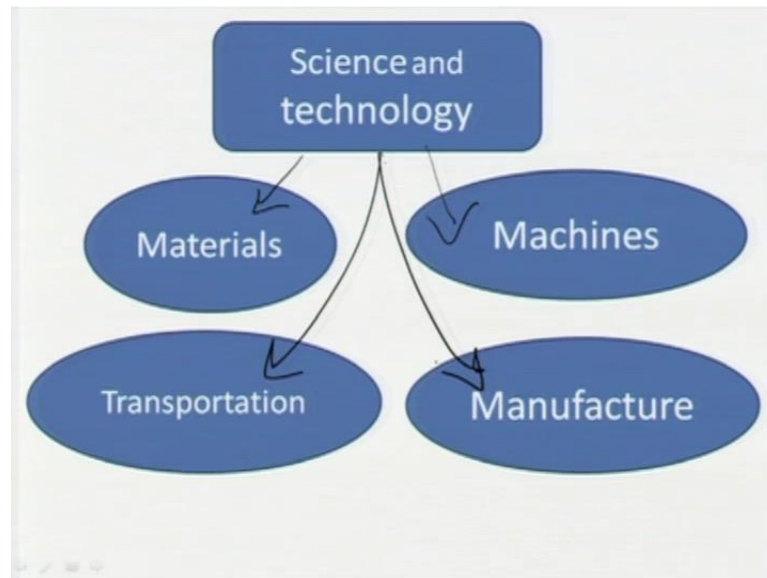
Please look at the slide here; and manufacture. So, what are the points here, and from where, we are going to see the rise of neologism, the rise of new vocabulary; these are following science and technology, as we have mentioned just a while ago; new materials being used; new machines being built; transportation, new means of transportation and of manufacture.
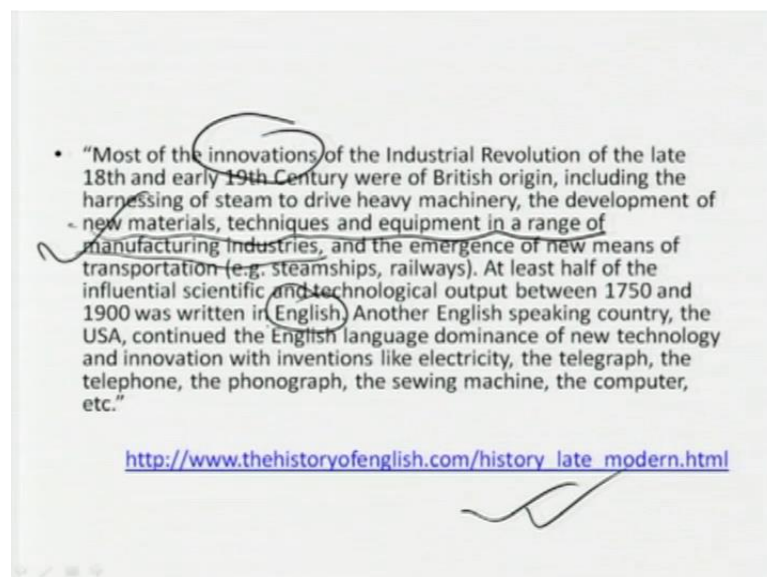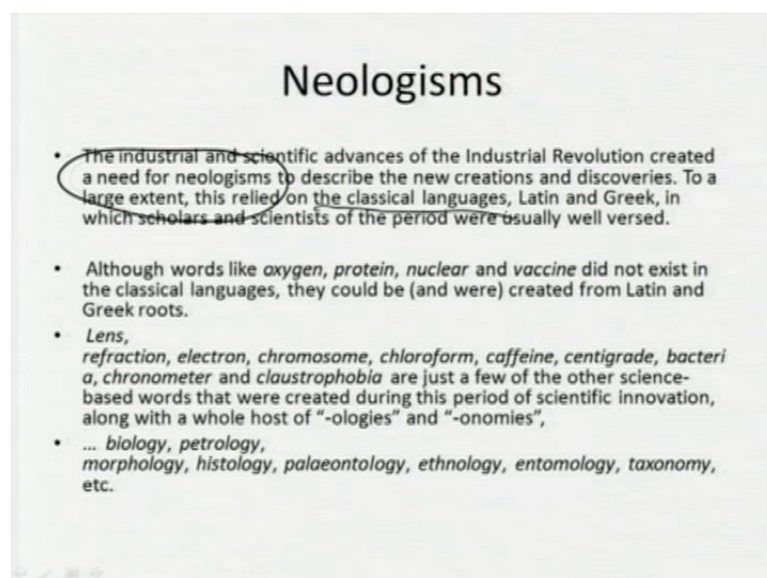
Now, let us look at this slide, and I am here, quoting from the history of English, as you can see here. I urge you to follow this to read out the entire text which is quite well

written. Now, let us read from here. Most of the innovations of the industrial revolution of the late 18th and early 19th century were of British origin, including the harnessing of steam to drive heavy machinery. Let us read this again. Most of the innovations of the industrial revolution of the late 18th and early 19th century were of British origin, including the harnessing of steam to drive heavy machinery, the development of new materials, techniques and equipment in a range of manufacturing industries, and the emergence of new means of transportation, example; steamships, railways. At least, half of the influential scientific and technological input, sorry, output between 1750 and the 1900, was written, this is very important, was written in English.

Another English speaking country, the USA continued the English language dominance of new technology and innovation, with inventions like electricity, the telegraph, the telephone, the phonograph, the sewing machine and the computer. As you have seen here, this text clearly refers to the tremendous growth in manufacturing industries and materials, techniques, equipment, which began, even though, later on the USA, had so many other inventions in this domain, but it was obvious that in 18th, beginning from the 18th century, many of these new technologies, new industries, new materials were developed in Britain.

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So, therefore, what are the new words that come in here, and I am borrowing this from the text at hand. The industrial and scientific advances of the industrial revolution,

created a need, obviously, created a need for new words; need for neologism; to describe the new creations and discoveries. To a large extent, this relied on the classical languages; extremely important. Even now, when you go to look at the words in English, there are so many words, that whose prefixes are; and also suffixes are of Greek and Latin origin. So, in order to have to coin new words or neologism, following this tremendous changes in science and technology, that were taking place, what was happening was, there was a need to look at the classical languages; Latin and Greek, in which scholars and scientists of the period were usually well versed.
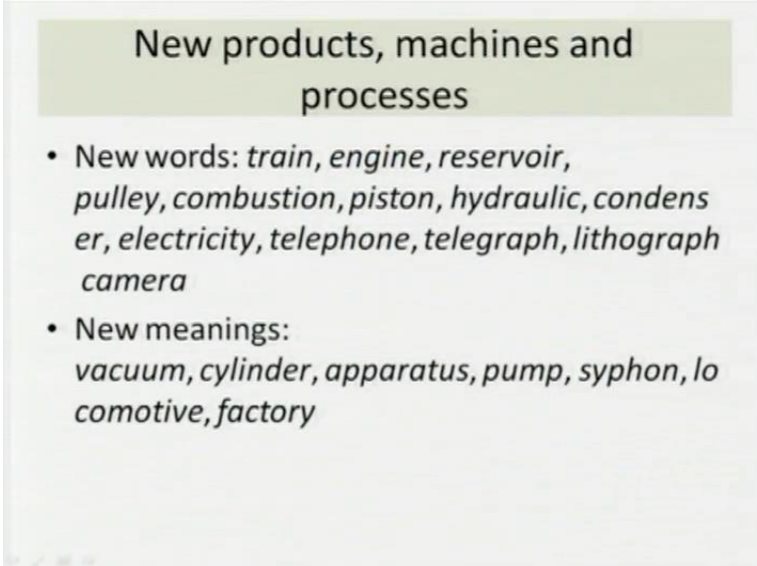
So, this was, you see, look at this. Just before this, we had what; we had the revival of learning. You can see the connection and you can see, if I may use the word almost inevitability of what was going to happen, when new words were coined. Who are they going to look at? They are going to look back to their love for Greek and Latin; the love for the classical languages, following what; following the renaissance; the revival of learning; following or running together with the growth of neo classicism. You follow?

So, again, let me read this again. To a large extent, this relied on the classical languages, Latin and Greek in which, scholars and scientists of the period, member were well versed. It is very important for us to realise, that being well versed in a language, in those times and also today, is not just; what word should I use is not just the talent of only the literary person, or the one person, who is doing philology, or the person who is studying languages. There were many scientists in the 17 to 18th centuries, who while, they are doing their sciences, were concurrently very aware of Greek; of classical training; do you understand? So, for instance, we have words like oxygen, right; protein. So, what were these new words that were being found?

Some of these words, for instance, were oxygen, protein, nuclear and vaccine. These did not exist in the classical languages. They could be and were, perhaps, also created from Latin and Greek roots, right. As far as optics is concerned, for instance, you have words like lens, refraction, electron, and in biology, in the biological sciences, coming in a words like chromosomes, chloroform, and we also had bacteria. Then, were other words like claustrophobia; see claustro and phobia; this is how they were merging the words. These are just some of the few examples, which have been cited in the text, which we are following for this lecture.

These words, these are science based words, that says, were created during this period of scientific innovation, along with the whole lot of words, ending with ologies and onomies. For instance, biology, petrology, morphology, histology, ethnology, taxonomy, palaeontology, etc. these are all words, which have been formed by taking recourse etymologically, to the classical languages to Latin and Greek. Now, as far, it is not just the science, that we are talking about. It is not the talking only of processes, for instance. We saw in couple of slides ago, that there were new products; there were new machines, and following the rise of several kinds of the manufacturing industry. So, following that, let us see the words that have been mentioned in this text.

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The new words that come up are train, engine, reservoir, pulley, combustion, piston and other words like condenser, electricity, telephone, telegraph, lithograph, camera, etc. We also had new meanings given to words, that had existed at least, in some form, and the words that got new meanings, during this time were vacuum, cylinder, apparatus, pump, ciphen, locomotive, factory, etc. Now, I urge you to follow the link that I have provided in this lecture. Go to the link; look up the text there; look up the slides there; and you will understand. You get a whole many more words there. It is just to give you an example of how modern English began really, safe to say, that modern English. One of the most important aspects of modern English is vocabulary. We have already linked it to the socio political processes, scientific processes and technological processes that were gaining rapid ground during this time.
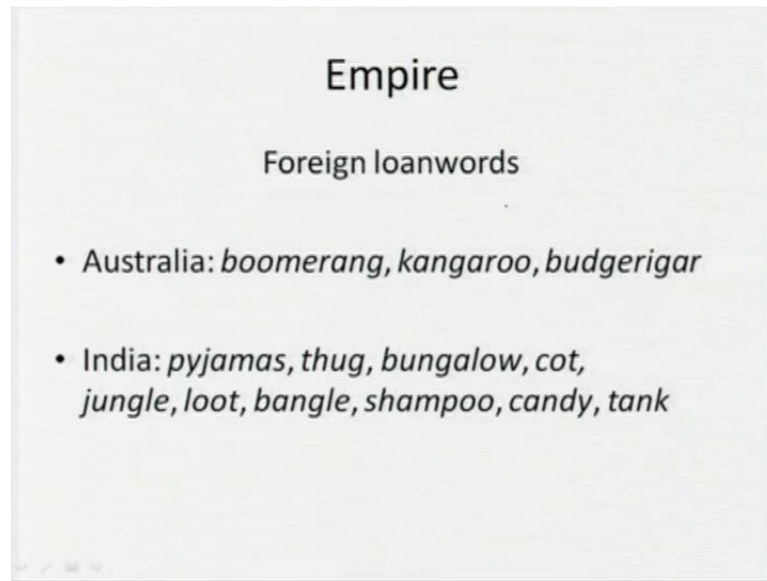
Now, the other point that I had mentioned was of empire. If you remember, it was growth, following colonisation; the growth of the British Empire. As you know, all of us know Indian history. We know that in India too, we had the British reigning here for several years. There are words, is on that, there was English language coming into India, English words coming into India, but we also have words from our languages, which became a part; also in Australia, for instance, and so many other parts of the common wealth.

Their words, if you look at the slide here, you can see the foreign loanwords here, right. Following empire and the growth of the empire, these were the following loan words. For instance, from Australia, we have boomerang, kangaroo. From India, we have words like pyjamas, bungalow, even the word cot, shampoo, loot, bangle, jungle, etc. These are the words we will find in any English dictionary, and this is the time, as I said many words were coming in from, following the growth of empire. Now, also you know the one very important point, which we can never miss, when we talk about modern English; you see American variant. The American variant, if I may use, is a quiet politically loaded to say, the American variant of English. Today, we talk about American English. So, that is safe to say the varieties of English.
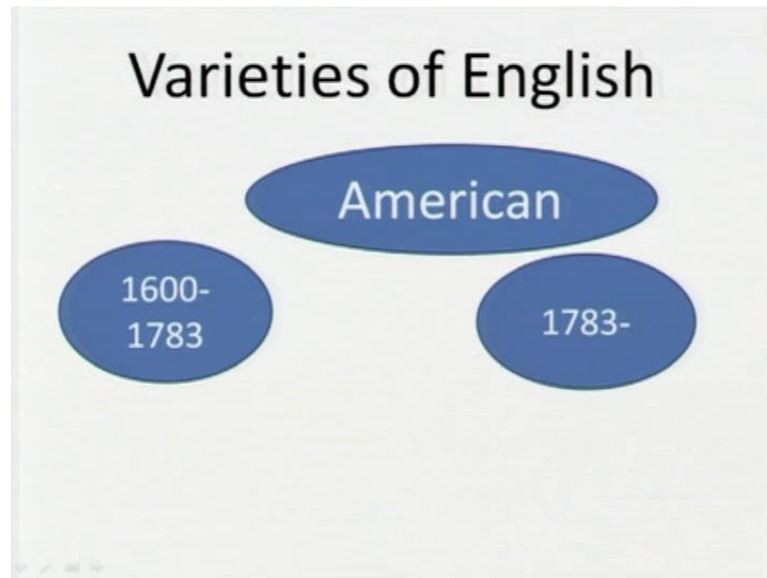
Now, in American English, we find two phases, really; the phase beginning 1600; the phase following the coming of the Pilgrim Fathers, right, the phase 1600 to 1783, and from 1783 onwards.

This is, there is a phenomenon known as language freeze. Now, let us read this from the text. Interestingly, some English pronunciations and usages froze, when they arrived in America, while they continued to evolve in Britain itself; it is interesting. So, with the Pilgrim Fathers, they have brought the English language and their words in the English

language. It is so happened that when they settled in America, they tended to preserve those words in their original form, right. That is why, they use the word; freeze; language freeze. Now, some English pronunciations and even usages, as it says, quote on quote, froze. When the British arrived in America, while they interestingly, ironically, perhaps, they continued to evolve. They continued to change in Britain itself. This is also sometimes referred to as the colonial lag; that is sort of as if, the words have lagged behind in their whole process of development, and some sort of natural change.

So, as the author here says, interestingly, some English pronunciations and usages froze, when they arrived in America, while they continued to evolve in Britain itself; sometimes refer to as a colonial lag. So, that in some respects, American English; this is very interesting; American English in some respects, is closer to Shakespearean English. Why? As we have seen, one of the reasons is, this colonial lag or the freezing of these, as many would, perhaps believe this pristine sort of pronunciation and usages.

So, that in some respects, American English is closure to the English of Shakespeare than modern British English is. Perhaps, and the best example here, they gave is of this word; gotten. Gotten is a word, which is not used in India, usually as used in India, as far as my experience goes. Gotten is a word used in American English, and the best of the example, that the author gives is of the use of gotten, which is long sense faded from its use in Britain. Even though, with the prefix, for; forgotten, is still very much a part of modern British. Did you get my point? It is necessary, that just because a language comes late, from the mother country to a new country, to a new colony; it does not mean that the new colony is going to change this, just because it came from the mother country. The very usage and pronunciations and the form of the word, will remain the same, as if it is frozen in time, and as you saw here; gotten is a very clear example.

- But the American use of words like *fall* for the British *autumn, trash* for *rubbish, hog* for *pig, sick* for *ill, guess* for *think*, and *loan* for *lend* are all examples of this kind of anachronistic British word usage. America kept several words (such as *burly, greenhorn, talented* and *scant*) that had been largely dropped in Britain (although some have since been recovered), and words like *lumber* and *lot* soon acquired their specific American meanings.

Now, further the text says, the American use of words like fall, the word fall, for autumn; for British, in Britain, we use the word; autumn. In India too, we use the word autumn. Though, increasingly, I find many students even in NIIT, here refer to autumn as fall, but the American use of word like fall for British autumn, trash for rubbish, hog for pig, sick for ill, and guess for think, are all examples of this kind of anachronistic British word usage. Now, there are also other words that were kept. These words were kept in American English, even though, they were, as it says here, they were dropped from the general common British usage here.

These words are like burly, greenhorn, talented and scant, right. It says the America kept several words, such as burly, greenhorn, talented and scant, that had been largely dropped in Britain, although, some since, have recovered; do you understand? Other words like lumber, and words like lot, also which change. It is not that all these words were sort of frozes; all these words, they have brought were frozen. They began to have very particular sort of, maybe, say American context meanings; these were like lumber or words like lot, right. Till now, what we did? We found two or three important points. These were, A; that modern English really can be traced back to two very important socio political economic phenomena, and these were the industrial revolution and the rise of the growth, and the growth of the British empire. We saw particularly, in the case of vocabulary, this is immensely important. We saw that when science grew, when technology grew, and when we had to name new machines, we had to name new

processes, scientific processes; what happens is you have to think of, how to build new words and as I said, was historically possible. You could say, historically, almost you could say inevitable, that these scholars, scientist, or these manufacturers would turn to the previous age of the revival of Greek and Latin; the revival of classical learning to coin their new words.

So, this part can never be exaggerated. Many scholars feel that socio logical, socio cultural processes behind it. The second was of course, again, a very important point that was the coming of the Pilgrim Fathers to America, and the change in American English. On one hand, as we saw, there was this refusal to let certain words change, right, which we call language freeze of colonial lag. There were also words that were retained, that were they almost nearly dropped in British English. Also, we found that there are words that more like lumber, and log, which began, which came to have very specific American meanings, because of the American context, because of the kinds of employment, for instance, that the kind of tidying event would impact, or have an impact on the kind of words, that were being used.

So, one lesson, very important lesson we get here, is language is not just a mental phenomenon; language is not just a tool to communicate; language is not just a faculty, that we have; the important thing is language is tied to the growth specially, when you studied the history of any language in any part of the world, for that much matter. You can never change, sorry, never delink it from the important socio cultural processes. You cannot delete it from even the environment, the terrain. You cannot delink it from the kind of jobs, people do; do you understand? So, this is the beauty of learning a language from the historical perspective. When you see these counterparts, you see these concomitantly happening; languages changing while the socio cultural scenario is also changing.

Native American words

raccoon, opossum, moose, chipmunk, skunk, tomato, squash, hickory
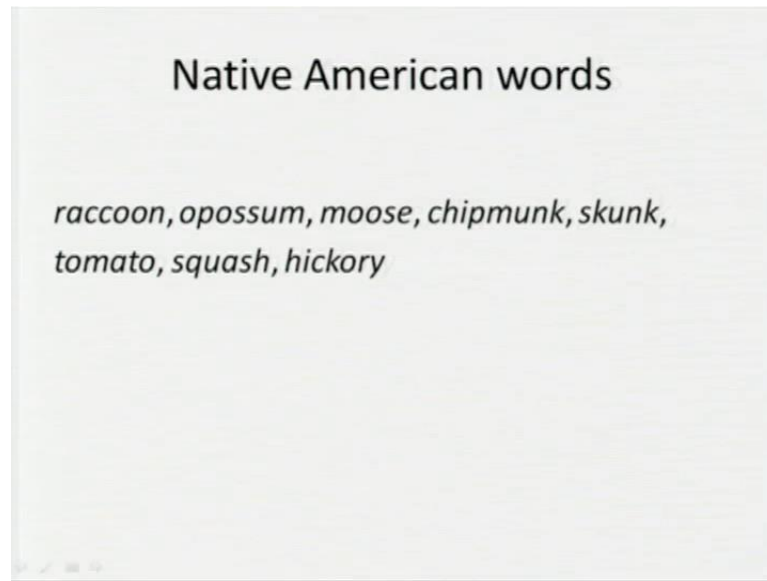
Further, also, we have native, if we look at this slide here, please, some of the words that we picked up from so sticks, the native American words like raccoon, now, you may think that these words are really originally English words, but you find that these are native American words, which have been added, which were taken up by the colonising population, and have become, these words have become part and part of the English language, and the dictionary. These are animals like raccoon, then opossum, moose, chipmunk, skunk, the word tomato, for instance, tomato, squash, and the word hickory, right. So, these are the words which were part, may be, we are dealing with vocabulary in this part of the lecture. So, these were part, became part of the English language.
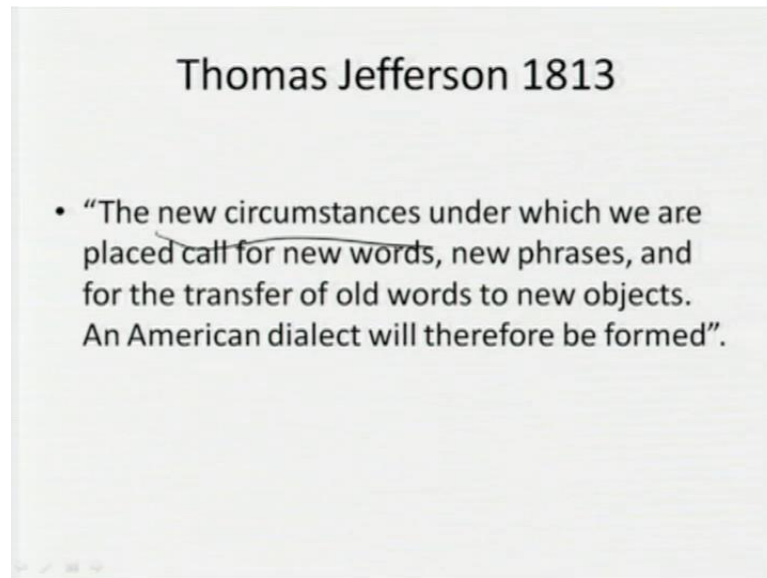
Now, let us see this quotation from Thomas Jefferson in the early part of the 19th century in 1813, which is mentioned in this web text, that we have. This is what Jefferson commented; the new circumstances under which we are placed, call for new words, new phases and for the transfer of old words to new objects; an American dialect will therefore, be formed. Now, let us look at this again; it is very interesting. Jefferson said that the new circumstances under which we are placed, now this call for, this demand, the new circumstances demand that there should be new words, there should be new phrases, to describe, to inhabit this new conditions. He says, call for new words, new phrases and for the transfer of old words to new objects, and he says that American dialect will therefore, be formed. So, there is also this sense of nationalist pride, the need to have, not just aware, and I would say here, not being the dialect; the word dialect today, bring very politically charged word, because which language do you call the dialect, and why should one language you call the dialect, and another language, we call a language; proper. These are important ideological issues.

But what Jefferson define here, pointing to a sort of nationalist pride in one, wanting to device a new language, you can say a new language or new dialect will therefore, be formed, because we have new conditions and new situations. The next person which we have to talk about, was very important in again, this desire for a new language, for a new vocabulary, in particular.
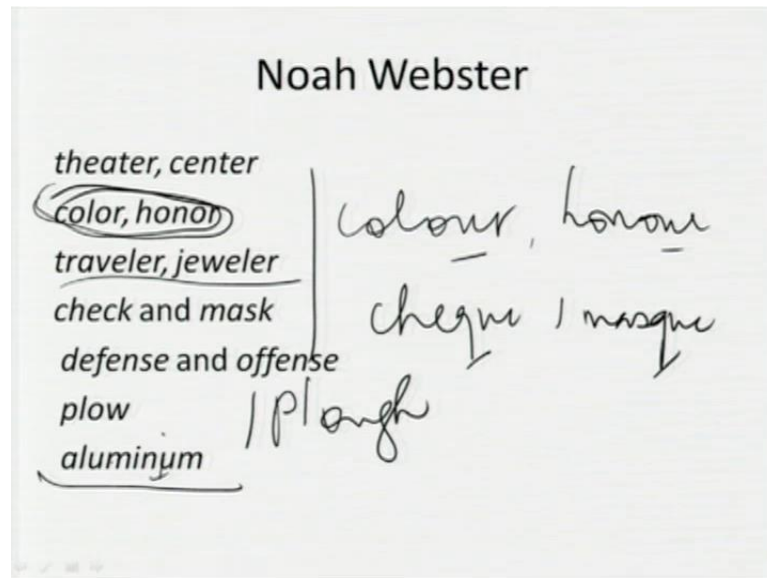
If you look at this slide, Noah Webster. Now, the word Webster immediately, will bring to your mind, the Webster's dictionary. So, this was an attempt being made in the US to form or formulate, may be, new words and differences in spelling, for instance, while if you look at this slide, one of the most common things, that we notice in American text is, see the words; color and honor. Now, if I ask you phase, what is missing here? You definitely would say the word color, should be spelt colour, and the word, honor should be; that is the u is missing in both cases.

So, there was an attempt being made by Noah Webster, to sort of prune, certain things which he found, and many of probably, many of his contemporaries found. That why do we need, when you say colour, why do we need to have the u there? So, prune these words; clean, sort of cleanse, or clean the words that are there. Traveler, jeweller; why have a double l, when a single l would do with that probably, saw it as streamlining existing English words and which, for instance, they saw the u in color and the double l in traveler, probably, as a desynchronises of a past time.

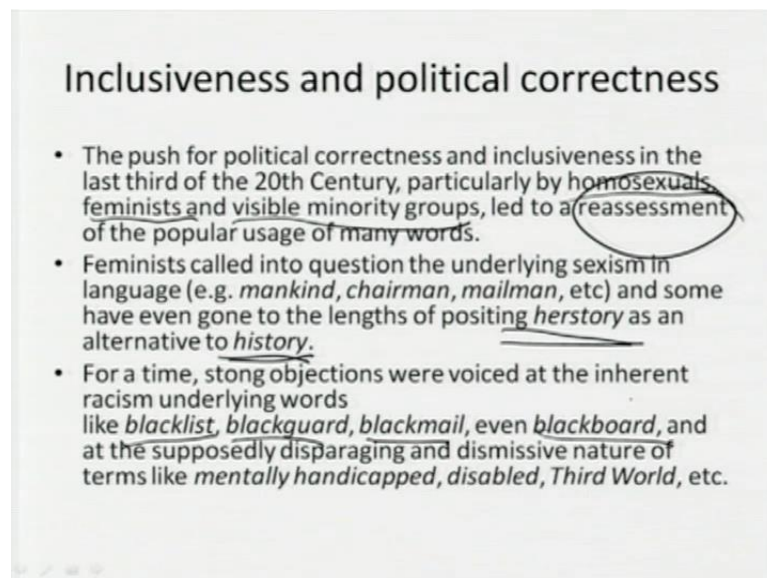So, also with, as you look at the slide here, please, Noah Webster's attempt here, the new words, were a new variance of the new spellings, were theatre, center, color, honor, traveller, jeweller, check, for cheque, as you know the British English, we use the word cheque here. Mask; masque, cheque and masque, defense and offense, we would use the c here, where in fact, many of my PHD students ask me; madam, should we write

defence as with the c or defence with an s? So, defence, sorry, and offence, plow for p l o u g h. So, these are all British spellings and these are the American counter parts, as the attempt or response was more or less successfully, made by Noah Webster.

And also, the word, important word, really interesting rather, is aluminium. So, we do not have the i here. You take out the i, so aluminium, right. So, need apprentive to find the word aluminium, right. So, the Webster is, in any extended discussions of American english, the first name that would come to our mind, of course, is the name of Noah Webster.

Now, I am reading for the next point now, the several points that need to be discussed, as far as vocabulary is concerned, and the next point is very important. This is what marks, I would say modality and me, if you talk about modern English, not simply from the point of view of just changes in grammar, for instance, changes in other linguistic ways. Of course, you can never delink them, as I said from the political. So, inclusiveness and political correctness; these are the two new things that we find in, or new points that we find in the text that we are dealing with.

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Inclusiveness and political correctness

- The push for political correctness and inclusiveness in the last third of the 20th Century, particularly by homosexuals, feminists and visible minority groups, led to a reassessment of the popular usage of many words.
- Feminists called into question the underlying sexism in language (e.g. *mankind, chairman, mailman,* etc) and some have even gone to the lengths of positing *herstory* as an alternative to *history.*
- For a time, stong objections were voiced at the inherent racism underlying words like *blacklist, blackguard, blackmail,* even *blackboard,* and at the supposedly disparaging and dismissive nature of terms like *mentally handicapped, disabled, Third World,* etc.

Now, let us read from this text. The push for political correctness and inclusiveness in the third part of, in the last, sorry, of the 20th century particularly, by homosexuals, feminists and visible minority groups, led to a reassessment of the popular usage of many words. This is very important. As difference whether, it is a sexual difference or whether,

it is difference, as far as various issues of culture are concerned, there is, as you understand, one of the hallmarks of modality is, of course, to accommodate. If not to accommodate, it is to recognize the heterogeneity in culture, in sexuality.

So, in the text here, says that particularly, in cases of homo sexuality or in cases of feminism of women's rights, and of the rights of the minorities, there has been, I would say almost radical reassessment of the way, in which we use words, as it says here, the popular usage of many words. Next, keep reading, feminists called into questions, the underlying sexism in language, example; words like mankind. Now, when we are taught that the word mankind includes both men and women, but feminists would say, no, we cannot have a word with only man, because as many feminists linguists have also pointed out, mankind at some, may be psychological account level, may lead you to a woman to think, wait, am I included here or not; do you understand? So, the word, the similar innocent word, mankind today, is no longer as innocent as you may, free of any political general current notation, as you may find.

So, words like mankind, chairman, mailman, etc. So, the privileging of man, the term man has been through, as I said, radical reassessment, giving rise to words like, as you look, chairperson. So, instead of chairman, you use the word chairperson, because it is not necessary that every time, the person who is chairing the department or chairing a meeting or chairing a session, is a man. So, chairperson is then the genuine, supposedly, general neutral term. These changes have come about and characterised one part of what we call modern English.

So, feminists have called into question, the underlying sexism in language, example; mankind, chairman, mailman, etc. and some have even gone to the lengths of positing herstory. Now, as an alternative to his story, history is seen as meaning his story. So, the word her story, those of you who are interested in feminists theory, in feminists concepts and feminists language, for instance, some of you may have come across the word herstory. That is a story, from could be a story from a single woman's point of view; that could also be history, the entire history, of a nation or of a community or of any phenomenon of this socio sciences and humanities, narrated from a female perspective; do you follow? So, the words like herstory have come into the English language precisely, in this bid to form reassessment of the use of popular words, and to coin here,

again, if herstory is a new word, it is a neologism. Coining of neologisms depends on the reassessment of usage of words.

Then, next the text mentioned here, for a time, strong objections were voiced at the inherent racism, underlying words like, for instance, blacklist, blackguard, blackmail, and blackboard; we moved from the discouraging term negro; we no longer refer to the black person as negro. Whenever a person uses a word negro, we consider him or her, as politically insensitive, as racially insensitive for even races. Though, of course, the irony is that the black person uses the word neger or negro, within the black community, which is a different matter; you can turn this sort of slur phrase and turn it into, use it in such a way, that you can use it within your community, right. So, even today, you find that the word black may not be accepted, readily accepted. You find the increasing use of term like, Afro-American to refer to blacks; do you understand? So, we have words like blacklist, blackmail, etc. So, these words have been used over the years, but these have now, come into question. Why because it refers, because of you know, probably some people may even have the tendency to refer or to make some sort of bizarre connection, between black man and black male, for instance. These are some of last but not the least, we cannot leave our discussions about the information age, and the impact it has had on the English language, right.

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- English is the dominant language of the Internet or the so-called *'information superhighway'*, which links together networked computers all over the world. Although still in its infancy, the Internet has led to the development of new types of text which require new skills. Conventional skills, such as the ability to write prose, are largely irrelevant, and this is to the advantage of the many users whose native language is not English.

So, let us read from the texture. English is the dominant language of the internet or the so called information super highway, which links together networked computers all over the world. Although, still in its infancy, the internet has led to the development of new types of text, which require new skills, conventional skills, such as the ability to write prose are largely irrelevant, and this is to the advantage of many users, whose native language is not English. It is very important. Look at the last point made here; the kind of language. We cannot reiterate this enough; the kind of skill in the English language, the kind of mastery of the English language, that was required for one to be known as, may be, not just erudite in the language and its literature, but also somebody who could even, where it could make a difference in one, getting a job or not.

Today, that sort of mastery is something, which need not be expected from somebody applying for a job, on the digital platform. So, this is a very important point. The old kind of mastery about English, of its words, of its terms, of phrases, for instance, is not today, but so important, as far as the digital platform is concerned, as it says here. This is to the advantage of many users particularly, outside of the USA and outside of England. Those users of the language, whose native language is not English today, can know even, we use a word of different English, with different repertoire of words. So, that interestingly, they are at par, as far as jobs relating to the cyber world to the internet, are concerned.

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Digital Age

- *byte, cyberspace, software, hacker, laptop, hard-drive,database, online, hi-tech, microchip,* etc) was just one element driving that trend, and resulted from the dominance of the USA in the development of computer technology - its principal architecture, software and linguistic patterns, from IBM to Apple to Microsoft - as well as the Internet it gave rise to (the word *Internet* itself is derived form Latin, as are *audio, video, quantum,* etc). The Internet has generated its own set of neologisms
(e.g. *online, noob, flamer,spam, whitelist, download, blogosphere, emotico n, podcast, warez, trolling,* etc), and a whole body of acronyms, contractions and shorthands for use in email, social networking and cellphone texting has grown up, particularly among the young, including the relatively well-known *lol, ttfn, btw, omg, wtf, plz,thx, ur, l8ter,* etc. The debate (*db8*) continues as to whether texting is killing or enriching

For instance, we also have words like byte, cyberspace, software, hacker, laptop, hard drive, database, these words were never there. Even, if they were there, they were never there in the way, that which we understand these words to meet.

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Gerry Knowles, *A Cultural history of the English Language*

Within a generation of the invention of the computer, the computer industry was established on a global scale, using English as its language. As the computer culture has expanded into large-scale databases, electronic mail (e-mail) and so on, the expansion of English has followed, and the technology is so designed that the user needs to interact in English. Individual programs can of course use other languages, but the program itself will almost certainly use English-based commands. Whereas in previous technological revolutions the technology has had to be adapted for different languages, in this case languages other than English have to be interfaced with the resident language of the technology

So, we will end with quotations from a cultural history of the English language. Again, another very important interesting text, if you want to know the history of the English language, from the point of view of society and culture, and I will end with this quotation. Within a generation of the invention of the computer, the computer industry was established on a global scale, using English as its language. As a computer culture has expanded into large scale databases, electronic mail or email and so on, the expansion of English has followed, and this technology designed that the user needs to interact in English. Individual programs can, of course, use other languages, but the program itself, will almost certainly use English based commands, whereas, in previous technological revolutions, the technology has had to be adapted for different languages. In this case, languages other than English have to be interfaced with the resident language of the technology.

So, if we look at the difference in these two things; what our main text is saying here, and the text that we have from a cultural history of the English language; we may end by saying that in English, in the computer age, is really janus face; janus was an entity with two faces in mythology, in Greek mythology, and this is an entity with two faces. So,

this has two faces really, A is, as the cultural history of the English language says, that most of the work done on the internet is in English. As I said, the computer culture has expanded into large scale databases; expansion of English has also followed. So, that even if you know, languages other than English are to be used, they have to more or less that, may put it since, I am not a person from computer science, more or less as this book mentions here, has to be interfaced with the English language.

On the other hand, you also find that very important thing, that the older way of knowing the English language, for instance, you may have found people in previous generation; they are masters in the English language; they said, they know answers, the turns of phrases, even long winding sentences, many may know Shakespearean play by heart. That sort of knowing of the English language is today, no longer required, and is what our main text says here, may be, also at a great advantage for people, whose native tongue is not English, but from the point of view of the computer industry, they will not fall behind just because, they do not know English of, what word should I use, let us say of a different variety altogether, from the previous generation.

So, it much relied to be said, and I am aware, instead of saying so many things in very brief points about modern English, what I have decided here, to do is to point to one aspect, sorry, of modern English, which is vocabulary, right. Because of course, vocabulary has throughout been a very important point in particularly, in the growth of the English language. We find it as one of the pillars really, one of its most important rapidly growing phenomena, and it is also, of course, phenomenon, sorry, of course, almost like a law that changes in vocabulary is going to happen over change in time.

But here, we find almost a remarkable way in which, vocabulary has changed particularly, in the modern age with the phenomenal and very rapid growth of science and technology, beginning with the industrial revolution, as we saw in 17 and 18th centuries and science in the 17 and 18th centuries, and culminating in the computer industry, have been implication, as we saw also, or whether, people may have a job, based on their knowledge of kind of English that they know. So, if you ask a question on say, something like, point out, sorry, one of the most important areas in modern English, that makes it different from its earlier age, then you would point out, talk what vocabulary is.

If you ask a question like, name two socio cultural or socio political phenomena owing to wish, there was a rapid growth of technology, sorry, rapid growth of technology, yes, and the growth of vocabulary, as far as, English was concerned in the modern age, then what are the answers? You know A is industrial revolution, and B is the growth of empire.

Next, you may also be asked the question like, bring out some of the attempts being made in America, we have found changes or differences, as far as British English and American English is concerned, we of course, we have several books, where you can go into detail, but the names you need to mention are one way specifically, that of Noah Webster, in his attempt to prune, or sort of clean certain exempt words of their; what shall we call it? The overload of their letters, for instance, we found words and we may get questions like, size certain words.

Also, we found that we can also, have questions on what happens, what are the words that have gotten into the English dictionary, following empire and the colonization, then you can talk about words from Native American. What are the words we saw? Was like chipmunk, even, tomato, right? Opossum and words from Australia like boomerang, words from England like pyjama, bungalow, etc. So, these are some of the questions that at this level, remember, this is a basic level course that we are bringing to you and these are basic level, but however basic, they may sound to you, it is always better to go back to basics, and to recall some of the important things, that we have learnt so far.

So, thank you and let us end this lecture here. The next lecture will be the last lecture on this module and which is entitled; the history of English in India.

Thank you.