THE NEW WORLD AND
THE DISSEMINATION OF ENGLISH

OBJECTIVES

This unit provides an outline of the history from Renaissance to the industrial revolution (1485 – 1783).

IN THIS UNIT, YOU WILL LEARN

• about social and economic changes that accompanied Renaissance and Reformation in England;
• about the rise and fall of the first British Empire.

OUTLINE

• The Tudors and the great changes.
• Britain as the trading empire.
• The image of English as a national language.
• The Stuarts and the Civil war.
• Republican and Restoration Britain.
• The loss of the American colonies.

RECOMMENDED READING

Textbooks

Башманівський О. Л., Вигівський В. Л., Моркотун С. Б. Лінгвокраїнознавство. Житомир : Вид-во ЖДУ ім. І. Франка, 2018. С. 14-16.

McDowall D. An Illustrated History of Britain. Edinburgh Gate, Harrlow, Essex : Longman, 2006. P. 57-113.

Dictionaries

Online Etymology Dictionary. Douglas Harper, 2001-2021. URL : http://ewave-atlas.org/languages (дата звернення: 13.04. 2020).

Internet Resources

A Very British Renaissance: Episode 1: The Renaissance Arrives (BBC Documentary). 2014. URL : http://commonwealthofnations.org (дата звернення: 13.04. 2020).

Oliver Cromwell And The English Civil War - Full Documentary. 2016. URL : https://www.youtube.com/watch?v=yxOh4NLaCmY (дата звернення: 13.04. 2020).

SYNOPSIS

Under the House of Tudor (1485 – 1603) there occurred a number of important changes:

• the villeins were made free and turned into **yeomen**, in the early 15th century "a commoner who cultivates his land" (in other words, "gentlemen farmers", or "landed gentry"); those were also ranked as the third order of fighting men (late 14th century, below knights and squires, but above knaves (hence, the expression *yeomen's service* "good, efficient service");

• the guilds were replaced by the system of manufacture; the classes of the landed gentry and the town merchants were overlapping and soon the new middle class in the towns developed;

• little by little medieval collectivism with its dependence on a local magnate was superseded by individualism and nationalism of the new epoch;

• even more important were intellectual and cultural achievements (the invention of the printing press by **William Caxton** in 1476; the growth of **grammar schools**; the development of the English philosophy by **Francis Bacon** (1561 – 1626); the prosperity of **Gothic style** in architecture).

Salisbury cathedral (exterior)

Salisbury Cathedral is the supreme example of the the thirteenth century, Early English Gothic, architecture. Very narrow but tall windows with pointed arches without tracery at their tops were a common feature of the Lancet style.
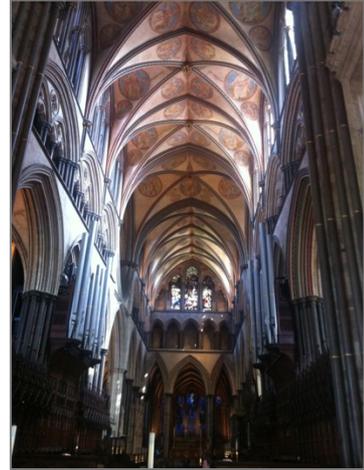
Salisbury cathedral (interior)
Photos: Tetyana Kozlova (Salisbury, Wiltshire, England, 2017)

The middle of the 16th century saw the struggle of the English crown against the power of the Roman Pope. By **the Act of Supremacy** (1534) Henry VIII was declared the Supreme Head of the Church of England (**the Anglican Church**). In this way the property of the Church passed into the hands of nobility. This first stage of Henry's revolution was basically political as he was equally impartial to both Protestants and Catholics if they refused the Anglican Reformation. The English character of the Church was strengthened by introduction of English instead of Latin into services and sermons.

Henry VIII and his six wives,
Madame Tussaud's Wax Museum, London

(*from left to right*: Anne Boleyn playing the lute, Catherine Parr, Jane Seymour, Henry VIII, Catherine Howard, Anne of Cleves twiddling a flower in her hand, Catherine of Aragon)
Photo: Tetyana Kozlova (London, England, 1997)

Later followed a disastrous decade of greed and fanatism mixed with the Protestant-Catholic discord in religion.

At the turn of the 17th century England witnessed the following cultural and political events:

- **Queen Elizabeth**'s policy of compromise in settlement religious matters (adoption of less provocative *Act of Supremacy*, modification of *Prayer Book*);

- the **victory over the Spanish Armada** (1588), opening gates in the sea and the expansion of the English language to overseas territories;

   NOTE. The fleet sent by Philip II of Spain against England in 1588 was being called the *Spanish Armada* by 1613, the *Invincible Armada* by 1632;

- the establishment of colonies in North America (1607);

- the arrival of Renaissance from the continent with its cultural movement and regeneration of interest in classical (ancient Greek and Roman) past; the publication of **the Authorized Version of the Bible** (1611) and appearance of the greatest **Shakespeare'**s plays (1564 – 1616);
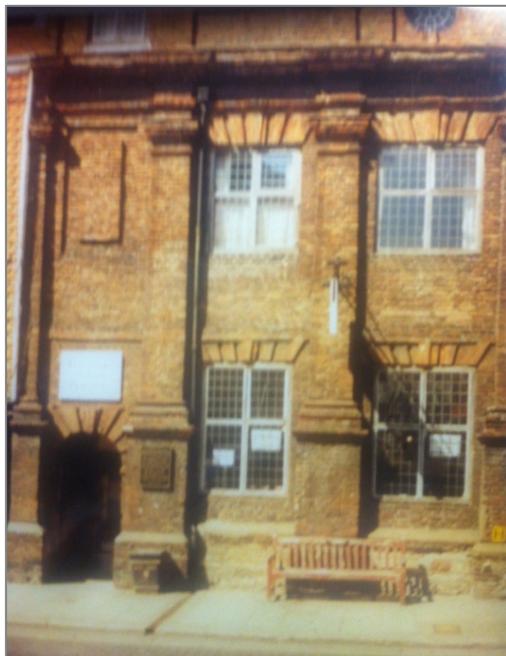
The importance of Jamestown
On May, 14th, 1607,
a group of 104 colonists disembarked from three small sailing ships to establish a settlement along the James River in Virginia.
It is where the United States of America really began.

James Fort: The spot of the first permanent English settlement in North America
Photos: Tetyana Kozlova (Jamestown, Virginia, USA, 2009)

**Thomas Peacocke grammar school.
Built in 1613. Red brick.
Rye, East Sussex in the south of England**
Photo: Tetyana Kozlova
(Sussex, England, 1997)

- the **Puritan** movement whose supporters were a diverse group of individuals sharing a complex sense of identity, a cluster of attitudes, temperament and made a special emphasis on practical applications of faith to everyday life;

NOTE. *Puritan*, 1560s, "opponent of Anglican hierarchy"; 1570, "a person in Church of England who seeks further reformation"; after 1590s, "anyone deemed overtly strict in matters of religion and morals";

- the popularization of elementary education, expansion of book market and the spread of standard written English.

By the 17th century the Renaissance atmosphere of tolerance was gone. It was the epoch with different impact due to such important facts:

- the growth of wool and other products exports;
- deterioration of life quality, rapid increase in the number of vagabonds and population mobility around the country;
- the outbreak of the Second Civil War (1648), when King Charles I tried to regain power by force of arms; regicide (the trial and execution of Charles I, 1649);
- the declaration of **the Commonwealth of England** which from 1649 and onwards when England and Wales, later with Ireland and Scotland, was ruled as a republic;
- the establishment of **the Rump Parliament** (1648 – 1653) to fulfill both executive and legislative powers and its forcible dissolution; the assumption of power by **Oliver Cromwell** (1653) who was appointed the Protector of the Commonwealth;
- the change of **the Protectorate** period by **the Restoration of monarchy** (1660) under the Stuart king Charles II;
- the victory of knowledge and development of cooperative experimental science; the marking of rational age by incorporation of the Royal Society (1662) for Improving Natural Knowledge (R. Boyle, J. Evelyn, Ch. Wren, I. Newton).

The political, religious and cultural events of the 16th – 17th centuries had a great impact on the linguistic situation in England. As the rule of the Tudors led to the birth of the nation state and new trading empire, these facts stimulated the necessity of the "correct" English, awareness of the linguistic norm and the emergence of English as the language of the nation. The most important consequences included:

- the growth of prestige of the English language, its further expansion in the world (English colonies in India, 1639 – 1686; later in Canada (1713), Australia and New Zealand (1769 – 1777)), its recognition and glorification as a supreme tongue.
- the strive for the correctness, restriction of tolerance in variation and demand of language unification; the Puritan prohibition of jocular reference to God, Christ, Trinity as well as tabooization of 'death', 'faith' and the like

concepts; their reference to themselves as *brethren* (the alternative form of *brothers*, predominant in *c*1200 – 1600, but surviving only in religious contexts, not as reference to the male children of the same parents), the term popularly adapted by various Protestant sects;

- ardent struggle against borrowings and removing from English those *inkhorn terms* (late 14th century, "a small portable vessel (originally made from horn) for holding ink; from *c*1540 used attributively in *ynkehorne termes* for vocabulary supposed to be beloved by scribblers, pedants, bookworms");

- in spite of purist attacks, the enrichment of English in large measure by borrowings during the 16th – 17th centuries – from classical languages such as Latin and ancient Greek (*elegy*, *c*1510 < MF r*elegie* < L. *elegia* < OGr. *elegeia ode* "an elegiac song", *elegos* "a poem or song of lament"); from French (*vogue*, 1570s, "the height of popularity or accepted fashion" < MFr *vogue* "fashion; success"); Italian (*bankrupt*, 1560s, "in the state of one unable to pay debts or meet obligations" < It. *banca rotta* ('bench, moneylender's shop' + 'broken'), from an old custom of breaking the bench of bankrupts); from Spanish and Portuguese (*armada*, 1530s, "fleet of warships" < Sp. *armada* "an armed force"); from the languages of the Low Countries (*to smuggle*, 1660s, "to transport goods illegally" < Low German *smuggeln*, Du. *smokkelen*, a formation of a word meaning 'to sneak'); from indigenous languages of North and South America, often via Spanish (*maize*, 1550s < Cuban Sp. *maiz* < Arawakan (Haiti) *mahiz*);

  NOTE. In geographical usage, *low* refers to the part of a country near the sea-shore (*c*1300), as in *Low Countries*, 1540s, "Holland, Belgium, Luxembourg";

- the enhancement of word-formation processes by compounding native words or their combining with borrowings;

- the introduction of words created by notable poets and writers;

- the revival of archaisms, the process criticized as *creating* or *revival of Chaucerisms* (*astound*, middle 15th century, *astouned*, *astoned* (*c*1300), past participle of *astonen*, *stonien* "to stun");

- the appearance of English grammars and monolingual dictionaries (Robert Cawdrey's *Table Alphabeticall*, 1604) that contributed towards the standardization of English.

☝ **SELF-STUDY INSTRUCTIONS AND ASSIGNMENTS**

Reading for this session on your own or partly alone, **it is important to give attention to the following issues**.

- In Middle English, the word *manor* was applied to the district including a manor house built apart from the village where the peasants lived.
- Manors were held by lords with certain rights and privileges in medieval England.
- Another type of property was referred to as *fief* which denoted the land held be a vassal of a lord for stipulated military service.
- The term *villein* was used to mean a surf with more rights than slaves, although tied to the land (see the picture of *Tamworth Castle* in Tamworth, Staffordshire, England at http://www.castlesandmanorhouses.com/photos-england.htm).

☞ **Assignment 1**. Compile a list of the key terms. Add definitions in English and terminological equivalents in Ukrainian.

☞ **Assignment 2**. Design a task or a test for the secondary school pupils.

Focus on the topic *The Norman conquest and the epoch of feudalism in England*. Take into account the level of secondary education and the English language proficiency level (see CEFR).