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Explore the Development of English Language throught ages: The differences between

English Period and their main features.

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Dedication

First, we would like to dedicate this work to our parents,To our brothers, sisters, friends, classmates and all those who guided us.

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Abstract

Since ancient times, the English language has developed like other languages and has undergone many transformations that made it reach what it is now, as a result of that. The aim of the study was to discover the changes that occurred in it and the backgrounds of this development since the beginning of the first roots of the English language

To this effect, 150 students from Djilali Bounaama University, English Department were selected as participants to this study. Moreover, in order to answer the research questions ; one research method was used, this was : Questionnaire for students. The findings show that most students can differentiate Old, Middle, and Modern English. Moreover, almost all students have no problem in learning English as they acquire prior knowledge about the history of the English language.

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Introduction :

Background of the study :

Beginning with a number of editions of significant Old and Middle English texts in the middle of the 19th century, many of which are still available as reprints from the early English Text Society, the study of the history of the English language has a long and rich past . The linguistic study of English history gained momentum in the 20th century with the development of a number of traditional grammars that typically focus on the phonology and morphology of Old and Middle English as well as a number of in-depth analyses of the language of specific texts and dialect areas. Following the creation of functionalist and formalist theories of language structure, language usage, and diachronic evolution in the 1970s. The various historical stages of English and the diachronic changes in the domains of phonology, morphology, syntax, and pragmatics have also become a favorite playground of historical linguists since the 1970s and in the wake of the development of functionalist and formalist models of language structure, language use, and diachronic change. The rapid

growth of computerized corpora, including text corpora and corpora filled with other forms of linguistic data, has significantly improved the research of these issues. The study of historical sociolinguistics, corpus-based research on syntax and discourse/pragmatics, and unique research methodologies have all benefited from this. As a result, the study of English history in all of its diversity has flourished and now has access to a wealth of information.

Rationale of the study

The study of English history is considered one of the basics for Linguists, and this is through digging in the backgrounds of the past and the various stages it went through in order to understand the language, its meanings and their contexts.

Statement of the problem

From its inception to the present day, English has become the most widely used language in the world. With the daily entry of new words into it, it became clear to linguists of the importance of studying their origins and developments over the ages. Therefore, this study aim explore the differences between these ages on how the english language developed through them.

Research questions:

This study attempts to answer the following main research question;

- How did the English language originate? what changes have occurred in it through the ages?

- What are the differences between Old, Middle, and Modern English ? what are the backgrounds and history of the English ?

Research aimes & objectives:

• The study looks at the History of English as remarkable aspect of its diverse vocabulary.

• The study explores the different changes through eras as for the student.

• The study shows the importance of studying English Language History in order to study the language.

We arrange one data collection to achieve the aims of this research study. This data is: offline discussion broad in terms of questionnaire given to English Department students.

The structure of the study:

The current research divided into three chapters, the first chapter proceeds by a general introduction. The second chapter review previous studies related to the topic of this research. It consists of three parts which are:

History of English Language, Old English, Middle English, Modern English, the various Languages that influenced English, the Development of English.

The Third chapter describes the methodology used in this study. This chapter includes the Research Design, Data Collection Instruments, Description of the Research Instruments, Data Collection Procedures, Data Analysis Procedures, Ethical considerations.

The fourth chapter is entitle data analysis and discussion. It contains, analyses, discussions of the data gathered through the research instruments.

Chapter 01: literature review

Introduction

The English language has a long and illustrious history. When we first see it in historical documents, it is the language of some not-so-civilized people on the European continent near the North Sea. Of course, it has a prior history, dating back to somewhere in Japanese Europe

or Western Asia, and probably even further back to roots we can only hypothesize about. From these shady and unremarkable beginnings, English has grown to be the most widely used language on the planet, spoken by more people for more purposes than any other language. How the English language evolved from being the language of a few minor tribes to becoming the world's most important language.

The situation of this study is that the manner in which it was adjusted has radically changed. Whatever language we speak English, Chinese, Hindi, Swahili, or Arapaho helps to define who we are as individuals and identify the group to which we belong. However, the fact that we can talk about it, that we have a language, is inextricably linked to our humanity. Language is a sign of being human, and speaking is a sign of being a person.

1.1. What is language ?

Humans communicate via a language, which is a system of conventional vocal symptoms. This definition requires a number of concepts, each of which is discussed in further detail in the parts that follow. System, signs, vocal, conventional, human, and speak are the terms in question.

1.2. Language change

Switching languages is a common occurrence. Hearing new words, new pronunciations, or ancient word usages might help you catch the early phases of change in any language. Because the linguistic system is culturally communicated, the modifications are natural. The language is continually altered, just like traditional dress, fashion, hairstyles, food, entertainment, government, and so on. Although language evolves more slowly than other cultural activities, changes are unavoidable.

With the first written records dating back to around 700 A.D., the English language has a documented history. We can reconstruct some prehistory prior to that period, dating back to around 4000 B.C., but the further back in time we go, the less definite we can be about the language's characteristics. Old English, approximately from the earliest records (or from the Anglo-Saxon settlement of England around A.D. 450) to about 1100; Middle English, approximately from 1100 to 1500; and Modern English, since around 1500. The lines that divide the three periods are based on important shifts in language during those periods.

1.3. Language as humain

Language is a uniquely human activity, as stated at the outset of this chapter. That remark, on the other hand, raises a number of issues. When and how did humans learn to communicate?

What percentage of language is natural and what percentage is learned? What distinguishes human language from the communication systems of other animals? We'll take a quick look at each of these issues.

1.2.Origins and Backgrounds of English

English as we know it evolved in Britain, then more recently in America and other parts of the world. It did not originate in Britain, but was brought there by invading Anglo-Saxons in the fifth century. Prior to that, English was spoken on the Continent near the North Sea. And it had evolved from a speechway known as Indo-European, which was the root of most other European and many South Asian languages. We have no historical records of that prehistoric tongue, but we do know something about it and the individuals who spoke it because to linguists' comparisons of the numerous languages that eventually arose from it.

Recent genetic investigations, on the other hand, have found that most current Europeans (and, of course, Americans descended from them) owe just around 20% of their biological ancestry to later peoples, and 80% to their early Paleolithic forebears. Despite the dramatic changes in European culture between prehistoric times and the beginning of recorded history, it appears that European genetic features have remained relatively constant.

1.2.1Indo-Europeans and how did they have been discovered

Even a cursory comparison of English with other languages reveals parallels. As a result, the English father bears a strong resemblance to Norwegian, Danish, and Swedish. Sir William Jones, a British judge and Sanskrit expert in India, suggested several centuries ago that all those languages are historical developments of a no longer existing root language. The Indo-European theory, as it is known, is now strongly supported by evidence from numerous languages: a language previously existed that evolved in diverse ways in the many areas of the world to which its speakers moved. We name it Proto-Indo-European (or simply Indo-European) because languages descended from it were spoken from Europe in the west to India in the east at the beginning of history.

Before Indo-European civilization extended throughout various portions of Europe and Asia, we may infer a lot about it. That spread began in the third or fourth century B.C., and it might have started much earlier. Indo-European culture had progressed significantly. Those who spoke Proto-Indo-European, the original language, had a complicated system of familial ties. They were able to count. Gold and maybe silver were also utilized, but copper and iron were not employed until much later. They drank a honey-based alcoholic beverage whose name has come down to us as mead. Wheel, axle, and yoke are all words that indicate that they

employed wheeled vehicles. They were tiny farmers, not nomads, who used plows to cultivate their crops and kept domesticated animals and fowl.

Their religion was polytheistic, with a Sky Father (whose name is Dyaus pitar in India's ancient Vedic hymns, Zeus patr in Greek mythology, and Jupiter in Roman mythology). The cow and the horse were important in their society, and wealth was measured by a count of cattle: the word pecus meant 'cattle,' but it was also the source of the word pecnia 'wealth,' from which we get pecuniary; and our word fee comes from a related Old English word foh, which meant both 'cattle' and 'wealth,' as well. As a result, we know facts about ancient Indo-European speakers based on forms that were not documented until long after Indo-European was no longer a single language.

1.2.3 Other Languages :

Two prominent groupings have names that reflect the biblical effort to infer all human races from Noah's three sons: the Semitic (from Shem in English) and the Hamitic (from Ham). The word Japhetic (after Japheth) has long been discarded as a synonym for Indo-European. Many researchers believe Semitic and Hamitic are connected through a hypothesized common ancestor, Hamito-Semitic, or Afroasiatic, based on many phonological and morphological traits that they share.

The Semitic languages are divided into three geographical subgroups: (Eastern) Akkadian, which includes Assyrian and Babylonian variations; (Western) Hebrew, Aramaic (the original language of Jesus Christ), Phoenician, and Moabitic; and (Southern) Arabic and Ethiopic. Only Arabic is spoken by a big number of individuals throughout a vast area. Hebrew was resurrected very recently in Israel, partly for nationalistic reasons. It's worth noting that two of the world's most important religious texts are written in Semitic languages: the Jewish scriptures or Old Testament in Hebrew (with substantial portions of Ezra and Daniel in Aramaic) and the Koran in Arabic.

Hamitic is unrelated to the other languages spoken in the huge region south of the Sahara. Sub-Saharan languages are often divided into three groups: The Nilo-Saharan languages, which extend to the equator, are a large and highly diverse group of languages whose relationships with one another are uncertain; the Niger-Kordofanian languages, which extend from the equator to the extreme south, are a large group of languages, the most important of which belong to the Bantu group, including Swahili; and the Khoisan languages, which are spoken by small groups of people in the extreme southwestern. Several Khoisan languages use clicks—the type of sound used as exclamations by English speakers and traditionally represented by spellings such as tsk-tsk and cluckcluck, but used as regular speech sounds in Khoisan and transcribed by slashes or exclamation points.

Languages of the Dravidian group were originally spoken across India, while the previous linguistic situation was significantly altered by the origins of the 53 Indo-European invasion around 1500 B.C. They are Indian aboriginal languages that are mostly spoken in southern

India. The Sino-Tibetan language group comprises Chinese languages such as Cantonese and Mandarin, as well as Tibetan, Burmese, and others. Although it has inherited the Chinese written characters and numerous Chinese terms, Japanese is unrelated to Chinese. It and Korean are often assumed to be part of the Altaic family, which is discussed further below, although this is not proven. The language of Japan's aborigines, Ainu, is not obviously connected to any other language.

American Indian languages are a geographical rather than a linguistic grouping, consisting of several language groupings and even isolated languages with little or no link to one another. The Uto-Aztecan language family is a significant and broad collection of American Indian languages that includes Nahuatl, the Aztec language, and other closely related dialects. Aleut and Eskimo, which are extremely similar languages, are spoken in the Aleutians as well as throughout America's extreme northern coast and north to Greenland. Kechumaran is a South American linguistic stock that comprises Aymara and Quechua, the language of the Incan Empire. The isolation of the many tribes, who were small to begin with and dispersed across such a huge country, may explain for part of the tremendous diversity of American Indian dialects.

The Ural-Altaic language family, which includes the Uralic and Altaic subgroups, is a significant collection of non-Indo-European languages spoken throughout Europe and sections of Asia. Uralic is divided into two dialects: Samoyed, which is spoken from northern European Russia into Siberia, and Finno-Ugric, which includes Finnish, Estonian, Lappish, and Hungarian. Altaic comprises various variants of Turkish, including Ottoman Turkish , Turkestan and Azerbaijani languages, as well as Mongolian and Manchu.

In superfamilies, languages may be more distantly linked to one another. Joseph Greenberg proposed the Eurasiatic linguistic stock, which includes Indo-European, Ural-Altaic, and additional languages such as Etruscan, Korean, Japanese, Aleut, and Eskimo. Other linguists have proposed even bigger superfamilies, such as Nostratic, which covers a wide variety of European, Asian, African, and North American languages. Others wonder if all human languages can be traced back to a single Proto-World or Proto-Human speech. But no one knows; we're all in the dark about how it all started.

1.2.3.1Celtics

Long before the Germanic peoples appeared in history, the Celts occupied a huge area throughout Europe. Celtic languages were spoken across the majority of central and western Europe prior to the Christian era. Celts had migrated to Asia Minor by the end of the third century B.C., in the region known as Galatia (part of modern-day Turkey), to whom Saint Paul wrote one of his epistles. The Celtic language of Gaul (Gaulish) was fully replaced by the Latin of the Roman invaders, which developed into French.

Although they absorbed numerous words from Latin, Roman authority did not prevent the British Celts from speaking their own language. However, after the arrival of the Angles,

Saxons, and Jutes, British (Brythonic) Celtic was seriously threatened. It did, however, persist and generate notable literature in the later Middle Ages, notably the Mabinogion and a number of Arthurian legends. Welsh (Cymric) has been aggressively promoted for nationalistic reasons in recent years. Breton is the language of the ancestors of Britons who crossed the Channel to the Continent at or before the time of the Anglo-Saxon conquest of their island, established in the Gaulish province of Armorica, and called their new country Brittany after their old one. As a result, Breton is more closely linked to Welsh than to the long-gone Gaulish. Since the early nineteenth century, there have been no native speakers of Cornish, another Brythonic language. Efforts have been made to restore it: church services are occasionally held in Cornish, and the language is employed in archaeological recreations of Celtic Midsummer Eve rituals but these efforts appear to be more sentimental than practical.

1.2.3.2 Germanic

Because it includes English, the Germanic group is very essential to us. Over many years, the language used by Indo-European speakers in Denmark and the surrounding territories underwent significant changes. Our designation for that language, Proto-Germanic (or simply Germanic), was reasonably coherent and different in many of its sounds, inflections, accentual system, and word stock.

Those who spoke this particular Indo-European language did not write. To German, Dutch, Scandinavian languages, and English, Proto-Germanic is what Latin is to Italian, French, and Spanish. However, Proto-Germanic, which was most likely spoken just before the Christian period began, must be rebuilt similarly to Indo-European, although Latin is well recorded.

Because Germanic was spoken across such a large area, it evolved several dialects, resulting in the division of North Germanic, West Germanic, and East Germanic. Danish, Swedish, Norwegian, Icelandic, and Faeroese are North Germanic languages (very similar to Icelandic and spoken in the Faeroe Islands of the North Atlantic between Iceland and Great Britain).

West Germanic languages include High German, Low German (Plattdeutsch), Dutch (including the almost equivalent Flemish), Frisian, and English. Yiddish evolved from medieval High German dialects, including several Hebrew and Slavic words. It was a type of worldwide language of the Jews before World War II, with a high-quality literature. It has fallen out of favor since then, with most Jews adopting the language of their host nation, and its loss has been expedited by the resurrection of Hebrew in Israel. Afrikaans is a dialect of Dutch that was spoken in South Africa in the seventeenth century. Pennsylvania Dutch (German: Deutsch) is a High German dialect spoken by descendants of early German and Swiss settlers in the United States.

Gothic is the only East Germanic language about which we have a good understanding. It is the oldest of the Germanic languages, with a few loanwords in Finnish and runic inscriptions in Scandinavia. Almost all of our knowledge of Gothic comes from Wulfila, bishop of the Visigoths (Goths who resided north of the Danube River), who translated parts of the New

Testament in the fourth century. Despite their late date in compared to Sanskrit, Iranian, Greek, and Latin literary sources, the remains of Gothic provide us with a clear image of a Germanic language in its early stages of development, and hence are of enormous value to the history of Germanic languages.

Gothic as a spoken language vanished without a trace a long time ago. It has no descendants in current Germanic languages, and none of the other Germanic languages contain Gothic loanwords. Vandalic and Burgundian had an East Germanic framework, but we don't know much about them other than their names.

1.2.4.Inflections in The Indo-European Languages

All Indo-European languages are inflective, which means they contain a grammatical system based on word modifications (endings and vowel changes) to convey grammatical functions such as case, number, tense, person, mood, aspect, and so on. Cat–cats, mouse–mice, who–whom–whose, are examples of inflections in Modern English. In most modern languages, the original Indo-European inflectional system is little represented. For example, much of the inflectional complexity that originally distinguished English, French, and Spanish has vanished. With its multiple forms of noun, article, and adjective declension, German preserves a lot more.

1.3.Old English Period

The British Isles, where they finally landed, are where the history of the English language is first documented, not on the Continent, where we know its speakers formerly dwelt. The time when the language was used in Europe is referred to as pre-Old English since it wasn't until the English broke away from their Germanic ancestors that we began to recognize their speech as a separate language and start to have records of it.

1.3.1.Britain before The English :

The island was already populated when the English arrived in Britain from the Continent in the fifth century, or maybe much earlier. Before Julius Caesar invaded the island in 55 B.C., a Celtic people had lived there for many generations. Additionally, there had previously been inhabitants of the islands who little is known about. The Roman occupation did not fully start until the reign of Emperor Claudius (A.D. 43), but it was to keep Britain, or Britannia, a part of the Roman Empire for almost as long as it took the English to settle permanently in America and up to the present day. Therefore, it is not unexpected that so many Roman ruins

may be seen in modern England. Although many of them, especially those in urban areas who wanted to "move on," learnt the language of their Roman overlords, the British Celts maintained their own language despite the protracted occupation. The survival of the British Celtic language, however, was not substantially challenged until the Anglo-Saxon invasion.

Picts from the north and Scots from the west viciously assaulted the undefended British Celts when the Roman legions withdrew from Britain in the early fifth century (by 410), who after decades of foreign dominance lacked the courage and the weaponry proficiency to put up much of a fight. These same Picts and Scots, together with vicious Germanic sea pirates known as Saxons by the Romans, had caused the Romans in Britain a great deal of trouble in the later part of the fourth century.

1.3.2.The coming of The English

Many non-Italians were recruited into the Roman army to assist maintain order throughout the Empire. There were likely some Angles and Saxons from the Continent with the Roman legions in Britain in the late fourth century. However, according to tradition, the majority of the English arrived after the ancient English era (449-1100). The Venerable Bede records that the Britons requested assistance from Rome in their fight against the Picts and Scots in his Ecclesiastical History of the English People, which was written in Latin and finished in 730, nearly three centuries after the incident. A single legion provided them with some reprieve, although it was only momentarily effective.

The first time those Saxons set foot on British soil was in 449, according to Bede. It marks the start of the Old English era. With it, we may also begin to conceive of Britain as England— the land of the Angles—since, despite the fact that the longships brought Jutes, Saxons, Frisians, and probably members of other tribes as well, their descendants started to identify with and speak English a century and a half later. (They didn't suspect it was "Old" English, of course.) Thus, a single tribe's name prehistoric Old English Angli becoming Engle was chosen as the country's name. Additionally, the language of this historical period as well as its speakers are sometimes referred to as Anglo-Saxon.

The business of the Pictish and Scottish invaders was quickly settled by these Germanic maritime pirates, founding fathers of the English. Then, acting in a rather unideal manner, they went about subjugating and finally dispossessing the Britons they had supposedly gone to aid while showing no regard for international morality and showing no fear at all of being prosecuted as war criminals. As a result, during the course of the following hundred years or more, an increasing number of Saxons, Angles, and Jutes immigrated to the island in search of their fortunes. Bede describes these immigrants as coming "from the three most powerful countries of Germania."

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The most significant moment in the history of Anglo-Saxon culture the ancestor of both British and American cultures occurred in 597, when Pope Gregory I sent a group of missionaries to the Angles in fulfillment of a decision he had made a number of years before. Saint Augustine, the head of this group, should not be mistaken with the same-named bishop of Hippo who was born in Africa and wrote The City of God more than a century earlier. King Ethelbert welcomed the apostle to the English and his other gospel messengers who had arrived on the Isle of Thanet in Kent with courtesy, although first a little hesitantly.

Due to his marriage to a Christian Frankish princess, Ethelbert was already primed for conversion, and within a few months, he underwent baptism. Augustine became the first archbishop of Canterbury four years later, in 601, and the church was established in England.

Actually, Saint Augustine from Rome and Irish missionaries from the Celtic Church were the two main routes by which Christianity reached the Anglo-Saxons. Before the year 400, Christianity had already been brought to the British Isles, and especially to Ireland. Additionally, Christianity had taken on a peculiar shape in Ireland that was very unlike from Rome's. Irish missionaries traveled to Iona and Lindisfarne, won over believers in Northumbria, and converted people in Mercia, where they introduced the English to their writing style (the Insular hand). England questioned whether to support Rome or the Celts for a while. This issue was settled in a synod held in Whitby in 664, when the Roman traditions based on the timing of Easter celebrations and the manner in which monks should shave their heads were preferred. Those apparently unimportant choices served as a signal for the English Church's crucial alliance with Rome and the Continent.

1.3.3.The Viking Conquest

Beginning in the late eighth century, when pagan Viking raiders trashed countless churches and monasteries, including Lindisfarne and Bede's own beloved Jarrow, the Christian descendants of the Germanic raiders who had looted, pillaged, and ultimately taken the land of Britain by force of arms were themselves to endure harassment from other Germanic invaders. Other catastrophic attacks occurred in the south over the first part of the next century.

In 865, a large and well-organized army landed in East Anglia, headed by the memorable Ivar the Boneless and his brother Halfdan, sons of Ragnar Lothbrok. Ragnar, according to mythology, had resisted his charmed bride's request to postpone the consummation of their marriage for three nights. As a result, his son Ivar was born with gristle rather than bone. This one-of-a-kind body appears to have been no obstacle to a successful, if rascally, career as a fighter. Father Ragnar was finally executed in York in a snake pit. On this occasion, his wife,

the gorgeous Kraka, who bore no ill will toward him, had given him a magical snake-proof cloak, but it was useless since his executioners forced him to remove his outer clothing.

The Vikings essentially conquered the entirety of eastern England over the ensuing years. With the help of their brother Alfred, who would succeed Ethelred as king of Wessex the next year, they attacked the kingdom in 870. A crucial win for Alfred at Edington came in 878 after years of humiliating losses. He triumphed over Guthrum, the Danish ruler of East Anglia, who accepted to leave Wessex as well as to be baptized. His spiritual godfather was Alfred. As a result, Viking dominance was limited to Northumbria and East Anglia, where Danish law prevailed and the region became known as the Danelaw.

The title "the Great" is only given to one English king, Alfred, and it is well-deserved. Along with defeating the Vikings militarily, Alfred also restructured the kingdom's laws and governance and revived the clergy's interest in learning. His greatest fame, meanwhile, came from his own work as a scholar. Pope Gregory the Great's Pastoral Care, Orosius' History, Boethius' Consolation of Philosophy, and Saint Augustine's Soliloquies are among the Latin works he translated into English. The two primary sources of our knowledge of early English history are the translation of Bede's Ecclesiastical History and the Anglo-Saxon Chronicle, both of which he was in charge of creating.

However, problems returned in the latter years of the eleventh century with the entrance of a fleet of troops under the command of Olaf Tryggvason, ultimately king of Norway. Soon after, the Danish king, Svein Forkbeard, joined them. Beginning with the magnificent though ultimately unsuccessful stand made by the men of Essex under the gallant Byrhtnoth in 991, celebrated in the fine Old English poem The Battle of Maldon, there were repeated attacks for more than twenty years, the majority of them ending in crushing defeats for the English. However, because these were the dark days of the second Ethelred, the attacks of the later Northmen were typically greeted with less violent resistance.

Following the deaths of Ethelred and his son Edmund Ironside in 1016, who outlived his father by less than a year, Canute, son of Svein Forkbeard, ascended to the throne and was subsequently succeeded by two sons: Harold Harefoot and Hardicanute ('Canute the Hardy'). The line of Alfred was not to be restored until 1042, with the arrival of Edward the Confessor, but Canute allied himself with that dynasty in a way by marrying Ethelred's widow, Emma of Normandy. She was therefore the mother of two English kings by distinct fathers: Ethelred, son of Edward the Confessor, and Canute, son of Hardicanute.

The Scandinavian languages of the time were close enough to Old English to allow communication between the English and their neighbors, the Danes. The English were well aware of their affinity with the Scandinavians: the Old English epic Beowulf is based entirely on events from Scandinavian mythology and history. And, around a century and a half after the writing of that literary masterpiece, Alfred, who had no cause to admire the Danes, interpolated the first geographical account of the lands of northern Europe in his renowned narrative of Ohthere and Wulfstan in his translation of the History of Orosius.

Despite the hatred and violence, the English felt that, in the end, the Northmen belonged to the same "family" as themselves, a sentiment that their forefathers could never have had about the British Celts. Although many Scandinavians stayed in England following the previous attacks, they were primarily driven by a desire to pillage and loot. Northern invaders in the tenth and early eleventh century, on the other hand, appear to have been far more interested in colonizing, particularly in East Anglia.

So the Danes eventually settled down and lived side by side peacefully with the English; they were good colonists, eager to integrate into their new surroundings. As John Richard Green puts it, "England still remained England; the conquerors sank quietly into the mass of those around them; and Woden yielded without a struggle to Christ" (cited by Jespersen, Growth and Structure 58).

What about the influence of such integration on English, which is our primary focus here? Man, wife, mother, folk, home, thing, winter, summer, will, can, come, hear, see, think, ride, over, beneath, mine, and thine were all widely used terms in Old English and Old Norse (the Scandinavian language). In certain cases, where related words differed significantly in form, the Scandinavian version prevailed—for example, sister (ON systir, OE sweostor).

1.3.4.The Golden Age of Old English

It is commonly assumed that the Old English era was gray, dull, and crude. That could not be further from the truth. After converting to Christianity around the end of the sixth century, England became a true hive of scholarly activity. Canterbury, Glastonbury, Wearmouth,, and York were important centers of study where individuals like Aldhelm, Benedict Biscop, Bede, and Alcuin pursued their studies. For us, classical culture is important. In the person of the great English scholar Alcuin (Ealhwine), who carried the heritage of Anglo-Saxon humanism to western Europe, the cathedral school at York, founded by one of Bede's pupils, provided Charlemagne with leadership in his Carolingian Renaissance.

Despite the decline caused by the Danes' hammering onslaughts, the culture of the north of England extended across the kingdom in the seventh and ninth century. Fortunately, due to Alfred the Great's level of motivation and skill, that culture was not lost, and Alfred's capable successors in the royal dynasty of Wessex down to the time of the second Ethelred reinforced the cultural and political achievements made by their famous predecessor.

Poetry was plentiful in Old English literature. Caedmon, the earliest named English poet, whose visionary encounter with an angel resulted in a new form of poetry that expressed Christian subject matter in the style of the ancient pagan scops. The epic poem Beowulf, written in the early eighth century, contained Anglo-Saxon traditions from the Continent in a clever blending of pagan and Christian themes. Its account of its hero's life and death encompasses the Anglo-Saxon mentality, combining a philosophical perspective of life with fairy-story aspects that still resonate today, for example, in J. R. R. Tolkien's epic Lord of the

Rings. Cynewulf was an early ninth-century poet who marked four of his poems by including his name in runic characters as a clue to his authorship.

1.3.4.1.Old English Dialects :

Anglo-Saxon England had four main dialects: Kentish, which was the language of the Jutes who lived in Kent; West Saxon, which was only spoken in the area south of the Thames; Mercian, which was only spoken from the Thames to the Humber; and Northumbrian, whose name indicates where it was spoken. Mercian and Northumbrian are frequently referred to as Anglian because they share attributes that set them apart from West Saxon and Kentish. These dialects were spoken mostly throughout the old english period. Although there are few records of Anglian and Kentish, there is a substantial amount of West Saxon writing that has survived, although it is likely a small part of the original.

Although West Saxon is the Old English dialect that will be discussed in this section, normal Modern English is essentially descended from Mercian speech. Thanks to Alfred's support of learning, Winchester, the capital of Wessex and consequently, in a sense, of all of England, was a focus of English culture both during his reign and for a considerable amount of time later. London was a flourishing financial city at the time, but it didn't become significant in terms of culture or politics until much later. The majority of the remaining Old English manuscripts all of those that qualify as works of literature, in fact are written in the West Saxon language.

It is occasionally claimed that a distinctive Mercian form, such as Anglian ald, which frequently developed into Modern English old, is more clearly comparable to the ordinary modern form. Anglian is labeled if it is identical to the Northumbrian form. Eald was the West Saxon form.

The Old English that is being described here is from around the year 1000, or around the time when lfric, the most famous writer of the late tenth and early eleventh centuries, was at his best. Late West Saxon or classical Old English is the name of this English dialect, in which the majority of the surviving literary works have been preserved. The time known as the Age of Alfred, who ruled in the latter part of the ninth century, is considered to be early West Saxon, but it is actually relatively late in the early period.

Over six centuries are covered under the Old English era. There will undoubtedly be significant changes in vocabulary, grammar, and pronunciation during a period of more than 600 years. The language as it is shown here is a snapshot of it at the conclusion of that time.

1.3.4.2.Gender in Old English

Old English differs significantly from Modern English in terms of sound and word choice, as well as having grammatical gender as opposed to the Modern English system of natural

gender, based on sex or sexlessness. According to Sanskrit, Greek, Latin, and other Indo-European languages, grammatical gender, which classified every noun into one of three genders (masculine, feminine, or neuter), was a distinctive feature of Indo-European. The three genders are still present in German and Icelandic today. The three genders were kept in Germanic and remained in English far into the Middle English era. In languages that still use grammatical gender, a noun's gender does not always have sexual connotations, and it is likely that this was not always the case. Old English wif, like its German equivalent Weib, and maegden, like German Mädchen, both mean "wife, women." Both words are neuter. Bearn is neuter, but Bridd, which means "young bird," is masculine. The words for "breast" and "head" are both neuter, whereas "eyebrow," "belly," and "shoulder" are all feminine. Strength is referred to as "strength," "affliction" is referred to as "broc," and "joy" is referred to as "dram."

However, even in Old English times, this complex and, to us, irrational system was starting to fall apart when sex was obviously involved. To refer to someone who was plainly a woman, such as a wif with the pronoun hit "it" or a wifmann the compound from which our term woman is derived with he "he," the compound being masculine due to its second element must have become difficult. The conflict between grammatical gender and the emerging idea of natural gender arises rather frequently in Old English.

1.4.Middle English Period :

Although somewhat arbitrary, the start and end dates of the Middle English era correspond to two periods when continuous linguistic changes were more obvious: grammatical changes about 1100 and phonological changes around 1500. The term "middle" indicates a transitional time between early Modern English and Old English, which had a significantly distinct grammatical structure (which in pronunciation was different from what had come before but was much the same as our own). The two dates summarizes the entire with other historical events in England that had a significant impact on the language.

1.4.1.The Norman Conquest :

The Norman invasion and conquest of England, which occurred almost towards the end of the Old English era, had a more significant impact on English culture than the previous Scandinavian invasions.

The final monarch of Alfred the Great's direct male line was Edward the Confessor. Harold, the strong Earl Godwin's son, was chosen to take the throne after he passed away without leaving any children. William, the seventh duke of Normandy, who was distantly related to

Edward the Confessor and believed, for a variety of weak reasons, that he had a greater claim to the throne, very immediately challenged his hold of the kingdom.

Conquest of Normandy Fortunately for Anglo-American culture and civilisation, Northmen, like those who carried out the earlier Danish invasions, carried out the most recent invasion of England. They overcame the English and their helpless King Harold in the Battle of Hastings in 1066 under the direction of William the Conqueror. Having lost Harold and his two brothers, who had all fallen in the fight, the English were humiliatingly defeated. Harold was murdered by an arrow that penetrated his eye.

In contrast to other pagan Vikings who were causing trouble for Alfred the Great in England at the time, William and the Northmen whose dux he was originally came from France, whose northern coast their not very remote Viking ancestors had invaded and settled as recently as the ninth and tenth centuries. The term "Normans" is frequently used to refer to the Scandinavian immigrants to France, and the region of France they colonized and ruled was known as Normandy.

The Conqueror was a bastard son of Robert the Devil, who went to such pains in the early years of his life to acquire his surname that, among other things, he became a figure of legend. He was also wrongly accused of poisoning his brother, the brother who succeeded him as duke of Normandy. His capacity for mischief was so vast that he also went by the name Robert the Magnificent. Ironically, he passed away while on a religious journey to Jerusalem.

Rollo (Hrólfr), a Danish chieftain who reached an understanding with King Charles the Simple of France that was agreeable to him, was made the first duke of Normandy and was Robert's great-great-grandfather.

The Normans had superficially adopted French culture and language throughout the five generations between Duke Rollo and Duke William, but it is important to keep in mind that at the time, the French lacked the same level of learning, culture, and literature as what was flourishing in England. The construction of churches and castles was the most obvious example of how English culture developed as a result of French influence, yet it still had a distinctly English character. As Chaucer noted about the Prioress, "she spoke French quite fair and neatly according to the school of Stratford-at-Bow, for the French of Paris was unknown to her." Anglo-Norman, the French form used in England after the invasion, was the source of laughter even among the English in later times.

Additionally, the common people had started to use their collective power. A third to a half of the population killed towards the middle of the fourteenth century from the bubonic plague, which was likely made worse by pneumonia. Due to the severe labor shortage that resulted, employees began to demand greater salaries and better treatment. The Wat Tyler-led Peasants' Revolt of 1381 which was started by a succession of poll taxes was generally unsuccessful, but it signaled societal shifts that would take place decades later.

As part of the Lollardy movement, which popularized doctrines that before the Reformation and translated the Bible into English, John Wycliffe had challenged the Church's authority in

both theological and organizational matters. The early fifteenth century saw the emergence in England of a mystical tradition that included works that are still read today, including Julian of Norwich's Revelations of Divine Love, Walter Hilton's Scale of Perfection, Richard Rolle's Form of Perfect Living, and even the emotionally autobiographical Book of Margery Kempe, which is more valuable for its insights into medieval life than for its spiritual doctrine. The forerunners of the great English theatrical tradition from Shakespeare onwards were four cycles of mystery plays, which dramatized the history of the universe as described in Scripture, and other morality plays such as Everyman, which allegorized the human battle between good and evil.

Alliterative, unrimmed English poetry began to flourish in the latter half of the fourteenth century, continuing the country's Anglo-Saxon history of versification. Piers Plowman by William Langland, which reflects much of the intellectual and social upheaval of the time, was the most significant work of that revival.

1.4.2.Foreign Influence on Vocabulary :

Latin continued to have a significant impact on English lexicon during the Middle English era. In Middle English, Scandinavian loanwords that must have begun entering the language during the Old English era were obviously visible, and Dutch and Flemish were also important sources. However, French was ultimately the most significant new impact. Similar to the earlier Norse-speaking invasions, the Norman Conquest had a significant impact on the English language in terms of word stock, however Middle English also had certain instances of French idiom and grammar influence. Let's just say that the Conquest gave the English a new appearance.

In each instance, the first sentence is wholly English whereas the second is French-inspired or contains French vocabulary. In a few cases, the equivalent Modern English phrase is distinct from any of the earlier versions. For example, while Middle English catel continues to be used today to refer to cattle, it no longer has the same general meaning as it formerly had. The majority of the French words, however, are still used today virtually unmodified. Beginning in Middle English, the French tincture of our language has become stronger in Modern English.

1.4.3.London Standard Rising

There were several dialects of Middle English. The Humber Estuary serves as its southern limit on the eastern coast, while its northern dialect approximately correlates to Old English Northumbrian. Similarly, the East Midland and West Midland dialects of the Midland region

generally correlate to Old English Mercian. Similar to West Saxon, the Southern dialect, which is spoken south of the Thames, has Kentish as a subdivision.

It is hardly strange that London speech, which is primarily East Midland in nature but has Northern and to a lesser extent Southern influences, should have through time evolved into the norm for all of England. For many years, London had been a sizable (by medieval standards) rich, and so significant city.

However, until the late fourteenth century, writers wrote in their own dialects. The writers of Sir Gawain and the Green Knight and Piers Plowman used the West Midland dialect; the authors of The Owl and the Nightingale, the Ancrene Riwle, and the Ayenbite of Inwit used the Southern dialect (including Kentish); the author of the Bruce used the Northern dialect; and John Gower and Geoffrey Chaucer used the East Midland dialect, notably the London variation of East Midland.

1.5. Modern English Period

Both England and the language were transformed throughout the early Modern period. From the sixteenth through the eighteenth century, there was a period of dramatic change that paved the way for English to become a world language.

Despite significant changes in vocabulary and pronunciation, sixteenth-century English speakers were unaware that they were leaving the Middle English period and entering the Modern. All such distinctions between phases of language development are arbitrary to some extent, despite the fact that they are founded on evident and important internal changes in the language and also connect with external events in the community of speakers.

1.5.1.The Spreading of English Language

The English word stock was considerably extended in three ways throughout the early Modern period. As literacy developed, there was a deliberate drive to improve and expand one's vocabulary. As English speakers moved overseas, they met new objects for which they required new terms. As they journeyed, they met more speakers of various languages, from whom they took terms.

During the Renaissance, an infusion of Latin and Greek vocabulary coincided with a craze for inkhorn phrases, so termed because they were rarely spoken but mostly written. The Classical languages' impact has been strong ever since.

French has also been a major source of loanwords into English since the Norman Conquest and continues to be so today. Furthermore, as a result of colonial expansion in Latin America, Spanish and Portuguese were important suppliers of new terms.

Throughout the era, many different languages contributed to the English vocabulary. Celtic and Scandinavian languages remained influential, but new impulses emerged from Italy and Germany, both Low and High, including Yiddish. More distant influences came from Asia, Australasia, Africa, eastern Europe, Asia Minor, and the Americas.

The American colonies began to affect the general lexicon with loanwords from the languages of both Amerindians and other European settlers in the New World very early in their history. American colonists also altered the use of native English vocabulary and exported those changes back to Britain, often against their will. The word long was first used in the Oxford English Dictionary by John Adams in his journal on January 3, 1759: "I get too minute and lengthy." A censorious assessment in the British Critic in 1793 typifies early British reactions to alleged Americanism: "We shall, at all times, with joy, receive from our transatlantic brethren actual advances of our common mother-tongue."

1.5.2.Innovation of Pronunciation and Conservation of Spelling

Following Chaucer's death, the fifteenth century was a defining moment in the internal history of English, particularly its pronunciation and spelling, as the language suffered more and more significant phonological changes than in any other century before or since. Despite these significant changes in sound, the old spelling was mostly maintained. William Caxton, who died in 1491, and the printers who followed him based their spellings on late medieval texts rather than modern pronunciation. As a result, while the character of all Middle English long vowels had changed, their spelling remained same.

For example, the Middle English [e:] of foot, see, three, and so on had been elevated to I yet all such words were still written as if nothing had changed. As a result, the phonetic value of several letters in the English alphabet has completely shifted. Printers and learned men, however mistaken they were at times, substantially affected English spelling. Learned persons favored ancient spellings, and they devised several by etymologically respelling words. Printers also aided in the normalization of earlier scribal methods. Although early printed works had numerous faults, they are fairly organized when compared to daily manuscript writing of the period.

1.6.Early Modern English

The standard written language we know today was established in the early part of the Modern English period. Its standardization resulted from the central government's need for regular methods to conduct business, retain records, and interact with the residents of the nation. Standard languages are frequently the byproducts of bureaucracy, formed to satisfy a specific administrative requirement, as prosaic as such a source may be, rather than spontaneous developments of the public or the ruse of authors and intellectuals. According to John H. Fisher, standard English was originally used by the Court of Chancery, which was established in the fourteenth century to provide swift justice to English citizens. It was subsequently adopted by early printers, who adapted it for various uses and spread it everywhere their books were read, until it eventually came into the hands of schoolteachers, dictionary makers, and grammarians.

Language study did not emerge from a disinterested desire for information, just as the creation of a standard language did not emerge from creative motives. Both were quite practical issues that were connected. A standard language is widely diffused throughout a large area, is respected because people recognize its value, and is codified in the sense that it has been articulated so that people understand what it is. A standard language must be researched and characterized before it can be truly standard, and extensive study of a language must have an object worth the great work required. As a result, the presence of a standard language and the study of that language go hand in hand.

The dictionary and the grammar book are two major genres of language description. Dictionaries concentrate on the words of a language, but grammar books concentrate on how words connect to one another in a phrase. During the early Modern English period, the creation of dictionaries and grammar books for English began and reached a high level of skill. Several factors influenced their growth.

In the late Middle English period, English had replaced French as the language of governance. After the Reformation, it succeeded Latin as the language of religion, mainly with the 1549 adoption of the Book of Common Prayer, which presented church services in a language "understood by the people," as the Articles of Religion expressed it. English was being utilized for secular reasons again after over three hundred years, and it was being employed for sacred purposes for the first time. These revived and new applications presented a compelling reason to "do it right."

1.6.1.The National Varieties in English

Though accuracy is elusive and competence varies widely, there may be more than a billion English speakers worldwide. British English and American English are the two most important national variations of English in terms of historical precedent, speaker population, and cultural influence. Together, they make up over 400 million English speakers, with the United States having about four times as many people as the United Kingdom. The inner circle of English includes Australia, Canada, India, the Irish Republic, New Zealand, and South Africa, all of which have significant populations of speakers of English as their first language.

English has stayed fairly similar throughout all of its major national variants despite its wide global outreach. Undoubtedly, there are differences across national variants as well as variations within them, but these differences pale into insignificance to the similarities. There are undoubtedly only two major national variations of English: British and American. In western Europe and certain other parts of the world, British English has long enjoyed higher esteem than the other two variants. Its reputation is undoubtedly founded in part on its use as the language of the former British Empire and in part on the centuries' worth of outstanding literary works that have been produced in it. However, the "purity" or the "elegance" and "style" of British English both extremely debatable but nonetheless powerful concepts are frequently used to measure the language's status. Even Americans who dislike "posh accents" may be impressed by them and thus be willing to believe that normal British English is in some way superior to their own version. This is absurd from a linguistic standpoint, but it is

safe to assume that it will endure any past or present decline in British sway over international affairs.

1.6.2.National Differences in Words choice

There are several lists of terms that have British and American equivalents, but you shouldn't take any of them seriously. In Britain, a lot of American slang is totally appropriate and even used. The term "automobile" is essentially a formal word in America; the more common phrase is "car." Additionally, the supposedly American term appears in the titles of two English motoring organizations, the Royal Automobile Club and the Automobile Association. Many British idioms are also well-known and regularly used in America, such as postman (as in James M. Cain's very American novel The Postman Always Rings Twice), but it is true that the terms mailman and railroad are used more commonly in the United States.

Chapter 02: Methodology.

The purpose of this research study is to explore the acknolegment of and teachers in recognizing the differences between English from Old to Modern . We opted for an exploratory research design to reach the goal of the study. This chapter is devoted to describe research methods and procedures we followed to complete this research. These are: research design, participants and sampling of the subjects, data collection instruments, data analysis procedures and ethical considerations.

2.1.Observation :

English is one of the most important disciplines in Algerian universities, and therefore the study of English is reluctant a lot. We have noticed that studying the history of the English language is important for students to have a good understanding of the language and its meanings, and thus we came to the conclusion of many answers.

English students have general information about the English language and its sources, and this is due to their study of history and linguistics in the college, in addition to that, different students have an overview of the various stages of the English language and its development, although this does not mean that students possess a lot of information From what was mentioned before, and this is due, according to them, to their great lack of interest in studying history or linguistics in general

2.2.Research design :

Given that English Language History is a long-standing issue, we chose an appropriate exploratory approach to best serve the goals of this study. A mixed-method approach that "combines parts of quantitative research with qualitative research to answer your research issue" is the foundation of the study. When compared to a standalone quantitative or qualitative research, mixed techniques can provide a more comprehensive picture since they blend the advantages of each.

Mix-methods seek to gather direct and primary data that may be useful in supplying the data required to achieve the goals of the research. Consequently, a questionnaire was chosen as the research tool in this study.

2.2.1.Description of the Research Instrument:

2.2.1.1. The Description of the Students' Questionnaire

The questionnaire opens with a short instruction that includes the title and the purpose of the research. It consists of 13 questions accompanied by several multiple of choices.

The questions aim to provide information about students' background and their previous experience with English. Question one aims at knowing if the study of English is important to them. Question two is a « Yes or No » question. It is about improving their skills during the semester. Question three centered the changing of the language over time. The fourth question talks about the age of the English language. The fifth question collects students' opinions about the development of the English language through the ages. Question six collects the opinions of students regarding the influence on the development of English in the beginning. The purpose of question seven is to confirm that the dates mentioned in the question are correct. The eighth question suggests a set of answers about the features of the English language to choose in. The purpose of question nine is to Choosing the most appropriate reason for the beginning of Modern English. Question 10 is Suggesting a set of features of medium English to answer. Question 12

focuses on the history of the beginning of modern English. Finally, question 13 Wondering about switching from Old English to Modern.

2.2.2.Data Collection Procedures:

2.2.2.1. Administration of the Students' Questionnaire:

The questionnaire was distributed to English Department students at Djilali-Bounaama, Khemis-Meliana University. It was designed from April 05th, to 25th, 2022, and piloted to 150 students on April30th, 2022. The questionnaire was set up hand to hand to the students from May 03rd to 12th, 2022. The participants received an explanation of the included instructions, and the researchers provided them enough time, guaranteed the confidentiality of the responses, and told the participants to feel free to respond and express their ideas.

3.Ethical consideration:

We considered the preservation and respect of human beings and their privacy as members of this research study who were students of our University. This discussion will center on mentioning the ethical considerations that we used to protect the rights of study participants, increase the validity of the research, and maintain scientific integrity.

Some ethical issues must be considered in research involving human subjects, thus we promise to work ethically, particularly:

- Participants won't suffer any physical or psychological harm as a result of the study.
- The participants' response to our request for their informed permission included a thorough explanation of the process of collecting data.
- At all times during the data gathering process, data analysis, and result writing, the participants' names stayed unknown.
- All participant personal data was kept in a closed filing cabinet and will be fully deleted after the study is over.

Chapter 03 : Data analysis and Disussion

Introduction:

This chapter presents, examines, and discusses information collected from questionnaire responses.

After each phase of the questionnaires, the discussion is provided in comparison to the literature review and the research questions, and then the comparison of the students' grades.

3.1.Data analysis :

3.1.1Section one :

The data gathered from the students questioner is presented and analyzed through tables that include students responses and the percentage for each answer. The answers of the questioner are discussed after the end of each section of it .

Question 1 :

(1) Is studying English important for you? Why or why not?

1- Yes   2- No

	Numbers	**Percentage**
Yes	**130**	**86** %
No	**18**	**12** %
Open answers	**2**	**1.3** %

Table 1 : the importance of learning English

Total students is : 150

The results of this question shows that English is important for students, and plays crucial role in their lives , the majority of the students answered yes (86 %) and justified it that English is an easy language to learn aside to being the first intentional language in the world .while minority 12 %answered no because it wasn't their first option but their baccalaureate grade gave them no other option .

Question 2 :

Do you feel your English skills improved during this semester? If yes, in which skills?

1- Yes   2- No

	Numbers	Percentage
Yes	98	65 %
No	52	34 %

Table 2: the improvement of the students in English after the period of Covid 19

Total: 150 students

The results of this questions shows that 65% of students improved in their English during their semester while 34% didn't achieve any progress ,Covid 19 effected the improvement of the student , while many students were left behind when the new method of e learning was introduced . The students justified their difficulties in improving to this reason.

3.1.2Discussion of section 1:

International communication is clearly dominated by English on many levels. With 415 million speakers in 12 countries, English ranks second among the top ten world languages. This comes after Mandarin Chinese, which has some 800 million speakers, and before Spanish, Arabic, and German, which have 282 million speakers. Geographically, English is the most widely used language, and about 400 million educated people around the globe speak it as a second language. English is an essential language for interviews on global television, and several hundred million people know it well. Additionally, English has become the global language of science and technology, as well as the main language of computers. An important feature of English as an international language is that it is easy to speak badly; according to one estimate, more than a fifth of all people in the world speak English to some extent.

The first question is considered as reference for how many people are interested today in English. specially with teenagers that shoes an extensive interest in English culture in general as instance movies , music and language specially.

Students whose first language is not English tend to achieve more academically when they are proficient in English. Balanced bilingual students are also more likely to achieve academically than monolingual students if they maintain their first language. Cultural values have a strong impact on academic achievement within different communities. Academic success is linked to strong ethnic, cultural, and linguistic retention among Asian American and Hispanic American students. Both cultures are integrated into these students' life experiences, and they

draw resources from their own culture as well as American culture. On the other hand, African American students experience the opposite, as ethnic and cultural retention is associated with less success academically. If these students keep their own cultural norms, academic achievement can be considered as "acting white. "

3.2.Section 2:

Question 3 :

(3) Why do languages change over time ?

1- To reflect our changing lives, experiences and cultures.

2- To accommodate new ideas, inventions and technologies.

3- other

	Numbers	**Percentage**
1 -To reflect our changing lives, experiences and cultures.	**40**	**26**%
2- To accommodate new ideas, inventions and technologies.	**85**	**56**%
3-other	**25**	**16** %

Table 3 : the reason English changes over time

The results of this question are obviously closed in term of answers , 56 % which presents the majority choice in this question , 85 people believes that English changed from the past t to toady is because its accommodate to changes like new ideas , inventions and technologies in the other hand 40 students have chosen option a , presents 26% . They justify the continuous

change of the English language through time to the change of cultures. While the question included open ended answers.

Some students were more free in their answers and not limited to the options given to them , some assumes that it is changing since the speaker needs are changing , other to experience needs changes every day so does the world's first language .

Question 4

4) How old is the English language?

The results of this question showed that the students had   very good knowledge about the history of English. Since almost 120 students answered the correct answered and guess the exact age of the English language use .

Question 6

6)) What influences the development of English in the beginning ?

    1- The Anglo Frisian languages

    2- Anglo Saxon migrants

    3- The Latins, Germanic and French

Other……………………………………………………………………………………
………………………………………………………………………………………….

The total students is : 150

	Number	Percentage
1) **the Anglo Frisian languages**	100	66%
2) **Anglo Saxon migrants**	30	20 %
3) **the Latin , Germanic and**	20	13 %

French		

Table 4 : the origins of English

The results shows that 100 students out of 150 choose the first option

(The Anglo Frisian languages) , percentages by 66 % . while 30 students selected the second option Anglo Saxon migrants . and finally 20 students (13%) chooses the third option the Latin , Germanic French . in this question there were no open answers all the 150 students chose a or b, c .

Question 7 :

(7) According to your knowledge, are these the major periods in English language history ?

Old English (450_1100 AD) _Middle English (1100_ 15000 AD) _Modern English (since 1500).

  1- Yes

  2- No

	Number	Percentage
1- Yes	70	46 %
2- No	80	53%
3- Total	150	100%

Table 5 : the major age of English

The results:

The findings of this question shows 46% students agreed that the major recognizable periods of English is old English , middle English and finally modern English . while 53% of student answered no with giving any additional information.

Question 8 :

8) What are the features of Old English language ?

1) Heavy use of inflection

2) Flexible word order due to inflections

3) Writing system runes and Roman alphabet

	Number	Percentage
1) Heavy use of infection	30	20%
2) flexible word order due to inflection	70	46 %
3) writing system runs and roman alphabet	50	33 %

Table 6: the features of old English

This question discusses the features of old English comparing to today's modern English, 20% of the students summed up the features in the heavy use of inflections. While the highest percentage of answers went for number 2 . 46% explained the difficulties of this language to the flexible word order due to inflection. Finally 33% said the writing system runs and roman alphabets is what makes this language hard to grasp .

Question 9 :

(9) What started Middle English?

1) The Norman conquest of 1066

2) The Anglo saxon tribes

3) Old Norse added by Vikings

Other……………………………………………………………………………………………………

………………………………………………………………………………………………

…………………

	Number	Percentage
1) the Norman conquest of 1066	30	20 %
2) the Anglo Saxon tribes	120	80 %

Table 7: the reasons after the appeal of middle English .

The result :

This question answers were mostly agreed by 80% of the students while 120 learner went for the second choice of answers (the Anglo Saxon tribes) . the other 30 students left , minority if we can say 20% picked first answer .

Question 10 :

10) What are the features of Middle English language ?

 1 Non standard inconsistent spelling

 2) Biblical sounding syntax and imagery

 3) Grammatical conversions

	Numbers	Percentage
1) Non standard	93	62%

inconsistent spelling		
2) Biblical sounding syntax and imagery	24	16%
3) Grammatical conversions 3)	33	22%

Table 8: the features of Middle English

The result:

93 students presented the features of middle English in non standard , it means that this phase of the English language doesn't have any specific features that distinguishes it from other phases of the English language , while 24 (16%) said that biblical sounding syntax and imaginary highlighted the main features of middle age English .

Question 11:

11) When was modern English developed?

1) **The early 14ᵗʰ century**

2) **The mid 14ᵗʰ century**

3) **The late 14ᵗʰ century**

	Numbers	Percentage
1) The early 14ᵗʰ century	80	53%
2) The mid 14ᵗʰ century	40	26%
3) The late 14ᵗʰ	30	20%

century		

Table 9 : the progress of modern English

The result :

The majority of students presented in 80 students selected the first answers in this questioner, they agreed that the middle English started in the beginning of the 14th century , while 40 learners disagreed with them and selected the second answer the mid of the 14th century . the 30 learners left gave totally different answer and selected the third answer the 14th century .

Question 12:

12) What are the features of Modern English?

1) Pronunciation and grammar

2) The British Empire

3) The Industrial revolution

	Numbers	Percentage
1) Pronunciation and grammar	40	26%
2) The British empire	40	26 %
3) The Industrial revolution	70	46 %

Table 10 : Modern English

The result :

in this question we conducted esuall answers and percentages between the answer 1 and answer 2 (26%). While the majority of 70 students went for the third answer .

Question 13 :

13) How did it get from old English to modern English?

1) Through overseas exploration

2) Through international trade

3) The building of an empire .

	Number	Percentage
1) Through overseas exploration	140	93%
2) Through international trade	10	6 %
3) The building of an empire .	0	0%

Table 11 : the change from old English to modern English

The results :

After collecting the data of this question the analysis showed 140 learners agreed on the first option of the question with the highest percentage 93 % , while just 10 students chose the second answer with percentage of 6% . and finally no one answered by chosen the third answer (0%) .

Conclusion

Over 50 countries in the world use English as their official language. Twenty percent of the world's population speaks English, which begs the question: "where did it come from?"? What made the English travel so widely around the world? What is the position of the English language today?"

As we explore English's depths, consider how understanding the twists of the language's history will help you comprehend why its rules appear complicated and often contradictory. A thorough understanding of the language's interwoven nature allows one to appreciate its exceptions. Consequently, your English proficiency test scores will likely reflect your understanding of history. English was never 100 pure language as you must have already seen in the previous chapters but is mixed us of different languages , words and idioms , hence different cultures , that is one of the reason in which made it the first language is the world today .There is not one specific point where English transformed into what we speak today. An Angle tribe crossed the English Channel a thousand five hundred years ago. They were followed by the German-Dutch-originating Saxons and the northern Danish Jutes.

Invading the Celts, they slaughtered or enslaved their people. The survivors found refuge in Wales. The land the Angles, Saxons, and Jutes settled in was named 'Angle-land', or England. In recent years, historians have questioned the accuracy of this well-known origin story, wondering if the Angles, Saxons, Jutes, and Celts were all simply immigrants into the land. As a result of this debate, the Angles, Saxons, and Jutes eventually mixed among themselves. The language resulting from this blending came to be known as "Anglo-Saxon" or "Old English.".Even while spending thirty minutes learning about the history of the English language is a great use of that time, you might be asking how this relates to your upcoming English proficiency examinations. Simply put, information is power.

Even the most proficient English learners eventually experience irritation while trying to remember rules that don't always apply. The language seems nigh-impossible to comprehend without a knowledge of why a word could be spelled with a silent letter or an extra "ou. We can start to solve the mystery of irregularity when we comprehend the influences on language. Instead of wallowing in annoyance, you might reflect on the process that led to the creation of a word before marveling at the power of a pen stroke to produce a word.

The study of English is crucial in the sphere of education. Children are instructed in and encouraged to pick up English as a second language in many different nations. Many science and engineering syllabi are written in English, even in nations like the Netherlands or Sweden where it is not the official language. The majority of research and papers you find in any given scientific topic will be written in it as it is the predominant language in the sciences. To make the course material more accessible to overseas students, university students in many nations study nearly all of their topics in English.

Why learn English instead of one of the 6,500 other languages that are currently spoken worldwide? English is used frequently over the world as a commercial language or diplomatic language and is the third most widely spoken language in the world. It is taught and spoken in more than 118 nations. Science, aviation, computing, diplomacy, and tourism all use it. Not least among these is the language used in media, the internet, and worldwide communication.Your goals will be easier to achieve if you recognize the value of English,

whether for personal or professional reasons. Here are a few justifications for why you should continue honing your English language abilities.

This paper was written with the intention of giving better look towards English by showing its impotence today in the world and highlights its rich history. We believe that we have given mush further recognition to English after this paper was done. Especially for those who has the same intention of dealing with the same topic as we did. We wish this work be taken as a reference.

Consent Form for students:

Name of Researchers: Toumi Belkacem, Abouthouraya Houssam.

Research title: Explore the Development of English Language throught ages: The differences between English Period and their main features.

Participant Full Name: ……………………………………………

➢ I give my consent to be a participant in this research and I acknowledge the following: (please tick each box)

➢ I acknowledge that I have read the information sheet and am familiar with the nature of the study, as well as its goals and objectives.

➢ I consent to participating in this research study as a participant.

➢ I commit to provide thoughtful and truthful responses to the questionnaire's questions.

➢ I am aware that my name will be removed from future papers resulting from this study and that I won't be mentioned by name.

➢ I am aware that I can end my involvement at any time by getting in touch with the researcher before the data collection is finished and anonymised.

Date:

Signature:

Information Sheet:

About the Researchers: A master 2 students in English Department at Djilali Bounaama University in Khemis Meliana.

Full Name: Toumi Belkacem, Abouthouraya Houssam.

Course: A master thesis in language and communication.

It is our pleasure to invite you to participate in our research which will examine the development of English Languages over eras, and The differences between English Language periods until nowadays.

Research Aims:

The aims of this research are explained as follows:

- The study shows the development of English which was Formed from multiple foreign languages

- To know the different periods of English Languages and compare them with each other.

- To explore the many changes that have occurred in the English language since its first appearance.

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Students Questionaire:

Dear students,

  This questionnaire aims to collect the data required to complete the research of a master thesis. This research aims to obtain informations about the development of English from old to middle to modern . Please answer the following questions honestly; your data will be kept private.

(2) Is studying English important for you? Why or why not?

- ● Yes

- ● No

Other :………………………………………………………………………………………

………………………………………………………………………………………

(2) Do you feel your English skills improved during this semester? If yes, in which skills?

- ● Yes

- ● No

Other………………………………………………………………………………………

……………………………………………………………………………………….

(3) Why do languages change over time ?

- ● To reflect our changing lives, experiences and cultures.

- ● To accommodate new ideas, inventions and technologies.

Other………………………………………………………………………………………

……………………………………………………………………………………….

(4) How old is the English language ?

………………………………………………………………………………………

………………………………………………………………………………………

(5) What do you think about the development of English through the ages?

………………………………………………………………………………………

……………………………………………………………………………………….

(6) What influences the development of English in the beginning ?

- ● The Anglo Frisian languages

● Anglo Saxon migrants

● The Latins, Germanic and French

Other…………………………………………………………………………………………

………………………………………………………………………………………….

(7) According to your knowledge, are these the major periods in English language history ?

Old English (450_1100 AD) _Middle English (1100_ 15000 AD) _Modern English (since 1500).

●Yes

● No

(8) What are the features of Old English language ?

● Heavy use of inflection

● Flexible word order due to inflections

● Writing system runes and Roman alphabet

Other…………………………………………………………………………………………

………………………………………………………………………………………………

(9) What started Middle English?

●The Norman conquest of 1066

● The Anglo saxon tribes

● Old Norse added by Vikings

Other…………………………………………………………………………………………

……………………………………………………………………………………………….

(10) What are the features of Middle English language ?

- Non standard inconsistent spelling

- Biblical sounding syntax and imagery

- Grammatical conversions

Other……………………………………………………………………………………………

……………………………………………………………………………………………

(**11**) **When was modern English developed ?**

- The early 14th century

- The mid 14th century

- The late 14th century

(12) What are the features of Modern English ?

- Pronunciation and grammar

- The British empire

- The Industrial revolution

Other……………………………………………………………………………………………

…………………………………………………………………………………………..

(13) How did it get from old English to modern English ?

- Through overseas exploration

- Through international trade

- The building of an empire

Other

……………………………………………………………………………………………

……………………………………………………………………………………………

Thank you for your collaboration.