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**THE DYNDYNAMICS OF THE ENGLISH LANGUAGE CHANGE  
FROM THE 17<sup>TH</sup> TO THE 18<sup>TH</sup> CENTURIES TROUGH SHORT  
STORIES WILLAIM SHAKESPEARE HAMLET AND THE CASTLE  
OF OTRANTO BY HORACE WALPOLE**

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Fulfilment of the Requirements for the Degree of Master in Linguistics**

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### *Dedications*

*We dedicate this work to our parents, who provided us with their  
encouragement,*

*Love and understanding*

*To our Brothers and our sisters for their*

*Whole-hearted support*

*To all our extended family*

*To all our friends and teachers at the University of Ibn Khaldoun  
without exception.*

*To all who were there for us, thank you for your help and  
encouragement*

*To all those who have been supportive, caring and patient, we dedicate  
this work to them*

*Amal & Wissal .*

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## ABSTRACT

This research aims to trace and compare the dynamics of the English language change during the 17th and 18th centuries. The focus is placed on spelling and vocabulary changes, using two literary texts—*Hamlet* by William Shakespeare and *Otranto* by Horace Walpole. Due to the huge development of English language influenced by historical, cultural, and social factors, it became necessary to examine how these transformations are represented in literature. To attain this goal, a word comparison method was implemented, analyzing selected words from both stories to identify the distinctions at the level of form and usage. The chosen works represent two different linguistic periods of time and provide a clear contrast in words spelling and lexical choices. The changes in vocabulary and spelling reflect a gradual enrichment towards standardization and an increase in lexical variety. However, the study encountered challenges in maintaining consistent word lists due to differences in editions. Regardless, the research enhances our understanding of the evolution of the English language and paves the way for additional studies that examine literary texts as historical linguistic evidence.

- **Key words:** Dynamics, language change, spelling and vocabulary change, William Shakespeare's *Hamlet*, the castle of *Otranto* by Horace Walpole, literary texts, centuries

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## **List of abbreviations**

**EME:** Early Modern English

**GVS:** Great Vowel Shift

**ME:** Middle English

**OED:** Oxford English Dictionary

**RP:** Received Pronunciation

**VS:** Vowel Shift

**VSA:** Varieties of Standard American (accent)

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## **General Introduction**

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### **General Introduction**

The English language has undergone significant transformation from the 17<sup>th</sup> to the 18<sup>th</sup> century, reflecting broader cultural, social, and technological shifts. These changes are shown in vocabulary, spelling, grammar, and they are closely tied to the evolution of literature and literary movements. By exploring works such as Hamlet (early 17<sup>th</sup> century), The Castle of Otranto (18<sup>th</sup> century), we can trace the process of English evolution and observe how language changed through time to be more common and serves the needs of speakers.

In this research, we aim to discuss the evolution of English language during different periods of time. This change is constantly covering major sides of the language which are vocabulary and spelling. This topic comes to be the groundwork and shaping the foundation to other themes that are related to the history of language change.

The purpose of this study is to examine the dynamics of English language change through following the transformation of words in different types of stories at different centuries, additionally; it seeks to follow the new words, shifts in meaning, and the influence of foreign languages. Moreover, this research tackles how historical, cultural, and technological factors influenced the process of language change.

The essential reason for choosing this topic is to trace the vocabulary and spelling evolution in order to identify and compare both terms and pronunciation. We open the discussion by asking the following questions:

- How did spelling conventions evolve from the 17<sup>th</sup> to the 18<sup>th</sup> century?
- What new vocabulary emerged, and how was it influenced by external factors?
- How do short stories reflect the linguistic norms of their time?

In light of the previous questions, we attend to give the following hypothesizes:

- Spelling conventions evolved with advancement in printing and contributions from prominent linguists, technology, and exploration introduced new terms to the language.

## General Introduction

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- The emergence of new vocabulary is one of the consequences of many updates such as technological innovations, scientific findings, and both of the cultural exchange for instance industry and education
- The linguistic features and stylistic choices in the stories of Hamlet and the castle of Otranto show distinct shift from the more complex and formal structures of early modern English to the more straight forward , standard and common forms of English language .

In order to prove and validate the previous hypothesizes the investigation is divided into three chapters, a literature review about language change during both 17<sup>th</sup> and 18<sup>th</sup> century in two chapters, and the practical part includes a qualitative comparative method.

The first Chapter, entitled early modern English shift Hamlet and the foundation of change (17<sup>th</sup> century) present an overview of the 17<sup>th</sup> century which is considered as the beginning of language change, presenting essential characteristics and key terms that are crucial to the understanding of the process. It digs deeper into the historical background, tracing the rise of new form of language.

The second chapter, entitled modern English Shift -18<sup>th</sup> century- The Castle of Otranto focuses on the major factors that influenced the process of language change and lead the evolution towards its peak, in this chapter we begin by describing this era as a period marked by social and technological shifts .Then, highlighting how these developments evolved the language to its standard and common form. This exploration offers a wide comprehension of how the transformation of other factors contributed to the transformation of English language itself.

The third chapter entitled methodology and the practical part, this chapter of the study is considered as the last part which also splits into two sections in order to cover both stories. In this chapter we tend to give more detailed exploration of the language evolution thorough using a methodology that is used to both analyses and compare selected words. The analysis

## **General Introduction**

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includes an examination of spelling (phonological transcription), meaning, and usage, each section is supported by short paragraphs to analyze and trace the development and transformation of words over time. This approach allows for a full understanding of how vocabulary and spelling evolved.



**Chapter one:**

**Early Modern English Shift (17<sup>th</sup> Century) – Hamlet**

**and the Foundations of Change**

## **CHAPTER ONE: Early Modern English Shift (17th Century) – Hamlet and the Foundations of Change**

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### **Introduction**

English language has undergone significant transformation from the 17<sup>th</sup> to the modern times. Spelling, vocabulary, and grammar are notoriously inconsistent thanks to centuries of linguistic influences and historical events. The 17th century was a pivotal period in the evolution of the English language, marking the transition from Early Modern English (EME) to the foundations of Modern English. This shift was characterized by significant phonological, morphological, syntactic, and lexical changes, influenced by socio-political developments, the printing press, and the standardization of English. William Shakespeare's *Hamlet* (1600–1601) stands as a key linguistic artifact of this era, encapsulating both conservative and innovative features of EME. This chapter explores how *Hamlet* reflects and contributes to the linguistic changes of the 17th century, examining its role in the standardization process, the variability in Shakespeare's grammar and vocabulary, and the broader implications for the development of English. This chapter will provide a comprehensive examination of *Hamlet*'s linguistic significance, situating it within the broader framework of 17th-century English evolution.

### **I.OVERVIEW OF THE SEVENTEENTH CENTURY LANGUAGE**

The 17th century was a pivotal time for the English language, marking the shift from Early Modern English to a version much more similar to contemporary English. This era experienced significant transformations in vocabulary, grammar, pronunciation, and standardization, driven by colonial expansion, and literary accomplishments. It was a time of extraordinary development for English, beginning with the rich literary works of Shakespeare and the King James Bible, moving through the political changes of the mid-century, and culminating in a more standardized language by the end of the century. English evolved into a language capable of conveying the full spectrum of human thought, from deep poetry to exact scientific communication (Baugh & Cable, 2002, p. 233).

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### **I.1. Early Modern English**

At this period changes in the English language started as a movement of knowledge, During this period what occurred from the 15th to mid-17<sup>TH</sup> Century was a great foundation and fresh start to the real language one can see that the changes signified not only in Pronunciation, vocabulary or grammar itself but also the start of the English Renaissance. It was associated with the rebirth of societal and cultural movements, and the slow Formation "Elizabethan age" (Viney, 2008, p. 34).

The end of the 16th and the beginning of the 17<sup>TH</sup> century would mark the writings and literature, William Shakespeare, took the world by storm. The author Shakespeare started writing during a time when the English language was undergoing serious changes at many levels with extreme new vocabulary baggage. The “adoption” of words or phrases from other languages were modified and added to the English language, creating a richer expression (Viney, 2008, p. 35).

### **I.2. Modern English**

The Modern English period encompasses approximately the timeframe beginning around 1500, which signifies the conclusion of the Middle Ages and the peak of the Renaissance, extending to the present day. Key factors contributing to the evolution of this period include the impact of Renaissance scholarship, the Reformation, the translation of the Bible, alterations in vowel pronunciation known as the Great Vowel Shift, the advent of the printing press, the exploration of new territories, and significant expansions in vocabulary alongside semantic shifts (Kerala, 2019, p. 25).

## **II. MAJOR EVENTS THAT CONTRIBUTED IN ENGLISH LANGUAGE CHANGE DURING EARLY MODERN ENGLISH**

The social, commercial, technological, and intellectual dynamics that emerged during the seventeenth century significantly influenced the English language and caused the emergence of the following events:

### **II.1. The Renaissance (1300–1650)**

The evolution of languages is often influenced by specific historical events that can have significant and sometimes extensive repercussions. The Norman Conquest and the Black Death serve as prominent examples of such events. However, there are also broader conditions that emerge, which are equally impactful. The Modern English period, which is generally considered to have commenced around 1500, witnessed the introduction of several new conditions that either did not previously exist or were only marginally present. These conditions prompted the English language to evolve in ways that diverged from the patterns established during the middle Ages (Baugh & Cable, 2002, p. 185).

#### **II.1.1. Key factors contributing to the language transformation**

The process of language transformation is influenced by many social, technological, historical, and cultural factors that emerged during this period of time; the following points represent this later:

##### **a. Printing press and the invention of movable type printing**

The introduction of the printing press was a significant factor contributing to the evolution of Modern English and a pivotal technological advancement brought to England by William Caxton in 1476, following its original invention by Johann Gutenberg in Germany around 1450. The first book printed in the English language was Caxton's translation, "The Recuyell of the History of Troye," which was printed in Bruges in 1473 or early 1474. Over the subsequent 150 years, approximately 20,000 books were produced, encompassing a diverse

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array of genres, including mythological narratives, popular tales, poetry, phrasebooks, devotional literature, and grammatical texts (Kerala, 2019, p. 94).

At the time of the printing press's introduction, England was characterized by three primary dialectal divisions: Northern, West Midlands, East Midlands which extended to include London, Southern, and Kentish. Within these divisions, there existed considerable variation in spelling. For instance, the word "church" could be spelled in 30 different ways, "people" in 22, "receive" in 45, "she" in 60, and "though" in an astonishing 500 variations. The present participle ending "-ing" was pronounced as "-and" in the North, "-end" in the East Midlands, and "-ind" in the West Midlands (e.g., runnand, runnend, runnind). The verb endings "-eth" and "-th" used in the southern regions (e.g., goeth) appeared as "-es" and "-s" in the Northern and much of the North Midland areas (Kerala, 2019, p. 94).

Beginning in the 1430s, the Chancery of Westminster made efforts to establish standardized spellings for official documents, advocating for the use of "I" instead of "ich" and other common variants of the first-person pronoun. The Chancery Standard played a crucial role in the formation of a Standard English, and the political, commercial, and cultural preeminence of the "East Midlands triangle" (comprising London, Oxford, and Cambridge) was firmly established well before the 15th century. However, it was the printing press that fundamentally facilitated the standardization process. With the rise of mass printing, the dialect and spelling conventions of the East Midlands, particularly those of London—where the majority of publishing houses were situated—emerged as the de facto standard, leading to a gradual fixation of spelling and grammar over time (Kerala, 2019, p. 95).

The advent of printing contributed to the establishment of a standardized variety of the language, thereby reducing dialectal variations. It also played a significant role in popularizing and disseminating new lexical items. Printed materials tend to gain widespread acceptance more readily than their manuscript counterparts. Furthermore, printing expanded

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the distribution of reading materials; while manuscripts were typically accessible to only a limited audience, printed works could be circulated among a much larger population (Kerala, 2019, p. 95).

The practice of printing contributed to the stabilization of spelling, as well as grammar, syntax, and vocabulary. Although the publication of Dr. Johnson's Dictionary in 1756 was a pivotal factor in the fixation of spelling, the printing efforts of Caxton also facilitated this stabilization. However, changes in pronunciation continued to occur without corresponding alterations in spelling, resulting in a significant disparity between spelling and pronunciation (Kerala, 2019, p. 95).

- **Movable type printing**

It is originated in Germany in the mid-fifteenth century and was poised to exert a profound influence on all vernacular languages across Europe. Introduced to England around 1476 by William Caxton who acquired the technique in continental Europe, the printing press advanced so rapidly that within a century, manuscript books became increasingly rare and seldom utilized (Baugh & Cable, 2002, p. 187).

The speed of this technological advancement is underscored by the fact that the number of books printed in Europe before 1500 reached an astonishing total of 35,000. While the majority of these works were in Latin, the most significant impact of the printing press was felt in the modern languages (Baugh & Cable, 2002, p. 187).

By 1640, over 20,000 titles in English had been published in England, encompassing a wide range of formats from simple pamphlets to substantial folios. The outcome of these developments was the democratization of books, which had previously been an expensive luxury accessible only to a select few. More significantly, it became evident that books could be reproduced in large quantities, ranging from one thousand to one hundred thousand copies, each identical to the others. This capability served as a powerful mechanism for promoting a

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standardized and uniform language, as well as providing the means to disseminate that language across the regions where it was comprehensible (Baugh & Cable, 2002, p. 187).

### **b. Education**

The extensive influence on language during this century would not have been feasible without the concurrent advancements in education and the increasing prevalence of literacy among the populace. During the later middle Ages, a notable proportion of the middle class was literate, as evidenced by the Paston Letters. In Shakespeare's London, although precise measurements are lacking, it is estimated that at least one-third, and possibly up to half, of the population possessed reading skills (Baugh & Cable, 2002, p. 187).

The seventeenth and eighteenth centuries witnessed the emergence of a prosperous trading class that had both the resources to pursue education and the leisure to appreciate it, as demonstrated by the significant rise in the number of educational institutions, the prolific journalistic contributions of figures such as Defoe, and the rapid proliferation of the novel. In contemporary society, where nearly universal access to education is the norm, we observe newspapers with daily circulations reaching several hundred thousand, and in exceptional cases, up to two million copies, alongside magazines that can achieve monthly distributions of 80 million copies. Consequently, the advent of popular education has enabled the printing press to influence both language and thought (Baugh & Cable, 2002, p. 187).

### **c. Communication technologies**

The third critical factor influencing language in modern times is the integration of various regions of the world through commerce, transportation, and the rapid advancements in communication technologies. The exchange of goods and ideas serves to invigorate language. The expansion of the British Empire and the growth of trade, for instance, significantly enriched the English vocabulary with terms sourced from diverse global contexts, while simultaneously facilitating the spread of the language to vast territories previously unknown

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in the middle Ages. While this diversification is a notable outcome of improved transportation, unification has also emerged as a result of enhanced travel and communication. Innovations such as steamships, railroads, automobiles, and airplanes have connected previously isolated communities, while postal services, telegraphs, telephones, radio, cinema, television, and electronic data transmission have played pivotal roles in the blending of languages and the reduction of localized linguistic peculiarities (Baugh & Cable, 2002, p. 188).

### **d. New Knowledge**

The fourth significant factor is the expansion of specialized knowledge, which has been crucial not only because the emergence of new knowledge often necessitates the development of new vocabulary but also due to the transformative changes that occurred in the early centuries of the modern era. Latin increasingly diminished as the medium for scholarly discourse, a trend that gained significant momentum during the seventeenth century. As will be discussed in the subsequent chapter, the swift accumulation of new knowledge coincided with a marked decline in the publication of specialized and scholarly works in Latin (Baugh & Cable, 2002, p. 188).

### **e. Linguistic Self-Consciousness**

The factor of linguistic self-consciousness manifests in two dimensions: individual and public. On an individual level, a notable phenomenon has emerged in contemporary society: as individuals ascend to different economic, intellectual, or social strata, they often strive to adopt the grammatical and pronunciation standards of those with whom they identify, paralleling their efforts to align with prevailing fashions and preferences in attire and entertainment. Despite the superficial nature of such conformity, individuals tend to be as meticulous about their speech as they are about their comportment. This awareness of linguistic standards forms a component of their social consciousness. However, many



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individuals remain largely unaware that these standards are predominantly arbitrary rather than absolute, having evolved through historical contingencies related to economics, culture, and social class (Baugh & Cable, 2002, p. 189).

At the public level, a similar self-consciousness has influenced language policy discussions over the past four centuries, predating the contemporary understanding of "language policy." The origins of this public discourse can be traced back to the sixteenth-century advocacy for the English language and debates surrounding orthography and vocabulary enhancement. As will be elaborated in the next chapter, concerns regarding language policy intensified in the latter half of the seventeenth century. From that period onward, through proposals for an academy in the eighteenth century to twentieth-century initiatives for language planning in former European colonies, a persistent self-consciousness regarding the appropriate form of English has remained a significant source of concern, often characterized by passionate engagement (Baugh & Cable, 2002, p. 189).

### **II.2. The Reformation (1517–1600s)**

A significant historical event that profoundly impacted the English language was the Protestant Reformation, which was subsequently followed by the Renaissance. Protestant churches were more inclined to conduct their services in English as a means of differentiating themselves from the Roman Catholic Church, which held services in Latin. This transition to the English language necessitated the translation of religious texts from Latin, with the objective of making the gospel accessible to the general populace through a common vernacular (Kerala, 2019, p. 27).

These translations enriched the English lexicon, introducing numerous terms that often reflected the Protestants' disapproval of Catholicism, such as "papist," "papistical," and "monkish." Conversely, while the Catholic Church also produced a wealth of terminology, these terms did not gain traction within the Protestant context in England.

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The term "Puritan" first emerged in 1567, and the Puritans popularized words such as "sanity," "reprobate," "conscientious," "selfish," and self-denial (Kerala, 2019, p. 27).

The Reformation contributed to the elevation of the English language's status. With its incorporation into the religious domain, English began to disseminate from ecclesiastical settings to the court and subsequently to educational institutions. This adaptability facilitated an influx of loanwords from Latinate languages, addressing deficiencies in vocabulary within the religious and educational contexts. Furthermore, the translation of the Bible from Greek and Hebrew into English, aimed at achieving a more authentic English rendition, emerged as a significant consequence of the Reformation (Kerala, 2019, p. 27).

### **II.3. Bible translation**

The Bible is recognized as the most extensively read and frequently cited text in history. When examining its significance in the context of the English language, it is essential to consider the various translations that have emerged, notably those by William Tyndale and Miles Coverdale in the 16th century, as well as the Authorized Version commissioned by King James I in 1611. Additionally, the Anglican Prayer Book, first published in 1549 and subsequently revised in 1662, represents another pivotal development in the evolution of the English language (Kerala, 2019, p. 28).

In 1526, William Tyndale produced a printed edition of the New Testament, translating it directly from the original Greek and Hebrew texts. Tyndale's translations were clandestinely printed in Germany and smuggled into England, leading to his persecution, conviction for heresy, and execution in 1536. Although he had only completed a portion of the Old Testament by the time of his death, his efforts were continued by others. Tyndale's contributions to the English lexicon include terms and phrases such as "congregation," "elders" (referring to priests), "peacemaker," "long suffering," "ungodliness," "weakling," "stumbling block," and "glad," among others (Kerala, 2019, p. 28).

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Numerous words and expressions from the Authorized Version have permeated the English language, evolving into idiomatic phrases that are often used without awareness of their biblical origins. Examples include "labor of love," "clear as crystal," "the still small voice," "a thorn in the flesh," "the eleventh hour," "the shadow of death," "a howling wilderness," "the old Adam," "the salt of the earth," "to wash our hands of," "the holy of holies," "the lesser lights," "the olive branch," "a perfect Babel," and "a painted Jezebel." (Kerala, 2019, p. 28).

The stylistic qualities of the Authorized Version have garnered admiration from numerous esteemed critics of English prose. Influential poets such as Samuel Taylor Coleridge, William Wordsworth, John Milton, and Alfred Lord Tennyson, as well as writers like John Bunyan, Sir Thomas Browne, Thomas Carlyle, John Ruskin, and John Henry Newman, have all drawn inspiration from the Bible's style and diction. Thomas Babington Macaulay notably commended it as a work that, "if everything else in a language should perish, would alone be sufficient to show the whole extent of its beauty and power. Tennyson asserts that the Bible merits reading, if only for the remarkable quality of the English in which it is composed, deeming it "an educational experience in itself." In a similar vein, Coleridge remarks that after engaging with St. Paul's epistle to the Hebrews, both Homer and Virgil appear disappointingly insipid and even Milton is rendered only marginally acceptable (Kerala, 2019, p. 28).

### **III. THE ENRICHMENT OF ENGLISH VOCABULARY AND GRAMMAR**

English language saw a significant enrichment in both vocabulary and grammar; many words entered the language from Latin, French, and other languages. At the same time, grammar began to change towards modern structure.

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### **III.1. Vocabulary transformation**

The forces discussed can be categorized as radical and conservative, radical in terms of vocabulary and conservative in terms of grammar. A radical force refers to any element that fosters change within a language, while a conservative force pertains to those elements that aim to preserve the existing linguistic structure. It is evident that the advent of the printing press, the cultivation of reading habits, advancements in learning and science, and various forms of communication facilitate the dissemination of ideas and contribute to the expansion of vocabulary. Simultaneously, these same factors, along with the development of social consciousness as previously described, actively promote and uphold a standard, particularly in grammar and usage (Baugh & Cable, 2002, p. 189)

These forces operate both independently and in conjunction with one another. For instance, education influences language not only through formal instruction—covering aspects such as grammar, spelling, and pronunciation—but also by enabling the unconscious assimilation of a relatively standardized form of English through exposure to books, magazines, and newspapers. Consequently, it is reasonable to anticipate that in contemporary times, changes in grammar have been relatively minimal, whereas alterations in vocabulary have been extensive. This trend stands in stark contrast to the Middle English period, during which grammatical changes were revolutionary, while vocabulary changes, aside from the specific impacts of the Norman Conquest, were comparatively limited (Baugh & Cable, 2002, p. 189)

**III.2. Grammar and Morphology**

Language evolution affects every aspect of grammar. Among the most well recognized changes happened at the level of the following:

**a. Nouns**

Early Modern English reflected the development of the morphology. The morphological transformations are results of the loss of inflections in the language. Old English language relied on inflectional endings to demonstrate the relationships among the words on the basis of case, number and gender. At the time and after the loss of inflectional endings, scholars filled this gap by the use of grammatical categories such as auxiliary verbs and prepositions (Ayaz, 2012, p. 101)

The system of noun inflections in Early Modern English closely resembles that of Present-day English, exhibiting similar regular forms in terms of number and case endings. The four-case system characteristic of Old English has been streamlined to two cases: the genitive and the common case, which can be utilized in both subject and object positions within a sentence. Nevertheless, it is important to note that Early Modern English displays a greater degree of variability in number and case marking compared to contemporary Standard English (Nevalainen, 2006, p. 73)

**b. Numbers**

In Early Modern English, the pluralization of nouns typically involved the addition of the -(e)s suffix. However, there were several exceptions, many of which remain relevant today, including terms such as "men," "women," "children," "oxen," "feet," "mice," and "sheep." Additionally, there existed plural forms that are no longer in contemporary usage, such as "eyen" (meaning 'eyes'), "shoon" (meaning 'shoes'), "chicken" (often employed as the plural of 'chick'), and "kine" (the plural of 'cow'). Notably, the term "kine" was more commonly utilized than "cows" in texts from the early seventeenth century (Nevalainen, 2006, p. 73).

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### **c. Pronouns**

Pronouns serve similar syntactic functions in sentences as nouns and noun phrases. However, in contrast to nouns, pronouns are classified as closed-class items, meaning their quantity cannot be expanded at will. In Early Modern English, only one new form of personal pronoun was introduced: the possessive "its." This development was influenced by the concept of animacy, which pertains to the differentiation between personal and non-personal references. This distinction also significantly contributed to the functional differentiation between the possessive -s genitive and the of-construction (Nevalainen, 2006, p. 77).

### **d. Verbs**

The evolution of English verbs has been more pronounced than that of nouns from the fifteenth century to the present. The elimination of the second-person singular pronoun "thou" resulted in a reduction of person and number distinctions in verbs. By the mid-Early Modern period, the third-person present-tense singular suffix in the General dialect transitioned from -(e)th to -(e)s. Additionally, there was considerable variability in the tense forms of irregular verbs, alongside ongoing developments in the mood and aspect systems. In summary, the verb system of Early Modern English exhibited a lesser degree of modernization compared to that of nouns (Nevalainen, 2006, p. 89).

## **IV. PHONOLOGICAL CHANGES**

### **IV.1. The Great Vowel Shift**

Over the last thirty years researchers have examined the term "Great Vowel Shift" which is referred to the significant and transformative alterations in the pronunciation of long vowels in English that started in the late Middle English period and extended into the Early Modern English period. The term "great" originates from observations made in the 19th century. In the late 19th century, linguists like Karl Luick observed that all long vowels in the English

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spoken during Chaucer's time underwent significant qualitative changes in the following centuries (Warner, 2012, p. 757).

These changes were so substantial that new phonemic labels are necessary to accurately reflect the phonetic realities of 17th-century pronunciations, especially for the ancestors of modern southern British English. Early modern English the great vowel shift. The term "shift" reflects a structuralist perspective on phonological change, where modifications in one area of the vowel system prompted changes in others, a process known as a "chain shift." (Warner, 2012, p. 758).

Hock (1991) categorizes these shifts as "pull chains" or "push chains," depending on whether phonemes move into empty positions or are displaced by others. This dynamic restructuring led to significant patterns: high vowels transformed into diphthongs, non-high vowels were elevated, and the vowel system reorganized itself in a manner that continues to fascinate linguists today (Warner, 2012, p. 761).

### **a. Raising of Diphthongization**

The transformation started in the early fifteenth century with the diphthongization of the two close vowels, Middle English  $\bar{i}$  and  $\bar{u}$ . Subsequently, the other long vowels shifted upward to occupy the newly available space. The Middle English  $\bar{u}$ , often spelled as *ou* or *ow* (as in *house*, *how*), transitioned from [u:] to the diphthong [ou]. Over time, this diphthong became broader, and by Shakespeare's era, it was likely pronounced as [əu], originating from a central position (similar to the vowel sound in today's "go"). By the seventeenth century, it had evolved to its current pronunciation of [aʊ]. Around 1800, this sound evolved in south-eastern England into the diphthong [oʊ], which later became [əʊ] in the early twentieth century (Charles Barber (Barber et al., 2012, p. 202).

In the sixteenth century, the Middle English vowel ME  $\bar{a}$  (found in words like "dame" and "bake") underwent a process of becoming closer. It transitioned from [a:] to [æ:], and then to

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[ɛ:] by around 1600. However, this evolution did not stop there; by the latter half of the seventeenth century, it had further evolved to [e:]. At that time, ME  $\bar{\epsilon}$  was also pronounced as [e:], leading to a merger of the two phonemes. Evidence suggests that in the standard language, the same vowel was used in words like "sea," "seize," "dame," and "mate." This is no longer true in modern standard language, where ME  $\bar{\epsilon}$  and  $\bar{e}$  have merged, not ME  $\bar{\epsilon}$  and  $\bar{a}$ ; we now have the same vowel in "meet" and "meat," but not in "meat" and "mate." This shift may be explained by the existence of two distinct speech styles, possibly associated with different social groups, with one eventually becoming the standard. Historical evidence indicates that a non-standard pronunciation variant existed since Middle English, where  $\bar{\epsilon}$  had changed to or been replaced by  $\bar{e}$ . In the late seventeenth century, these two pronunciations competed, and by the eighteenth century, the variant pronunciation became dominant in educated speech. This change likely mirrored the social transformations of the time, as the rising middle class began to influence the gentry, possibly bringing their pronunciations along. Some remnants of the older pronunciation style remain, such as in "break," "great," "steak," and "yea," which, based on their spelling, likely retained the pronunciation from the time when ME  $\bar{\epsilon}$  became the same as ME  $\bar{a}$ . Around 1800, the [e:] from ME  $\bar{a}$  evolved into the diphthong [eɪ] that we use today (Barber et al., 2012, p. 202).

### **b. Back vowel shift**

Once Middle English  $\bar{u}$  had transformed into a diphthong, Middle English  $\bar{o}$ , found in words such as food, took its place, shifting from [o:] to [u:], where it stayed. This change occurred by the year 1500. In the sixteenth and seventeenth centuries, Middle English  $\bar{ɔ}$ , present in words like boat and hope, transitioned from [ɔ:] to [o:] (Barber et al., 2012, p. 202).

The Great Vowel Shift was uneven, featuring four long front vowels but only three long back vowels, leaving the bottom right corner of the vowel diagram empty, as shown in figure 1 (Barber et al., 2012, p. 202).



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However, this gap was eventually filled during the sixteenth century, the Middle English diphthong "au" (found in words like "cause" and "law") transitioned from [aʊ] to the long pure vowel [p:] (similar to the vowel in today's "dog," but elongated). This vowel then followed the Great Vowel Shift pattern and shifted closer to [ɔ:]. Additionally, many other middle English diphthongs transformed into pure vowels during the early modern period (Barber et al., 2012, p. 203).

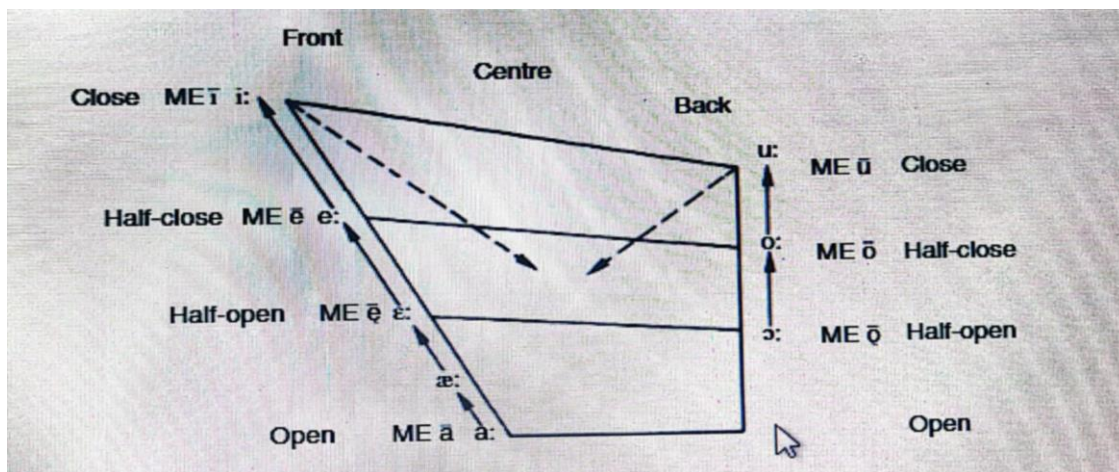


Figure 1: The Great Vowel Shift (Barber et al., 2012, p. 203).

### c. Vowel Shortening and Changes in Middle and Early Modern English

During the Middle English and Early Modern English periods, there was occasional shortening of long vowels in one-syllable words, particularly those that ended with a single consonant. Often, both long and short versions of these words coexisted, with one eventually becoming the standard form. If the shortening occurred in the early modern era, the spelling indicates that the vowel was originally long, as our current spellings largely reflect the pronunciations from that time. The vowels that were most likely to be shortened included ME  $\bar{e}$  and ME  $\bar{o}$ . When ME  $\bar{e}$  was shortened, it transformed into [ɛ], as seen in words like *breath*, *bread*, *sweat*, and *spread*. When ME  $\bar{o}$  was shortened, it became [ʊ]; if this shortening happened in the sixteenth century, the [ʊ] later evolved into [ʌ] in southern English dialects,

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as in blood and flood. However, if the shortening occurred later, the [ʊ] remained unchanged, as in look and foot (Barber et al., 2012, p. 204).

### **IV.1.1.THE EFFECTS OF GREAT VOWEL SHIFT ON ENGLISH LANGUAGE PRONUNCIATION**

#### **a. The Orientation of the /z/ Sound**

The /z/ sound was introduced in the seventeenth century from the combination /zj/. In the sixteenth century, the word \*vision\* was pronounced as ['vɪzjən]. By the mid-seventeenth century, the /-zj-/ combination merged into /z/, resulting in the pronunciation ['vɪzən]. The /zj/ combination was only found in the middle of words, so the new sound was limited to that position. Later on, it also appeared at the end of words in borrowed terms from French, such as rouge and \*massage (Barber et al., 2012, p. 206).

#### **b. The loss of x sound**

There were many changes in spelling and pronunciation in English language during the early modern ages one of them is the Old English consonant X, known as a "voiceless velar fricative" and pronounced like the "ch" in "loch" or "Bach," vanished from the English language. For instance, the Old English word "burX" (meaning place) was replaced by forms like "-burgh," "-borough," "-brough," or "-bury" in many place names. In some instances, voiceless fricatives started to be pronounced as "f" (as seen in "laugh" and "cough").

Additionally, many consonants stopped being pronounced altogether, such as the final "b" in "dumb" and "comb," the "l" between certain vowels and consonants in words like "half," "walk," "talk," and "folk," and the initial "k" or "g" in words like "knee," "knight," "gnaw," and "gnat." Even as late as the 18th century, the "r" following a vowel gradually became less pronounced, while the "r" before a vowel remained the same (e.g., "render," "terror," etc.), which differs from American English where the "r" is pronounced clearly (Barker, 2023).

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While contemporary English speakers can read Chaucer's Middle English (albeit with some difficulty); his pronunciation would likely be nearly incomprehensible to modern listeners. In contrast, the English of William Shakespeare and his peers from the late 16th and early 17th centuries would be accented but largely understandable, sharing more similarities with today's language than Chaucer's does. However, even during Shakespeare's era, and likely for some time after, short vowels were often interchangeable (for example, "not" was frequently pronounced and even spelled as "nat," and "when" as "whan"). Additionally, words like "boiled" were pronounced as "byled," "join" as "jine," "poison" as "pison," "merchant" as "marchant," "certain" as "sartin," "person" as "parson," "heard" as "hard," "speak" as "spake," and "work" as "wark," with these pronunciations persisting well into the 19th century. Today, we still use the old pronunciations for a few words like "derby" and "clerk" (pronounced "darby" and "clark"), as well as place names like "Berkeley" and "Berkshire" (pronounced "Barkley" and "Barkshire"), although in America, more phonetic pronunciations have been adopted (Barker, 2023).

### **c. Traditional dialects and vowel change: Northern English, Scottish English, and RP (Received pronunciation )**

Northern English and Scottish dialects have not undergone all the phonetic changes that other varieties of English have experienced. Most contemporary native English speakers have pronunciations that differ only slightly from modern Received Pronunciation (RP). Many current dialects are considered more traditional than RP and can be traced back to the historical evolution from Middle English (ME). For example, Edinburgh English dialects are currently shifting their ME long vowel sounds /u:/, /e:/, and /ɔ:/ into diphthongs. RP itself is not inherently superior or a final stage of linguistic development; even modern RP speakers are beginning to diphthongize the vowel /i:/ in words such as "see" and "tea." In American English, there is variation in the realization of the ME vowel /ɔ:/ in words like "go" and

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"goat," with pronunciations including [o:], [oʊ], and [ou]. The monophthongal forms [o:] and [o] in American English may be interpreted as either progressive or conservative, depending on the historical development of the specific (Warner, 1997, p. 759).

	Middle English		Modern English (RP)	example	typical (and rarer) PDE spellings examples
(I)	i:	>	ai	<i>time</i>	iCe, -y, -ie, (i+ld; i+nd) <i>tide, fly, pie (child, kind)</i>
(II)	u:	>	au	<i>house</i>	ou, ow <i>mouse, how</i>
(III)	e:	>	i:	<i>see</i>	ee, ie <i>seed, field</i>
(IV)	o:	>	u:	<i>boot</i>	oo, (oCe, -o) <i>food, (move, who)</i>
(V)	ɛ:	>	i:	<i>sea</i>	ea, ei, eCe <i>heath, conceit, complete</i>
(VI)	ɔ:	>	au	<i>sole</i>	oCe, oa, (-o, oe) <i>hope, boat, (so, foe)</i>
(VII)	a:	>	ei	<i>name</i>	aCe <i>make, dame</i>

Table 01: Modern RP pronunciations of the ME long vowels with PDE orthographic.

## V. STANDARDIZATION OF SPELLING AND ITS IMPACT ON LINGUISTIC OUTCOMES

### V.1. Spelling

The outcome of spelling standardization operates as a highly regulated system, permitting only one spelling for each word. This leads to the removal or formal acceptance of spelling variations. Consequently, spellings like (flowre), (sume), and (streyte) have disappeared, while (flour) and (flower), (some) and (sum), as well as (straight) and (strait) have each become the sole accepted forms for their respective words (Sönmez, 1993, p. 34).

Additionally, it's important to note that not all words are included in the standard written language. Many excluded words have been categorized as phonetic or local variants of a more 'correct' term due to their replacements in written form. For instance, a sociolinguist might refer to the coexistence of 'canna' and 'cannot' in a dialect as lexical variation (Kerswill, 1987, p. 29).

These traits indicate that standardization operates as a word-based process, and it appears that language change is likely to occur through lexical diffusion, although this needs further

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exploration. The fixed spelling associated with each word separates written language from spoken language, which has numerous pronunciation variations and homophones. The phonetic patterns that do exist in the spelling system are notoriously inadequate as a comprehensive guide (being incomplete across the vocabulary and lacking exclusivity), indicating that spelling standardization was not motivated by a desire to align the system more closely with speech. In contemporary times, misspellings of common words are often the most criticized orthographic errors, closely followed by those resulting from the over-generalization of sound-to-spelling rules or the creation of spelling analogies where none exist (Sönmez,1993,p.35).

These two types of misspellings are labeled and mocked as illiterate, such as (wot) for "what" and (there) for "their," or (skool) for "school" and (bilding) for "building." The noticeable alteration in the appearance of the written word in these cases may contribute to their selection for particular criticism. Other misspellings that are not caused by the over-extension of rules and analogies but are still phonetically plausible (like (roccocco) and (accomodation)) are generally not viewed as indicators of poor education, and it should be noted that they tend to affect the word's shape less significantly (Sönmez, 1993, p. 35)

### **V.2. Grammar**

#### **a. Nouns and adjectives**

In modern English, the primary regular noun inflection is the -s ending for the genitive and plural forms, while irregular plurals largely resemble those still present in contemporary English. During the sixteenth century, the use of an apostrophe for the singular genitive was optional; it became more common in the seventeenth century but only became standardized around 1700. Apostrophes were not used for the genitive plural during this time. (Oxford English Dictionary, 2025)

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Another form of the singular genitive that was used throughout this period was the so-called "possessive dative," as seen in phrases like "Job's Patience, Moses his Meekness, Abraham's Faith" (Richard Franck, 1694). This form was particularly common after masculine nouns ending in -s, likely because it sounded similar to the regular genitive ending in -(e)s. A similar construction was also used with "her," as in "The Excellency of our Church her burial office," and with "their." (Oxford English Dictionary, 2025)

In Middle English, the group genitive (the genitive of a complex noun phrase, such as "the king of England") was expressed as a split construction, for example, "the kinges wyf of England." This structure persisted into early modern English but was eventually replaced by the more familiar forms like "the wife of the king of England" or "the king of England's wife." . (Oxford English Dictionary, 2025)

Regarding adjective gradation, all three forms—easier, more easy, and more easier—were acceptable during this time. By the late seventeenth century, the rule favoring -er and -est for monosyllabic words and more and most for polysyllabic ones, with some variation for disyllabic words, had been established in standard English. However, in regional dialects, -er was still preferred regardless of word length. The double comparative was commonly used for emphasis and was even praised by the playwright Ben Jonson. (Oxford English Dictionary, 2025)

### **b. Personal pronouns**

Personal pronouns underwent significant changes by 1600. In the second person, "ye" had become a rare alternative to "you," with no distinction in case remaining (previously, "ye" was used as the subjective case and "you" as the objective). The use of "you" as a polite form of address for a single individual gradually replaced "thou," which was originally the singular pronoun. By 1600, "thou" (and its objective form "thee") was mainly used in intimate or disparaging contexts. By the late seventeenth century, "you" had become the standard form in

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nearly all situations, while "thou" and "thee" were primarily found in the Bible, religious contexts, among Quakers, and in regional dialects. (Oxford English Dictionary, 2025)

In the third person, "his" was the possessive form of "it" until around 1600. Various alternatives emerged, such as "it" (as in "it had its head bit off by it, young," from King Lear) and "thereof" (as in "Sufficient unto the day is the travail thereof," from the Great Bible, 1539). The possessive "its" first appeared in print in the 1590s and quickly gained acceptance in standard usage (Oxford English Dictionary, 2025)

### **c. Reflexive pronouns**

Reflexive pronouns saw a shift as the simple objective pronouns like "me," "thee," and "us" became largely limited to poetic contexts, as illustrated in Milton's "Paradise Lost": "Take to thee from among the Cherubim Thy choice of flaming Warriors." Forms ending in –self, which were initially used for emphasis, became the standard and plural forms with –selves began to appear in the early sixteenth century. (Oxford English Dictionary, 2025)

### **d. Relative pronouns**

Relative pronouns also evolved during this time. The pronoun "that" remained common, while alternatives existed. "Which," inherited from Middle English, became rare by the mid-seventeenth century. "Which» could refer to both people and things but became less common for people after 1611? The relative pronoun "who" was uncommon in the fifteenth century but gradually gained popularity. The "zero relative" (where no pronoun is used) emerged in Middle English but was rare in the sixteenth century. In the early modern period, it could be used for both subjects and objects of clauses. (Oxford English Dictionary, 2025)



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### **e. Modal and auxiliary verbs**

The present tense of the verb "to be" encompasses various forms, including the be-forms alongside the contemporary forms (am, are) utilized in modern English: I be, thou beest, we, you, or they be. These forms were prevalent during the sixteenth century but became increasingly uncommon in the seventeenth century, ultimately becoming restricted to specific regional dialects. The perfect aspect of intransitive verbs, particularly those denoting motion, continued to be frequently constructed with "to be" rather than "to have," as was the case in Middle English. Notably, Shakespeare typically employed "to be" with verbs such as creep, enter, flee, go, meet, retire, ride, and run (Oxford English Dictionary, 2025).

The construction of "to be" followed by the present participle was infrequent during the early modern English period, and the modern interpretation, which signifies immediate present action, was largely absent. Instances that do exist seem to serve to intensify the action (Oxford English Dictionary, 2025).

Regarding the verb "to do," its periphrastic usage (e.g., "those things we do esteem vain" as opposed to "to those persons we esteem vain") emerged in Middle English, although its prevalence in fifteenth-century prose was below 10 percent. Nevertheless, its application across various sentence types experienced a rapid increase during the sixteenth century (Oxford English Dictionary, 2025).

In the context of negative and affirmative direct questions (e.g., "do or did you (not) love?"), as well as negative declaratives and imperatives (e.g., "I do or did not love," "do not love"), the periphrastic form largely supplanted non-periphrastic constructions (e.g., "love(d) you (not)?," "I love(d) not," "love not") by the year 1700. Conversely, the use of the periphrastic construction in affirmative declarative sentences (e.g., "I do or did love") experienced a significant decline in the late sixteenth century. Following the complete displacement of non-periphrastic forms in questions and negatives, the periphrastic



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construction in affirmative declaratives became, in the eighteenth century, a marker of emphasis (Oxford English Dictionary, 2025).

### **f. Adverbs and conjunctions**

During this period, the gerund began to be employed in conjunction with the verbal noun, resulting in a range of mixed usages that present challenges for classification. For instance, John Evelyn noted in 1665, "as in reciting of plays, reading of verses, etc., for the varying the tone of the voice." (Oxford English Dictionary, 2025).

"Examples include"

‘No man spake clear, equal, or without artifice’ (Paul Rycaut, 1681)

During this period, compound adverbs constructed with the terms "here," "there," and "where" in conjunction with prepositions were frequently employed as alternatives to the combinations of prepositions with "this," "that" (or "it"), and "what." An illustrative example of this usage can be found in Thomas Blundeville's work from 1594, which states, "To make there through a navigable passage." Additionally, compound subordinating conjunctions featuring "that" as the second element were prevalent during this time. A pertinent example is provided by R. Dolman in 1601, who noted, "The property thereof is to mount always upwards, until that it hath attained to the place destined unto it. Inversion of the verb and subject occurs following an adverbial element, a conjunction, or an object. This syntactic structure was prevalent in the sixteenth century, potentially appearing in as many as one-third of sentences; however, its usage declined significantly after the year 1600 (Oxford English Dictionary, 2025).

"Examples include"

And here of commeth the destruction of the reprobates’ (James Bell, 1581)

The phenomenon of multiple negations was a common linguistic feature in both Old and Middle English, persisting until the early seventeenth century, after which it became

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increasingly uncommon or considered nonstandard. An illustrative example of this can be found in the statement: "I wyll not medle with no duplycyte" (Stephen Hawes, 1503) (Oxford English Dictionary, 2025).

### **VI. Shakespeare style during the Early Modern English**

Shakespeare was seen as an influential figure in the Renaissance period (1300–1650s). He was known for the huge effect he had on the advancement of the Early Modern English language. English speakers use many words from Shakespeare's writing works in their daily speech. He changed the English language through using it as he wanted at the time. During the Renaissance period, writers were liberating the English language moving it wherever directions they wanted in their writings (Ayaz, 2012, p. 102).

This remarkable linguistic repertoire can be attributed not only to his innovative and imaginative employment of language but also to his willingness to embrace a diverse array of new words. While it is true that he could mock the pedantic use of inkhorn terms by characters such as Holofernes—who employs Latin quotations and pretentious vocabulary such as "intimation," "insinuation," "explication," and "replication," and who exhibits disdain for individuals like the dull-witted Dull, who, as noted by another character, "hath not eat paper"—Shakespeare's engagement with language was more nuanced than mere derision. His exposure to Wilson's perspectives on language was not without impact, although he did not wholly subscribe to Wilson's more extreme positions (Baugh & Cable, 2002, p. 217).

Shakespeare's lexicon includes a variety of terms such as "agile," "allurement," "antipathy," "catastrophe," "consonancy," "critical," "demonstrate," "dire," "discountenance," "emphasis," "emulate," "expostulation," "extract," "hereditary," "horrid," "impertinency," "meditate," "modest," "pathetical," "prodigious," "vast," and several Romance-derived words like "ambuscado," "armada," "barricade," "bastinado," "cavalier," "mutiny," "palisado," "pell-mell," and "renegado," all of which were introduced to the English language in the latter half

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of the sixteenth century. Some of the terms employed by Shakespeare were indeed quite novel, as the earliest recorded instances of these words appear only a year or two prior to their usage in his works (e.g., "exist," "initiate," "jovial")(Baugh & Cable, 2002, p. 217).

In numerous cases, Shakespeare's usage represents the earliest known occurrence of the word in English, including terms such as "accommodation," "apostrophe," "assassination," "dexterously," "dislocate," "frugal," "indistinguishable," "misanthrope," "obscene," "pedant," "premeditated," and "reliance," among others. His approach to foreign borrowing would likely categorize him as a linguistic liberal (Baugh & Cable, 2002, p. 218).

Shakespeare's employment of new vocabulary underscores a significant aspect of their introduction: these words were often utilized in meanings that diverged from contemporary interpretations, aligning more closely with their etymological roots in Latin. For instance, while "communicate" in modern usage typically refers to the exchange of information, in Shakespeare's time, it retained its original connotation of "to share or make common to many" Regarding Shakespeare's pronunciation, it is important to note that, although it differed from modern English, it was more similar to contemporary pronunciation than has often been recognized (Baugh & Cable, 2002, p. 218).

He pronounced [e] for [i] in certain words, akin to how Pope could still articulate "tay" for "tea." The phonetic convergence of the vowel sounds represented by "er," "ir," and "ur" (e.g., "herd," "birth," "hurt") was in progress but not yet fully realized. As discussed in § 175, Middle English [ē] exhibited variability, being pronounced either as open or close [ɛ: e:], with the two sounds remaining distinct during Shakespeare's era, represented as [e:] and [i:] respectively. Consequently, the word "sea" [se:] does not typically rhyme with "see" [si:] (Baugh & Cable, 2002, p. 219).

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### **Conclusion**

In summary, this chapter has examined the major linguistic developments in Late Modern English (c. 1700–present), shedding light on how colonialism, industrialization, and technological advancements such as the printing press contributed to its standardization and global expansion. Phonological shift, spelling reforms, and lexical growth during this period were not only changes but responses to broader sociopolitical and geographical forces. The codification of English through dictionaries, grammars, and media determined its role as a dominant lingua franca.

These transformations underscore an important fact in linguistic evolution: language does not develop in a vacuum but is deeply going through historical and cultural shifts. As English transitioned from a regional language to a global medium of communication, its structure and usage adapted to new social demands and more common usage. Future research could explore dialectal variations within Late Modern English or comparative analyses with languages to deepen our understanding of linguistic field. Ultimately, this chapter shows that the history of Late Modern English is not merely a record of linguistic change but a reflection of power, identity, and globalization of an ongoing process that continues to shape the language today.

**Chapter Two:**  
**Modern English Shift (18<sup>th</sup> century) The Castle OF**  
**Otranto**

### **Introduction**

The 18<sup>th</sup> century was a significant period in the history of English language, as it was the time that English saw huge transformations. This century was characterized by linguistic refinement, prescriptive attitudes, and growing in order and correctness of language. This chapter focuses on the development of English during the 18<sup>th</sup> century, a time when language change was consciously directed. The discussion starts with the main characteristics of 18th-century English,. It will then explore the second wave of the standardization movement, a period in which grammar books, spelling guides used to form “a proper” English. The chapter will also look at how the Industrial Revolution affected language, specifically how colonialism and technical development brought new words to the language. This will be followed by an overview of the societal changes. Further, the chapter will shed light on the rise of dictionaries and the growth of print culture. Finally, attention will be given to the growth of English vocabulary during this period. By the end of this chapter, readers will have a full understanding of the linguistic landscape of 18<sup>th</sup> century English.

### **I. MAIN CHARACTERISTICS OF THE 18<sup>TH</sup> CENTURY ENGLISH LANGUAGE**

The 18th century English language is known for its defining characteristics of standardization and refinement. This period often called the "Age of Reason" since it focused on regulating grammar, vocabulary, and spelling to create a clearer and common language, it was distinguished by flourishing of literary forms and the language evolved in both structure and style. Below are the defining characteristics of 18<sup>th</sup> century English.

#### **I.1. Standardization of the English Language**

The release of a Dictionary of the English Language by Samuel Johnson, A.M., in 1755, was celebrated as a significant accomplishment. This recognition is well-deserved; especially considering it was the result of one individual working largely alone for just seven years.

However, it did have its shortcomings. When evaluated by contemporary criteria, it falls short in many areas. Its etymologies can be quite amusing, and it is occasionally affected by bias and whim. While its definitions are mostly accurate and often insightful, there are moments that are distinctly characteristic of Johnson's style (Baugh, 1978, p. 256).

It contains numerous words that are questionable in their legitimacy as part of the language. However, it also has notable strengths. It presented the English vocabulary more comprehensively than ever before. It provided a standardized spelling, albeit sometimes imperfect, that could be recognized as official. Additionally, it included thousands of quotations that demonstrated word usage, allowing readers to grasp meanings even when Johnson's own definitions fell short, as he noted in his preface, "the sense may easily be collected entire from the examples." (Baugh, 1978, p. 256)

The primary function of a dictionary is to document usage. Yet, even today, as the scientific study of language encourages a more open-minded approach to its complexities, many still view dictionary editors as authoritative figures entitled to dictate pronunciation and word usage. This perspective was nearly universal in Johnson's time and was not unwelcome to the lexicographer himself. He often made it clear that he embraced this responsibility as part of his role (Baugh, 1978, p. 256)

"Every language," he says in the preface, "has its anomalies, which, though inconvenient, and in themselves once unnecessary, must be tolerated among the imperfections of human things, and which require only to be registered, that they may not be increased, and ascertained, that they may not be confounded: but every language has likewise its improprieties and absurdities, which it is the duty of the lexicographer to correct or proscribe." In a paper he published in the Rambler (Noth, 1992, p 208)

He condemns the word -lesser- as a barbarous corruption, though he admits that "it has all the authority which a mode originally erroneous can derive from custom." Under no wise he

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says, “This is commonly spoken and written by ignorant barbarians, nowadays” According to him nowadays was once much used, “These ignorant barbarians are o Pope, and Swift, and Addison, and Locke, and several other writers”(Baugh, 1978, p. 257)

While planning for his work the earl of Chesterfield, Johnson said: “And though, Perhaps, to correct the language of nations by books of grammar, and amend their manners by discourses of morality, may be tasks equally difficult; yet, as it is unavoidable to wish, it is natural likewise to hope, that your Lordship’s patronage may not be wholly lost.” It is completely understandable that Johnson's Dictionary would draw comparisons to similar dictionaries created by academies in France and Italy. Garrick even penned an epigram celebrating his friend's accomplishment, which includes the lines noting that a notice from the continent suggests Johnson can be considered a sort of academy for his own country. Johnson himself saw his work as serving the same purpose as an academy's dictionary, particularly in terms of pronunciation (Baugh, 1978, p. 257)

He says, “One great end of this undertaking is to fix the English language”; and in the same time he clarified, “The intent is to preserve the purity, and ascertain the meaning of our English idiom.” At the end he says, “This is my idea of an English Dictionary; a dictionary by which the pronunciation of our language may be fixed, and its attainment facilitated; by which its purity may be preserved, its use ascertained, and its duration lengthened”(Baugh, 1978, p. 257)

He explains: “I had long lamented, that we had no lawful standard of our language set up, for those to repair to, who might choose to speak and write it grammatically and correctly.” Johnson's Dictionary, he thought, would provide one, The moment for making distinctions appears to have arrived. Toleration, acceptance, and assimilation have reached their limits. (Baugh, 1978, p. 257)



### **I.2. The Beginnings of Prescriptive Grammar**

The grammarians appeared to have two main goals: to prescribe rules and to prohibit certain usages. Many of the conventions that we now recognize and promote in our grammar guides were initially articulated during this time. The prescriptive differentiation between the verbs "lie" and "lay" was reportedly established in the latter half of the eighteenth century; prior to that, the intransitive use of "lay" was not viewed as incorrect. Additionally, the phrases "had rather" and "had better" were criticized by Johnson, Lowth, and Campbell (Baugh, 1978, p. 262)

Lowth says: "It has been very rightly observed, that the Verb had, in the common phrase, I had rather, is not properly used, either as an Active or as an Auxiliary Verb; that, being in the Past time, it cannot in this case be properly expressive of time Present; and that it is by no means reducible to any Grammatical construction. In truth, it seems to have arisen from a mere mistake, in resolving the familiar and ambiguous abbreviation, I'd rather, into I had rather, instead of I would rather, which latter is the regular, analogous, and proper expression" (Baugh, 1978, p. 262)

This perspective can still be found in some contemporary literature. There are differing views on the appropriateness of using "whose" as the possessive form of "which," and despite historical support for this usage, some purists continue to oppose it. The preference for "different from" instead of "different than" or "different to," as well as the rejection of "between you and I," are examples of attitudes that have generally been accepted in standard speech. This also applies to the distinction between "between" and "among," the preference for using the comparative form rather than the superlative when comparing just two items (e.g., "the larger" instead of "the largest"), the belief that words like "perfect," "chief," and "round" should not be compared (e.g., "more perfect"), the acceptance of "from hence," and the criticism of phrases like "this here" and "that there" (even though Webster supported these

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as traditional usage). Additionally, Webster defended the singular use of "you was," which was indeed common in literature (Baugh, 1978, p. 263).

The grammatical usages leading to the acceptance of "were" in various contexts, numerous other usage debates existed among grammarians, but the nature of these discussions is clear from the examples provided. One notable issue was the correct case to use after "than" and "as," which was a significant concern in the eighteenth century (e.g., "he is taller than I" or "me") (Baugh, 1978, p. 263).

Lowth's perspective, which has since gained acceptance, was that the pronoun should align with the implied construction (e.g., "he is older than she" or "he likes you better than me"). Another debated topic was the case used before gerunds (e.g., "I don't like him doing that" vs. "his doing that"). Harris, Lowth, and others strongly opposed using "his" in this context, while Webster argued it was the "genuine English idiom" and the only acceptable form, a view that has become widely accepted. Additionally, the eighteenth century is known for condemning the double negative, with Lowth establishing the rule that "Two Negatives in English destroy one another, or are equivalent to an Affirmative," thus eliminating a useful expression from polite conversation." (Baugh, 1978, p. 265).

A significant set of rules regarding the use of "shall" and "will" emerged during this time. Before 1622, no English grammar made a distinction between these terms. In 1653, Wallis noted that "shall" indicates simple futurity in the first person, while "will" is used in the second and third persons. However, it wasn't until the latter half of the eighteenth century that the usage in questions and subordinate clauses was clearly defined. (Baugh, 1978, p. 268)

Johnson outlined the rule for questions in his 1755 Dictionary, and in 1765, William Ward created a comprehensive set of guidelines for English grammar, which included variations that are still found in modern texts. These guidelines were not widely adopted until Lindley

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Murray popularized them in 1795, and they have been frequently reiterated in English grammars since around 1825 (Baugh, 1978, p. 265).

In this case, as in others, grammarians seemed to be formalizing what was likely a common, though not universal, trend in written language, as seen in the correspondence of seventeenth and early eighteenth-century writers. The lack of distinction in everyday speech can be inferred from the language used in plays, and today, this distinction is often overlooked except by those who consciously adhere to the rules or come from a tradition shaped by them (Baugh, 1978, p. 263).

### **II. Grammarian's Influence and intentions in shaping modern English language**

The objectives of linguistic research differ among authors in the current century, it is important to acknowledge the diverse concerns present in the eighteenth century. A thorough and well-rounded history of linguistic thought would need to encompass a wide array of writings, ranging from detailed rules found in handbooks to the theories proposed in universal grammars. When examining the history of the English language, it is fitting to highlight those efforts that had the most significant impact on English structures, particularly in educational settings (Baugh, 1978, p. 261).

There was certainly a consistent prescriptive tradition during this time, where eighteenth-century grammarians aimed to achieve three main goals:

- a. To codify the language's principles and establish rules.
- b. To resolve contentious issues and clarify cases of differing usage.
- c. To identify common mistakes or perceived errors in order to correct and enhance the language.

All three objectives were pursued simultaneously. One of the aspirations of those advocating for an academy was to organize the principles of English grammar and create rules that could address and resolve all related questions (Baugh, 1978, p. 261).

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In his Dictionary Johnson had declared, "When I took the first survey of my undertaking, I found our speech copious without order, and energetic without rules: wherever I turned my view, there was perplexity to be disentangled, and confusion to be regulated." It was important to show that English could be systematically analyzed and was not so "irregular and capricious" that it couldn't be governed by rules and used accurately. (Baugh, 1978, p. 265)

As Lowth noted in the introduction to his grammar, "The inaccuracies in our speaking and writing do not stem from any unique irregularity or difficulty in our language. The issue lies not with the language itself, but with how it is practiced. The truth is, grammar is largely overlooked by us; it is not the complexity of the language that leads to this neglect, but rather its simplicity and ease. If the language were more challenging, we would feel compelled to study it more diligently. However, we tend to assume we possess sufficient knowledge and skill to express ourselves correctly in our native tongue, a skill developed through use, habit, and auditory experience, which allows us to proceed without much thought, this gap clearly needed to be addressed (Baugh, 1978, p. 264).

Eighteenth-century grammarians would have unanimously agreed with Campbell, who stated in his *Philosophy of Rhetoric* that "a person who compiles a clear and accurate summary of the laws in a country like ours, even if not a lawmaker, would be recognized as a public benefactor" He further claimed that grammarians serve a similar role in a different context. However, grammarians also positioned themselves as lawgivers (Baugh, 1978, p. 264).

They were not satisfied with merely documenting facts; they issued judgments. It was generally accepted that among two alternative expressions, one must be incorrect. Just as nature abhors a vacuum, the grammarians of the eighteenth century detested ambiguity. A decision had to be made, and once a question was resolved, any contrary usage was firmly condemned (Baugh, 1978, p. 262).

Among the grammarians of this time, only Priestley appeared to question the appropriateness of ex cathedra statements and genuinely acknowledged the realities of language usage. "The main purpose of a Grammar for any Language," says Lowth, "is to teach us to express ourselves with propriety in that Language; and to enable us to judge of every phrase and form of construction, whether it be right or not. The plain way of doing this is, to lay down rules, and to illustrate them by examples. But, the matter may be further explained by pointing out what is wrong." (Baugh, 1978, p. 265).

The early procedure is a significant aspect of his and other modern grammars. In fact, one might argue that it is overly emphasized. It can become tiresome to follow the constant disputes over minor details; it would be preferable if there were more grammarians like Priestley, who believed that a man reveals the narrowness of his mind when he shows, through either his self-importance or his harsh criticism of others, that he places great significance on this matter. We have far more important issues to consider, and if we devote our attention to those, grammatical criticism will seem almost insignificant. The fuss made over it is one of the clearest indicators of the triviality of many readers and writer today (Baugh, 1978, p. 261).

### **II.1. Vocabulary Reform and Linguistic change in the modern English period**

When we look back at the work of the grammarians from the eighteenth century and examine their achievements, we find them quite significant. It's important to note that these grammarians, whether intentionally or not, were trying to "define" the language and bring clarity and structure to a previously unregulated practice.

As a result, it became inaccurate to claim that English lacked rules; in fact, we might argue that there were too many rules. Some of these rules have since been discarded, while others remain questionable yet are still included in our reference materials and enforced upon those who believe that adherence to perceived authority is a valid measure of correctness.

Although we can acknowledge that the reasoning behind many of their conclusions was often flawed and that the conclusions themselves were sometimes arbitrary, we must recognize that a significant number of contentious issues were resolved, whether correctly or not, and have since become accepted. Some of the more notable resolutions have already been highlighted. Consequently, with the formalization of usage and the resolution of various disputes, much of the uncertainty that concerned figures like Dryden and Swift was alleviated. For this reason and others, English was able to avoid the artificial constraints and stifling influence of an academy (Baugh, 1978, p. 271).

### **II.2. The lasting consequences of grammatical reform in the modern English era**

When we look back at the work of eighteenth-century grammarians and evaluate their achievements, we find that they were quite significant. It's important to note that these grammarians, whether intentionally or not, were trying to "define" the language and bring clarity and structure to a previously unregulated practice. As a result to grammarian's efforts, it could no longer be claimed that English lacked rules. In fact, one might argue that there were too many rules. Some of these rules have since been discarded, while others remain questionable yet are still included in our reference materials and enforced upon those who believe that adherence to supposed authority is a valid measure of correctness (Baugh, 2002, p. 269).

Although we can acknowledge that the reasoning behind many of their decisions was often flawed and that the decisions themselves were frequently arbitrary, we must recognize that a significant number of contentious issues were resolved, whether correctly or not, and have since become accepted. Some of the more notable resolutions have already been highlighted. Consequently, with the formalization of usage and the resolution of various disputes, much of the uncertainty that concerned figures like Dryden and Swift was alleviated. For this reason

and others, English was able to avoid the artificial constraints and stifling influence of an academy (Baugh, 2002, p. 269).

### **III. Linguistic refinement and codification during the 18th century**

The 18th century marked as an important era in the development of the English language, as it was during this time that grammar was formally established. This process of codification involved systematically outlining the rules and structures of English. For centuries, the English language has been evolving, particularly in the 18th century with the introduction of new dictionaries. While English continues to adopt new words, its grammar and pronunciation remain consistent due to codification.

The English language has transformed over the centuries, progressing from Old English to Middle English following the Norman Conquest in 1066, and then to Modern English around the mid-15th century. For instance, certain word forms were eliminated, including nouns with different genders and extra verb forms. The standard sentence structure (subject-verb-object) became established, while variations like verb-subject-object largely faded away. Additionally, many new words were introduced, with around 10,000 borrowed from French after the conquest (Nordquist, 2019).

The term "codification" in linguistics refers to the processes used to standardize a language, which includes the development and application of dictionaries, style guides, and traditional grammar textbooks. As James and Lesley Milroy noted in "Authority in Language: Investigating Standard English," standardization seeks to maintain fixed values within a system. In the context of language, this means minimizing variations in spelling and pronunciation by establishing specific conventions deemed 'correct,' defining 'correct' meanings for words, and determining acceptable word forms and sentence structures (Nordquist, 2019).

### **III.1. Key Contributors to 18th-Century English Language Change**

The 18th century is considered as a very crucial period for the development and the transformation of English towards More common language .This was marked by significant contributors from writers, poets, grammarians and linguists.

One of the most important figures was Samuel Johnson, whose publication of A Dictionary of the English Language (1755) helped establish spelling, meanings, and usage, influencing English vocabulary for centuries, this later was an English critic, biographer, essayist, poet, and lexicographer, is regarded as one of the greatest figures of 18th-century life and letters (Singh, 2020, p. 5).

Alongside Johnson, Noah Webster who is a well-known contributor with his dictionaries and spelling reforms. Grammarians like Robert Lowth and Lindley Murray introduced influential grammar books that Brought forward rules and usage norms, contributing to the standardization of English grammar .Shaping the linguistic prescriptions and the updated form of proper English Together, these leading figures helped in integrating the evolution, refinement, and modernization of English during the 18th century (Singh, 2020, p. 5).

### **IV. Standardization movement at its peak**

Standardization is particularly appealing to historians and social scientist is its interdisciplinary nature, as it connects politics, business and economics, science and technology, labor, and culture and ideas. The existing historical research on standards and standardization encompasses all these different areas. This body of work illustrates how a multidisciplinary perspective that integrates insights from these various fields enhances our understanding of standards and standardization. (Russell, 1997, p.1)

The term "standard" can have different meanings based on the context; it might refer to a screw thread, a unit of measurement, a consistent set of practices, or a particular worldview.



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This diversity can initially be perplexing for those who value precise terminology (Russell, 1997,p. 1).

From the sixteenth to the eighteenth century, English grammar gradually began to evolve into a distinct system separate from Latin. It wasn't until the early eighteenth century that scholars recognized that Latin rules could no longer be effectively applied to English grammar. Following an economic surge in the early to mid-eighteenth century, there was a dramatic increase in the publication of English textbooks, leading to the establishment of English grammar as a formal discipline (Russell, 1997,p. 2).

Since the eighteenth century, English grammar has undergone considerable changes. Writing from that period often featured complex and periodic sentence structures, which frequently obscured the straightforward subject-verb-object arrangement that we are familiar with today. Additionally, the spelling conventions of the eighteenth century were quite different from those of modern English, with unusual spelling patterns contributing to this distinction (Kathryn.2024).

### **IV.1. Major changes during standardization**

These are Stages of Significant Transformations during the era:

#### **d. The first stage( 1701-1760)**

Latin was not effectively applicable to English, leading to the introduction of literary reforms. The first literary anthology was created for educational purposes.

#### **e. The second stage1761-1830**

Financial incentives led to a surge in the quantity of published English textbooks, although they typically contained similar material.

#### **f. The third stage 1831-1870**

The 1830s marked a shift in the context of English textbooks, resulting in a doubling of their production.

### **I. Modern spelling shifts**

Efforts to create a phonetic spelling system for English in a scientific manner are pointless. One reason for this is that pronunciations are constantly changing. Additionally, it is unavoidable that the same letter will represent different sounds, similar to how the same word can have different meanings in various contexts (Baugh, 2002, p.207).

Samuel Johnson's A Dictionary of the English Language, released in 1755, aims to define words while also clarifying their spelling and usage. Johnson starts his examination of spelling by attempting to identify the precise rules governing each letter in the English alphabet. It's noteworthy that despite Johnson's efforts being precise, the English language exhibits "very little shape or consistent practice", and the first phonetic alphabet wouldn't emerge until the late 1800s. This could account for the seemingly erratic nature of spelling in the eighteenth century (Kathryn .2024).

A major aspiration of the eighteenth century was to stabilize the language and set it in a lasting form. Swift referred to the idea of "fixing" the language, a concept that was echoed by lesser writers for fifty years who shared his ambition and, like him, believed it could be achieved (Baugh, 2002,p 246).

Bacon at the end of his life had written to his friend, Sir Toby Matthew (1623): "It is true, my labours are now most set to have those works, which I had formerly published ,well translated into Latin For these modern languages will, at one time or other play the bankrupts with books." (Baugh, 2002,p. 246).

The poet Waller commented on this in his work "Of English Verse":

But who can hope his lines should long

Last, in a daily changing tongue?

While they are new, Envy prevails;

And as that dies, our language fails

Poets that Lasting Marble seek,  
Must carve in Latin or in Greek;  
We write in Sand (Baugh,2002,p. 247)

### **VI. The rise of new factors behind English language change**

#### **VI.1. The influence of Neoclassicism**

Neoclassicism was an artistic and cultural movement that arose in the mid-18th century and prevailed in European art and architecture until the early 19th century. It aimed to revive the classical ideals of ancient Greece and Rome, serving as a reaction to the extravagance and elaborate features of the Baroque and Rococo styles. This movement brought back classical forms in architecture, sculpture, painting, and literature, while also adapting these forms to produce new creations (Mohapatra, 1943, p. 11).

Neoclassical art is a prominent and impactful movement in painting and other visual arts that emerged in the 1760s, peaked during the 1780s and 90s, and continued until the 1840s and 50s. In painting, it typically featured a focus on strict linear design while portraying Classical themes and subjects, utilizing historically accurate settings and attire (David irwish, 2025).

Neoclassicism in the arts embodies an aesthetic perspective rooted in the art of ancient Greece and Rome, emphasizing harmony, clarity, restraint, universality, and idealism. Within this tradition, Classicism refers to art from antiquity or later works inspired by it, while Neoclassicism specifically denotes art created later that draws inspiration from ancient sources. Artists influenced by Classicism often favor particular characteristics, such as prioritizing line over color, straight lines over curves, frontal and closed compositions over diagonal ones that extend into deep space, and general themes over specific details (David irwish ,2025).

Neoclassicism emerged partly as a response to the ornate and playful Rococo style that had prevailed in European art since the 1720s. However, a more significant influence was the growing scientific interest in Classical antiquity that developed during the 18th century. This movement was greatly fueled by new archaeological findings, especially the exploration and excavation of the buried Roman cities of Herculaneum and Pompeii, which began in 1738 and 1748, respectively. Additionally, from the 1720s onward, several key publications by figures such as Bernard de Montfaucon, Giovanni Battista Piranesi, the comte de Caylus, and antiquarian Robert Wood showcased engraved depictions of Roman monuments and other ancient artifacts, further igniting interest in the Classical era (David irwish ,2025).

### **VI.2. The Latin Influence**

The impact of Latin on the English language has been ongoing and is regarded as one of the earliest and most significant influences. It has enhanced the vocabulary of English, contributing to its diversity and complexity. Latin words in English can be categorized based on how and when they were adopted. During the Roman occupation of Britain (55 BC – 410 BC), numerous Latin terms related to military, administration, commodities, and food were incorporated into English. Examples include camp (bottle), segn (banner), mil (mile), win (wine), and weall (wall) (Kerala, 2019, P.45).

Terms related to the church include: church, bishop, candle, alms, angel, anthem, minister, epistle, hymn, daily mass, psalm, pope, priest, shrine, nun, monk, disciple, and more. Words connected to household matters and domestic life are: cap, chest, dish, fan, fever, linen, kitchen, mat, pole, plaster, silk, tunic, radish, oyster, etc. Names of trees, plants, and herbs include: beef, box, pine, aloes, garden, sword, grass, lily, palm, pea, pepper, plum, poppy, mallow, and plant. Educational terms encompass: school, master, grammatical, verse, metre, notary, talent, etc. Animal and bird names consist of: capon, doe, lobster, phoenix, trout, turtle, elephant (Kerala, 2019,P. 46).

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During the Middle English period, many Latin words related to religion, medicine, law, and alchemy were introduced, primarily through French, and are thus considered French loanwords. The Renaissance saw an influx of Latin vocabulary into English, as scholars and writers of the 16th and 17th centuries were greatly inspired by Latin. Notable English authors like Bacon and Moore composed works in Latin. Initially, these new Latin terms were part of an educated lexicon, but over time, many became widely used in everyday language (Kerala, 2019,P. 46).

Latin words and phrases that have not integrated into everyday language and have limited applications can be categorized into several groups. First, there are Latin terms used in scholarly contexts, such as 'apex,' 'radius,' 'dictum,' and 'quantum.' Second, some Latin phrases have specialized meanings and may come across as pedantic, including 'prima facie,' 'ex-cathedra,' 'vice versa,' 'ipso facto,' 'veto,' 'credo,' and 'recipe quorum.' Third, certain Latin expressions have been adopted as names for patent medicines, tonics, and food products, like Ovaltine, Sanatogen, and Wincarnis. Lastly, Latin compounds and hybrid terms are commonly found in science and technology, such as 'locomotive,' 'motor,' 'radiator,' 'tractor,' 'Dictaphone,' 'television,' and 'automobiles.', the fourth influence of Latin is evident in the use of prefixes and suffixes in English, with many prefixes like 'pre-,' 'ex-,' 'inter-,' 'extra-,' 'super-,' 'post-,' and 'ante-' originating from Latin, as well as suffixes such as '-ic,' '-al,' and '-ate.' Additionally, Latin has impacted English spelling, pronunciation, and syntax (Kerala,2019, P. 47).

Overall, Latin has significantly enriched the English language. As (Albert Baugh) noted, Latin verbs are among the most valuable contributions to English. Latin has provided numerous synonyms, allowing writers to convey their ideas more subtly in their literary works. However, there are also drawbacks to Latin's influence on English, such as creating a lack of harmony in the language.” (Kerala,2019, P. 47 )

Pronunciation in English evolves over time, while spelling stays constant. Words were pronounced in a certain manner during Chaucer's era, but their pronunciation changed by Shakespeare's time (Kerala, 2019, P. 85).

### **VI.3.The Greek Influence**

Before the Renaissance, the English language already included some Greek words, such as geography, theology, and logic, which were borrowed through Latin. However, the majority of Greek words entered English during the Renaissance, particularly due to the revival of Greek learning in Western Europe in the early 16th century. This revival significantly accelerated the borrowing of Greek vocabulary. Some examples of words adopted since the 16th century include irony, alphabet, drama, elegy, dilemma, chorus, basis, larynx, epic, and theory (Kerala, 2019, P. 48)

In the 17th century, additional Greek words were incorporated into English, such as orchestra, pandemonium, museum, hyphen, dogma, and clinic. The 18th century saw the adaptation of words like bathos and philanders. The 19th and 20th centuries introduced a plethora of scientific and technical terms, along with numerous new creations and adaptations. Examples include psychology, neurology, oxygen, hydrogen, halogen, geography, photography, orthography, telegraph, microscope, telephone, and microphone. Modern medical science is particularly rich in Greek terminology, likely due to the influential work of Greek physicians like Hippocrates and Galen (Kerala, 2019, P. 48)

Greek has also contributed many prefixes and suffixes to the English language, which appear in hybrid words. For instance:

- "a" as in apathy or amoral
- "anti" as in anticongress
- "di" as in disyllabic
- "hyper" as in hypersensitive

- "by" as in bicycle
- "poly" as in polygamy
- "tele" as in telephone
- "-phone" as in telephone
- "-gram" as in telegram

(Kerala, 2019, P.48 )

### **VII. LATER 18TH-CENTURY PROSE AND THE GOTHIC NOVEL**

In the late 18th century, British prose literature experienced notable transformations influenced by evolving social and intellectual trends. The Enlightenment, characterized by a focus on reason, science, and knowledge, largely shaped the literary style of the 18<sup>th</sup> century, leading to works that emphasized rationality, order, and clarity. However, as the century advanced, these neoclassical principles began to shift towards more expressive and individualized writing styles. This decline in neoclassicism reflected broader societal changes, particularly the American and French Revolutions, which promoted democracy, individual rights, and social reform, significantly altering writers' perspectives on personal freedom and societal responsibilities. Literature began to move away from rigid formal structures, embracing emotional depth, subjective viewpoints, and engagement with urgent contemporary issues. The emergence of prose that valued emotional impact alongside intellectual discourse marked a significant turning point in English literature (Mohapatra, 1943, p. 19).

Key figures of this era, including Samuel Johnson, Laurence Sterne, and Oliver Goldsmith, exemplified this transformation through their unique styles. Samuel Johnson, famous for his insightful essays in *The Rambler* and *The Idler*, wrote with a strong moral emphasis, highlighting virtue and individual accountability. His work examined human nature and social issues with a straightforwardness that balanced moral significance with personal reflection. In

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contrast, Laurence Sterne employed experimental techniques to challenge conventional narrative structures. His novel *Tristram Shandy* was innovative in its nonlinear format and playful storytelling, showcasing Sterne's fascination with psychology and individuality. Oliver Goldsmith recognized for works like *The Vicar of Wakefield*, combined humor, sentimentality, and social critique, providing readers with a realistic yet compassionate perspective on human flaws and societal issues. Each of these authors played a role in the evolution of prose that prioritized personal insight and social commentary (Mohapatra, 1943, p. 20).

Themes of sentimentality, moral contemplation, and social critique became increasingly prominent in late 18th-century prose. Sentimentality was appreciated not just for its emotional appeal but also for its perceived moral purpose, encouraging readers to develop empathy and virtue. This period also emphasized moralistic tones, with writers examining the repercussions of vice and the redemptive qualities of virtue, often crafting narratives that conveyed moral lessons. Social critique was integrated into stories, addressing topics like poverty, inequality, and the excesses of the aristocracy. These themes underscored a growing interest in exploring human experiences from a personal and subjective perspective, evident in the rising popularity of memoirs, autobiographies, and other personal writings. Authors utilized these forms to explore individual psychology and personal reflection, adding depth to characters and inviting readers to connect with their inner lives (Mohapatra, 1943, p. 20).

Early novels had simple plots and clear narrative structures, but as prose fiction evolved, writers began to experiment with new techniques that added psychological depth and complexity to their stories. Innovations such as unreliable narrators and fragmented storytelling enriched the genre, encouraging readers to engage more actively with the text. This emphasis on intricate inner lives and subjective experiences led to the rise of the Gothic genre, which fascinated audiences with its darker themes, suspenseful plots, and exploration



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of fear and the irrational. Emerging in the late 18th century, the Gothic novel marked a significant departure from earlier literary forms by incorporating supernatural elements, dark settings, and psychological tension to delve into the mysteries of human fear and desire. This genre developed as a reaction against Enlightenment rationalism and neoclassical restraint, allowing authors to explore emotional, irrational, and supernatural themes, creating a captivating form that resonated with the anxieties of the time. Often set in isolated castles, ruins, or foreboding landscapes, Gothic novels used these atmospheric backdrops to mirror the inner conflicts and fears of their characters. This distinctive style highlighted terror, suspense, and the uncanny, engaging readers by stirring emotions and addressing complex psychological and existential themes in ways that Enlightenment ideals could not (Mohapatra, 1943, p. 21).

### **VII.1.The Rise of the Novel**

The novel as a literary form began to take shape in the early eighteenth century. The Industrial Revolution sparked a growing interest in reading among people, particularly literature that reflected their daily lives. As a result, the novel evolved into a form of prose fiction that depicted realistic characters. Following the notable contributions of Richardson and Fielding, two other significant novelists of the eighteenth century, Smollett and Sterne, emerged. Collectively, these four authors—Richardson, Smollett, Fielding, and Sterne—are referred to as the Four Wheels of the Novel.( Williams,1957,p.1)

#### **a. Definition of Novel**

Novel is a genre which resists exact definition, According to Shorter Oxford English Dictionary, Novel is a fictitious prose narrative of considerable length in which characters and actions are portrayed in a plot of more or less complexity. H. Lawrence says, The novel is a one bright book of life (Williams, 1957, p. 1).

### **b. Origins of Novel**

The English name novel originally came from the Italian novella – meaning a little new thing. The novella was a kind of anecdote found in 14th century. During the Victorian era, the novel, replacing poetry and drama has become the most important part of English literature (Williams,1957, p. 2).

### **c. Ready Materials**

Readers need to know that the growth of the Novel was not sudden but it had already been made by numerous writers. Such as Realism and Romance, Morality and Adventure , these had been introduced in early times by Defoe and Bunyan, Mrs. Aphra Behn and Swift. Before Fielding and Richardson started, the roots of the Novel had already been sown. These scholars had only to take the last step in the process of its growth ( Williams,1957,p.3).

## **VII.2.Factors that Contributed in The Rise of The Novel**

Various reasons lead to the rise and popularity of the novel in the eighteenth century. Here are some factors that contributed in the Rise of the 18th Century Novel:

### **a. Drama**

The Rise of the Novel in the early stage of eighteenth century was affected by the appearance of Drama. Drama was very known in Elizabethan Age. The situation raise as something like Cut out the roots of Drama. Now, Drama which had helped to satisfy the natural human desire for reading or stories and written pieces was about to moribund. Something had to take the place of drama. Thus, to fill up the gap, dramatists turned to be novelists and the Novel raised in replace of the Drama. The writings of the dramatists in the modern period got its root established by that time and appeared as Novel.

(Williams,1957,p. 3)

### **b. Classicism**

It is well known that the novel was a sign that the literature was beginning to grow out of the limitations of classicism. It was impossible in the drama where the men should refuse altogether the authority of antiquity. In Fielding's case, there was some discussion of technical wonders from the classicist and classical learning process, but in general, the novel offered a fresh field in which the modern writers were able to work independently on new topics and fields ( Williams,1957,p. 4).

#### **• 18th Century Novels sample**

Daniel Defoe's Robinson Crusoe and Henry Fielding's Tom Jones are some of the early English novels. Here are several more examples of the eighteenth century novels:

Fielding's Joseph Andrews Sterne's Yorick

Thomas More's Utopia Richardson's Pamela

Goldsmith's Vicar of Wakefield ( Williams,1957,p.5)

### **VIII.The Industrial revolution**

The Industrial Revolution originated in Great Britain before spreading to other regions of Europe, North America, and eventually the rest of the world. This period was characterized by major changes in manufacturing, shifting from manual production to machine-based processes, the rise of factories, and the increased utilization of steam power. These technological developments triggered significant transformations in the English language. Lasting from the late 18th to the early 19th centuries, the Industrial Revolution was a time of remarkable technological and industrial progress that had a profound impact on society, culture, and language. The introduction of new inventions and industries led to the creation of new vocabulary and terminology in English (Punggol English Tuition, 2023).

This period saw a convergence of significant events that not only altered the socio-economic structure of society but also transformed the English language itself. As industry

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advanced and the British Empire expanded its influence across the globe, English emerged as a powerful medium for communication, trade, and culture. The Industrial Revolution, characterized by its mechanical innovations and groundbreaking technologies, marked the beginning of a new chapter in human achievement. It was an era filled with steam engines and spinning jennies, factories, and urban growth, where the pace of life accelerated and traditional certainties were replaced by the unstoppable progress of industry. However, alongside the noise of machinery and the rise of industrial power, a subtle transformation was occurring in the world of language (The English Nook, 2024).

As printing presses became more widespread and literacy rates increased, the written word gained significant importance. This led to a need for standardization, resulting in the publication of important works like Samuel Johnson's influential dictionary, which not only documented the extensive English vocabulary but also aimed to bring order to its complexity. Spelling and grammar rules were established, creating a more consistent linguistic framework.

At the same time, the far-reaching influence of the British Empire spread the language of Shakespeare and Milton across the globe. English emerged as the common language for administration, trade, and governance, leaving a lasting impact on the cultures and languages it encountered. From the lively streets of colonial settlements to the remote areas of distant continents, the language took hold, evolving and adapting to the various contexts in which it was used (The English Nook, 2024).

### **VIII.1.The Impact of the Industrial Revolution on English Vocabulary**

The industrial revolution introduced a huge amount of words in English language and enriched its vocabulary at many levels, reflecting fields such as technology, literature, and media. During the 18<sup>th</sup> century English language adopted new terms and expressions in order to create a common and more standard everyday language, through innovations, factories, and

industry. The expansion of these different industries resulted in a growth of specialized vocabulary.

The impact of the Industrial Revolution extended beyond specialized vocabulary, influencing everyday language as well. Words like “factory,” “industry,” and “production” became commonplace, reflecting the industrial ethos of the time. The term “work” broadened its definition from agricultural tasks to industrial jobs, mirroring the societal transition towards industrial labor (Punggol English Tuition, 2023).

### **a. The Emergence of Technological Vocabulary**

The advent of new technologies and machinery required the creation of a vocabulary to effectively describe and classify these innovations. Terms like “locomotive,” “steam engine,” “spinning jenny,” and “telegraph” emerged, enabling people to communicate about and comprehend the transformations occurring around them. Many of these words have persisted and are still in use today, highlighting their historical and linguistic importance (Punggol English Tuition, 2023).

The Industrial Revolution, marked by significant technological and industrial advancements, was a crucial period in the development of the English language. The new inventions and industries it spawned required an expansion of vocabulary and terminology, leaving a lasting mark on the English language. The linguistic changes of this time reflect the broader societal transformations that occurred, highlighting the dynamic interplay between language and society. It serves as a reminder of how language continues to evolve in response to societal progress and cultural changes. (Punggol English Tuition, 2023)

### **b. Scientific Terminology**

The Industrial Revolution brought about remarkable progress in science, technology, and industry. This surge of new ideas and discoveries required the development of numerous scientific and technical terms. English incorporated vocabulary from disciplines like physics,

chemistry, engineering, and medicine, enhancing its lexicon to meet the demands of a swiftly evolving world (The English Nook, 2024).

### **c. Literary and Cultural transformation**

The Late Modern English period experienced a vibrant growth in literature and cultural expression. From the Romantic poets of the 18th and 19th centuries to the modernist authors of the early 20th century, English literature mirrored the social changes, technological progress, and evolving perspectives of the time. Innovations in literature, theater, and the arts enriched the diversity and depth of the English language (The English Nook, 2024).

### **IX.The role of British colonialism in the global spread oh the English language**

The growth of the British Empire during this era significantly impacted the dissemination of the English language. British colonialism established English as the primary language in various regions worldwide, including North America, Australia, and parts of Africa and Asia. The language became a means of governance, trade, and cultural interaction, resulting in a lasting influence that included the emergence of English-based pidgin and creole languages (The English Nook, 2024).

### **X.The Dawn of the Industrial revolution power**

The Industrial Revolution had a dark aspect, as it resulted in both poverty and advancement. This was the sinister side of Mr. Hyde. Technological advancements led to job losses for many individuals. Long work hours of twelve hours were common in the new factories, and wages were low. Housing for workers in the growing cities was often in poor condition, lacking proper sanitation and safe drinking water. The cities were also heavily polluted, and access to education was limited. Some idealists rejected the new industrial system, while numerous writers examined its contradictions in what became known as the 'social problem novel.' Workers formed trade unions (despite them being illegal) and protest movements to fight for better conditions, while socialists envisioned a more equitable world.

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Foreign observers were shocked, desiring Britain's progress without the accompanying poverty (Allen, 2017, p. 25).

The contradictions inherent in the Industrial Revolution were a fundamental part of its progression. The term itself can be misleading, as it implies a significant break from previous eras—an idea that Toynbee aimed to convey when he popularized the term in his 1884 Lectures on the Industrial Revolution of the Eighteenth Century in England. However, historians now understand that the Industrial Revolution was the result of two centuries of economic development. After Columbus' journey to the Caribbean in 1492, Europeans began to colonize the Americas, leading to a flourishing Atlantic economy. England, in particular, thrived in this process, establishing colonies along the eastern coast of what would become the USA and in the Caribbean (Allen, 2017, p. 26).

The Industrial Revolution saw both significant winners and losers, whose ambitions and challenges shaped the broader social and political landscape. A small number of families, around 15,000, owned most of the agricultural land and held considerable power in parliament and high political positions during this period (Allen, 2017, p. 27).

Landowners claimed to prioritize the national interest; they often pursued their own interests, as exemplified by the Corn Laws of 1815, which aimed to keep wheat prices high in Britain by preventing the import of cheaper grain. Efforts to expand voting rights and enhance urban representation in parliament culminated in the Reform Act of 1832, which granted voting rights to many middle-class individuals but excluded the working class. The Chartist movement in the 1830s and 1840s advocated for universal male suffrage, but their demands were consistently dismissed (Allen, 2017, p. 28).

### **XI.Social classes and language Change during the 18<sup>th</sup> century**

During the 18th century, the concept of "class" emerged, intersecting with the older notions of "rank" and "degree." For instance, Samuel Johnson acknowledged this term in his

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1755 Dictionary of the English Language, defining class as a "rank or order of persons." Corfield summarizes this shift by stating that power began to be redefined in terms of acquisition, production, and display, rather than through inheritance, formal titles, and ancient lineage. Consequently, land and status no longer automatically secured the gentry's power, which started to be evaluated based on personal wealth. This led to a threefold social division based on sources of wealth and status: land, capital, and labor (Terttu Nevalainen P. 19).

The upper classes viewed democracy as a threat to their wealth and influence, especially in the context of stagnant wages and widespread poverty. It wasn't until the mid-19th century that machine production began to replace hand trades, leading to rising wages as high-productivity jobs emerged more rapidly than low-productivity jobs were eliminated. By the end of the Industrial Revolution, in 1867, the upper segment of the working class finally gained the right to vote (Allen, 2017, p. 28)

The Industrial Revolution Led to a doubling of income per person in Britain from 1770 to 1870, but this growth was not experienced equally by all. A significant gap existed between workers and the middle and upper classes, which shows the average real wage and real output per worker. While real output per worker doubled during the Industrial Revolution, real wages only rose by 50%. Furthermore, the increase in real wages occurred mainly towards the end of this period. Between 1770 and 1830, there was little to no increase in average real wages, with only a 5% rise in the 1830s. It wasn't until around 1840 that the average worker began to benefit from the advancements of the Industrial Revolution. (Allen, 2017, p. 28).

English Puritanism lost credibility during the Civil War as lower-class radicals and democrats claimed divine justification for their demands. In the 18th century, the upper classes began to adopt Deism, a belief that views God as a distant creator who set the universe in motion according to Newton's laws and does not intervene in human affairs or endorse democratic principles (Allen, 2017, p. 36).



### **XII.The Influence of the Rhetoric type on language in the 18<sup>th</sup> Century**

In the 18th century, one of the signs of polite society included certain rhetorical concepts and characteristics derived from both classical Roman rhetoric and the New Rhetoric that emerged in the latter part of the century (McIntosh, 1998, p.146).

The New Rhetoric movement, which began in Scotland in 1748, adapted classical rhetoric principles to the print culture of the time, focusing on grammar and the 'purity' of language (McIntosh, 1998, p.160).

Writers of higher social standing were encouraged to use precision and clarity in their writing to set themselves apart from the "mean and low words" of the lower classes (Smith, 1762).

While these characteristics were prevalent among the upper echelons of society, particularly its literary elite, letters remained a linguistically diverse genre. Less educated writers did not adopt the elite writing styles; instead, they retained oral features in their writing, such as using an additive approach, progressing linearly through finite units, and connecting them through coordination rather than subordination (Nurmi & Palander, 2008, p. 24).

### **XIII.The growth of dictionaries at the 18th century**

It was not until the 18th century that dictionaries expanded to encompass most meanings of common, everyday words. During this time, many features we now associate with dictionaries, such as pronunciations, etymologies, and parts of speech, first emerged. Spelling books and dictionaries provide a more valuable insight into Early Modern English spelling practices than the writings of spelling reformers. Unlike theses or treatises that seek to reform a perceived flawed system and target an audience of educators and scholars, these books are straightforward manuals: introductory textbooks, teaching aids, or reference materials designed for a less educated audience. They were meant for use in schools or by children and

others with little or no formal education, often including women among those intended to benefit from them. Their focus on and presentation of 'real' spellings is closely linked to the educational goals for which they were created." (Sönmez, 1993, p. 25).

In this context, Mulcaster's 1582 work can be viewed as both a spelling guide and a spelling reform initiative. Dobson, in his analysis of Mulcaster's *Elementarie*, highlights the key distinction between traditional spelling books and the efforts of spelling reformers. He points out that: "Mulcaster's approach to English spelling is primarily aimed at preparing for reading instruction, which is an important consideration. A schoolmaster must teach the conventional spelling and is therefore more inclined to focus on and uphold its rules rather than seek out and promote theoretically ideal principles for a reformed spelling system." (Dobson, 1957, p. 118).

EME dictionaries and wordlists offer examples of outdated spellings, implicit details about spelling variations (different spellings present in texts that are not highlighted for the reader), and clear instances of alternative spellings. A comprehensive examination of the first two aspects could constitute a thesis on its own. I have focused on the third aspect, gathering all the explicitly provided information from a selection of EME wordlists and dictionaries. The earliest list referenced is Mulcaster's 1587 "Generall Table," included at the end of the *Elementarie* to illustrate the system he advocates and to serve as "An help for ignorance and an ease for knowledge" (Mulcaster 1582, p. 164).

The first European monolingual dictionary, titled *Tesoro de la lengua castellana o Española*, was authored by Sebastián Covarrubias and published in 1611. This Spanish dictionary served as a template for similar works in French and English, such as the *Dictionnaire de l'Académie Française*, which was released in 1694 and continues to be published today. Throughout the 18th and 19th centuries, the prevalence of monolingual dictionaries grew, with many being created across various European nations. The demand for

these dictionaries rose as more people in Europe gained access to education and became literate (Mulcaster 1582, p. 164).

### **XIV.The great contribution of Johnson's dictionary to the English language**

Before Dr. Johnson released his renowned work, A Dictionary of the English Language, in 1755, several English dictionaries had already been created. However, these earlier dictionaries included significantly fewer words and were not deemed reliable. For instance, Robert Cawdrey's A Table Alphabeicall contained only 2,543 words, while Johnson's dictionary featured 42,773 words organized alphabetically.

Johnson's dictionary included examples of word usage and established itself as the definitive English dictionary. It remained the standard reference until the complete publication of the Oxford English Dictionary (OED) in 1928. The OED was a massive undertaking that took much longer than expected, being released in installments and taking 44 years to finish from the start of its compilation. Since then, the OED has been regularly updated to include new words and their usages (Oxford English Dictionary, 2025).

### **Lexical Expansion in the English Language**

The English language boasts the largest vocabulary of all languages, continually expanding with the addition of new words. Dr. Johnson's Dictionary from 1755 includes around 48,000 entries, while the Oxford Dictionary of the 20th century features over four hundred thousand words. Individual vocabularies likely differ greatly among people. Estimates suggest that Shakespeare utilized about twenty thousand words and Milton around eight thousand, but these numbers can be misleading. This is influenced by historical factors, the language's inherent flexibility, its ability to incorporate words from other languages, and its capacity to create new terms when existing ones fall short. The expansion of the English vocabulary has primarily occurred through several key methods (Rajarajeswari & Mohana, 2013, p. 41).

### **XV.Linguistic change and Word formation in 18<sup>th</sup> century**

#### **1. Imitation or Onomatopoeia**

This method of creating words is one of the oldest and simplest. Many words in our current vocabulary, particularly those that describe sounds, are clearly imitative or onomatopoeic. Notable examples include bang, pop, buzz, click, hiss, and giggle. The term "cuckoo" is a clear attempt to mimic the bird's unique call, and it is widely believed that the Latin word "barbarous," which is the root of our word "barbarian," originally imitated the strange and incomprehensible sounds of foreign tribes (Rajarajeswari & Mohana, 2013, p. 42).

The word "slithery" evokes a sense of slipperiness, while words like blow, blast, bloat, and bladder suggest inflation, as they involve puffing out the cheeks when spoken. Many words that imply stability start with the "st" combination, such as stop, stay, station, still, and stand. The presence of onomatopoeia in various instances indicates that it has historically been a fundamental principle in the creation of words (Rajarajeswari & Mohana, 2013, p. 42).

#### **2. The Older word and the new significance (extended meaning)**

This approach has been widely utilized for enhancing vocabulary. For instance: 1. The term "literary" now refers to something related to education or literature. However, Dr. Johnson's Dictionary did not define it in this way; at that time, it was understood to mean alphabetical (Rajarajeswari & Mohana, 2013, p. 42)

Another example: The word "manufacture" originally meant to create by hand. In contemporary language, it has taken on the opposite meaning, now referring to items produced in factories rather than those made by hand. The expansion of meaning is another method through which vocabulary has grown. Consider the word "board." This common term initially referred to a piece of wood, but its meaning has broadened to include i) a table, ii) the food served on a table, as in the phrase "to pay for board," iii) a group of individuals gathered around a table, such as a board of directors, iv) a flat wooden surface, like a notice board or

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blackboard, v) the deck of a ship, and vi) the various meanings of the verb "to board," as in boarding a train, ship, or airplane (Rajarajeswari & Mohana, 2013, p. 42).

### **3. The use of the same word in different part of speech**

One feature of the English language is that the same word can function as a noun, verb, adjective, and other parts of speech.

Example 1. The noun "park" refers to an area designated for parking cars, which leads to the verb "to park," meaning to place a car in that area.

Example 2: The noun "pocket" gives rise to the verb "to pocket."

Example 3: Similarly, we can "elbow" our way through a crowd, "eye" someone with suspicion, "stomach" insults, and "face" danger, among other uses.

At times, an adjective can take on the meaning of a noun when the original noun it describes is omitted. For example: 1. "Submarine" can refer to a submarine vessel or boat.

Example 2: The noun "wireless" denotes wireless telegraphy (Rajarajeswari & Mohana, 2013, p. 42).

### **4. Addition of Suffixes or Prefixes**

This is a very old technique for creating words, present in nearly all languages. It involves taking a basic root word and adding a suffix to it (Rajarajeswari & Mohana, 2013, p. 42).

#### **Suffixes:**

Dom	kingdom, freedom
Ship	workship, fellowship
Less	careless, moneyless

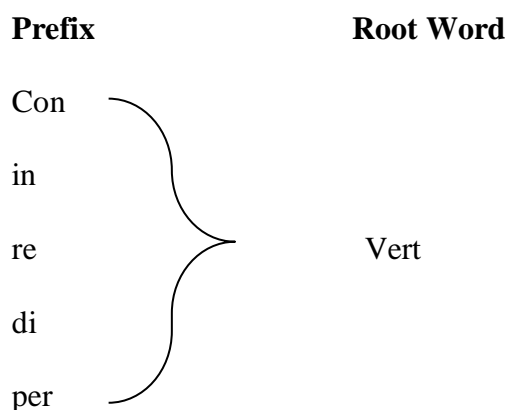
In the present, prefixes are utilized more frequently than suffixes.

### **Prefixes:**

Pre	premature, pre-Raphaelite
Post	Postgraduate
Sub	submarine, subzero

(Rajarajeswari & Mohana, 2013, p. 43).

Another way in which words can be expanded by the adding various prefixes to a root word. Sometime this possibility is almost unlimited, as an example: from the simple Latin root vert meaning to turn, we get (Rajarajeswari & Mohana, 2013, p. 43).



### **5. Syncopation**

This is a specific type of shortening or abbreviation. Example: pram. Its original form was perambulator. It was syncopated to perambulator and then abbreviated to pram. In syncopation, a vowel is removed from a word and the consonants on either side are then run together. As a result one syllable is lost (Rajarajeswari & Mohana, 2013, p. 43).

### **6. Telescoping**

This method resembles syncopation, but in this case, two words are merged into a single term. For instance, "to don" originally came from "to do on," while "to doff" originated from "to do off." (Rajarajeswari & Mohana, 2013, p. 44)

### **7. Met analysis**

This refers to re-analysis, a process similar to telescoping. Here, the consonant at the end of one word merges with the vowel at the start of the next word, resulting in a new combination through re-analysis. (Rajarajeswari & Mohana, 2013, p. 44)

For instance, the term "nickname" originally came from "ick name," where "ick" is an old term meaning "also." Thus, "ickname" signified "also name," referring to a name given to someone in addition to their actual name. Over time, the final "n" of "an" became connected to the vowel of the subsequent word. .

### **8. Portmanteau Words**

Part of a word is merged with another word to form a new word. This newly formed word contains both the ideas behind the original terms. Examples: Tragic-comedy from Tragedy and comedy (Rajarajeswari & Mohana, 2013, p. 44).

### **9. Back-Formation**

This is another way in which new words have emerged, often due to misunderstandings. For instance, in the sixteenth and seventeenth centuries, there was an adverb "groveling," which meant in a pathetic manner or on the ground. People would say he lay groveling in the dust, where "groveling" functions as an adverb of manner. Over time, the -ing ending was mistakenly interpreted as a present participle, leading to the incorrect assumption that the adverb was a present participle. Consequently, the infinitive "to grovel" was created, resulting

in the addition of a new verb to the English language based on this misunderstanding (Rajarajeswari & Mohana, 2013, p. 45).

Similarly, the verb "to sidle" is derived from the adverb "sidling," and the nouns "beggar," "hawker," and "editor" have led to the creation of the verbs "to beg," "to hawk," and "to edit" through back formation. While most agent nouns are typically formed by adding –er or –or to a verb (like "worker," "singer," "gambler," etc.), in these cases, the process has occurred in reverse (Rajarajeswari & Mohana, 2013, p. 45).

### **10. Corruption or Misunderstanding**

New words can sometimes emerge from misinterpretation or distortion. For instance, the term "whitsun," which denotes the seventh day after Easter, originated from a corruption of "Whitsunday," meaning "white Sunday." This day celebrates the descent of the Holy Spirit, and historically, all new Christian converts donned white robes to symbolize their purification. Over time, "whit Sunday" evolved into "whitsun day." This led to the creation of related terms such as "whitsun week," "whitsun tide," "whitsun Sunday," and even "whitsun Monday," which is somewhat contradictory. Similarly, the word "goodbye" is a distorted version of the phrase "God be with ye." (Rajarajeswari & Mohana, 2013, p. 45).

### **11. False Etymology**

A number of words in the English language have reached their current forms or modern usage due to misconceptions about their origins. Example: "island" respelled due to false Latin "insula" connection (Rajarajeswari & Mohana, 2013, p. 45).

### **12. Slang term entering literary Vocabulary**

Many words that are considered standard and respectable in English today were once viewed as slang and deemed low or vulgar. The following terms, which are now accepted in formal English, were slang until the 17th century: For instance, "chap" originally referred to a



dealer in stolen goods, "trip" meant a short voyage, and "bet" was used to mean a wager. (Rajarajeswari & Mohana, 2013, p. 45)

### **13. Words derived from Proper Nouns**

Many words in the English language have origins in personal names. For instance, "utopian" is derived from Thomas More's "Utopia," while "Lilliputian" comes from Jonathan Swift's "Gulliver's Travels." Several clothing items are named after the individuals who first wore or popularized them, such as "teddy bear," which is named after American President Theodore Roosevelt. The term "lynch" originates from Judge Lynch, who was known for administering justice in a rather hasty manner. Additionally, some words are based on place names to refer to products that originally came from those locations. Example: Calico from Calicut \ Muslin from Mosul (Rajarajeswari & Mohana, 2013, p. 45).

### **14. Conscious and Deliberate Coinages**

When a new invention or discovery occurs, it not only requires a name but also generates a wave of new ideas and concepts, creating a demand for words to articulate them. As a result, the vocabulary expands with the introduction of new terms. (Rajarajeswari & Mohana, 2013, p. 46)

For instance, the term "aeroplane" was developed after the earlier term "flying machine." Subsequently, there was a need for a name for the person operating the aeroplane, leading to the creation of the word "aviator," derived from the Latin word "avis," meaning bird. This term was later replaced by "airman." From these developments, we also have terms like aircraft, airship, airlines, and airport, among others. . (Rajarajeswari & Mohana, 2013, p. 46)

### **15. Words taken from foreign languages**

English naturally incorporates words from other languages to address gaps, fulfill needs, or when a term is more vivid than its English equivalent.

## **Chapter Two: Modern English Shift (18th century) The Castle OF Otranto**

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For instance, words like circus, terminus, and specimen come from Greek, while radius, vacuum, and tractor are derived from Latin. Additionally, café and blouse are borrowed from French. English has drawn from nearly every language globally, resulting in an endless variety of borrowed terms. This characteristic sets English apart from languages like German, which tends to create new words based on its own roots (Rajarajeswari & Mohana, 2013, p. 46).

### **Conclusion**

The 18th century was a crucial time in the evolution of the English language, characterized by important changes in grammar, vocabulary, and standardization. The emergence of prescriptive grammar, the expansion of vocabulary through borrowing, and the publication of key dictionaries—especially Samuel Johnson’s—established a strong basis for linguistic consistency. The Industrial Revolution, along with social changes and British colonial expansion, significantly influenced how the language was used and spread. This century not only saw efforts to standardize English but also marked the start of its global impact. Ultimately, the 18th century laid the groundwork for the modern English language, setting the stage for its role in international communication and cultural exchange in the years to come.

## **Chapter Three:**

**Chapter Three: methodology and the practical part.**

## **GENERAL CONCLUSION**

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### **Introduction**

This chapter presents a comparison of selected terms from short stories that belong to different periods of time using a qualitative comparative approach in order to trace the linguistic change over time. This part is divided into two sections, in the first section we tackle the 17<sup>th</sup> century story (Hamlet), and in the second section we deal with the castle of Otranto story. This chapter offers an investigation about the evolution of specific shift in the English language.

## **Section one**

### **CHAPTER THREE: Methodology and the practical part**

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This section discusses William Shakespeare's play which is "The Tragedy of Hamlet Prince of Denmark. It tackles a short introduction of William Shakespeare, characteristics of Shakespearean tragedies. It explicates briefly the play, its background, content, Characters, themes, and language. Moreover, this chapter will focus on how vocabulary and spelling conventions shifted from the 17<sup>th</sup> century to the 18<sup>th</sup> century by using selected words from Hamlet story.

#### **I.WILLIAM SHAKESPEARE**

William Shakespeare was one of the most influential writers in English literature. He was born in 1564 in Stratford-upon-Avon, England. In approximately 1590, he departed from his family and moved to London to pursue a career as an actor and playwright, quickly achieving success and becoming a co-owner of the Globe Theater. He passed away in Stratford in 1616 at the age of fifty (Kulkarni & Mahanwar, 1837, p. 23).

Shakespeare's literary works were published, leading to his recognition as a prominent poet; however, there exists a paucity of biographical information regarding his life (P23). He is widely regarded as one of the greatest dramatists in history. In the realm of literature, particularly poetry, he is often referred to by various epithets, including the Bard of Avon and the Swan of Avon. His full name is William Shakespeare (Spencer & Brown, 2011).

The specifics of Shakespeare's activities during the subsequent eight years, prior to his emergence in London theatre records, remain largely undocumented. It has been suggested that he may have sought to earn a living as a schoolmaster in rural areas, or alternatively, that he traveled to London and gained access to the theatrical milieu by tending to the horses of theatre patrons. Additionally, some scholars have posited that Shakespeare may have spent a period as a member of a prominent household or served as a soldier, potentially in the Low Countries (Spencer & Brown, 2011).

### **II.THE TRAGEDY OF HAMLET, PRINCE OF DENMARK**

The Tragedy of Hamlet, Prince of Denmark, often shortened to Hamlet, the most famous revenge tragedy of Shakespeare. William Shakespeare wrote Hamlet approximately between 1599 and 1601. The work was likely first performed in 1602 and subsequently published in an expanded edition in 1604. In this context, Shakespeare drew upon concepts and narratives from earlier literary sources. Notably, in "Hamlet," it reflects the principles of Renaissance humanism, highlighting a renewed interest in human experience and an optimistic perspective regarding the potential for human understanding. This is particularly evident in Hamlet's renowned soliloquy in Act II, which emphasizes the importance of comprehending human behavior and societal dynamics (Kulkarni & Mahanwar, 1837, p. 24).

The story consists of most features of revenge tragedy including ghost and a play within a play. In the play, the ghost of Hamlet's father asks Hamlet to revenge his death. He tells Hamlet that he was killed by Claudius who is Hamlet's uncle, who has now become the King of Denmark after Hamlet's father's death and has married Hamlet's mother (Gertrude) (Kulkarni & Mahanwar, 1837, p. 17).

Prince Hamlet is devoted to the Order given by his father but he is deeply creative and thoughtful by nature. He delays the revenge by entering deep apparent madness. Hamlet made a group of travelling performers act scenes having close resemblance to the murder of his father. Seeing the performance Claudius leaves the room which confirms his guilt. Once Hamlet goes to kill Claudius but does not do so since he feels that killing him while he is praying would send him to heaven. Claudius also starts having doubts on Hamlet and plans to send him to England. Hamlet goes to see his mother but sensing someone behind the tapestry, he kills that person mistaking him to be Claudius. That person turns out to be Polonius with whose daughter (Ophelia) he was in love. Ophelia goes mad and Hamlet is sent to England. Ophelia drowns and dies. Ophelia's brother, Laertes is misled by Claudius into believing that

### **CHAPTER THREE: Methodology and the practical part**

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Hamlet was responsible for both the deaths. Hamlet returns as his ship to England was attacked by pirates. An innocent duel between Laertes and Hamlet is planned where the blade of Laertes' sword is poisoned. Claudius also keeps a goblet of poison ready to give to Hamlet in case he wins the duel. In the end Laertes, Claudius and Hamlet die due to the poisoned sword and Gertrude dies by drinking from the goblet. The stage is full of corpses by the end of the play. Thus the play is full of bloodshed especially the final act. The play also contained certain famous soliloquies by Hamlet (Kulkarni & Mahanwar, 1837, p. 18).

### **III.CHARACTERIZATION**

Hamlet serves as the central character of the eponymous play, grappling with the dilemma of how to appropriately avenge his father's murder. He is torn between the concepts of fate and free will. Upon discovering that his father, King Hamlet, was killed by his uncle Claudius, Hamlet feels compelled to seek retribution. However, his internal conflict and uncertainty regarding his emotions lead to procrastination in executing his revenge. In an effort to validate the ghost's claims about Claudius's culpability, Hamlet inadvertently kills Polonius, which further complicates his situation. This indecisiveness culminates in a particularly tragic conclusion, as the demise of all characters leaves unresolved tensions.(Kulkarni & Mahanwar, 1837, p. 27)

Claudius, the play's antagonist, is depicted as a cunning, lustful, and scheming monarch who murders his brother, King Hamlet, and subsequently marries his widow, Gertrude, thereby usurping the throne of Denmark. His character embodies moral corruption and an insatiable thirst for power. As a manipulative politician, Claudius employs eloquent rhetoric to influence others, with his speech likened to poison—a metaphor that reflects the treacherous means by which he orchestrated the death of Hamlet's father (Kulkarni & Mahanwar, 1837, p. 27).



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Gertrude, the Queen of Denmark and Hamlet's mother, is characterized by her loyalty and affection for both King Hamlet and her son. However, her involvement in the circumstances surrounding the murders of both King Hamlet and Prince Hamlet complicates her character and raises questions about her moral integrity (P28Ravindra Kulkarni & Prakash Mahanwar).

The Ghost declared himself as Old Hamlet's spirit who has been killed by Claudius. He tells Hamlet to avenge. However, ghost's presence is questionable because it is not entirely certain whether the ghost is what it appears to be, or whether it is something else. Hamlet thinks the ghost can be a devil sent to deceive him and tempt him into an unforgivable sin. This can be considered one of the reasons behind his delayed revenge. The question of ghost's real existence and motives are not clear very throughout the play (Kulkarni & Mahanwar, 1837, p. 28).

#### **IV. Themes**

Shakespeare's "Hamlet" transcends the conventional boundaries of a mere revenge tragedy by exploring a multitude of complex themes. The protagonist grapples with profound dilemmas and uncertainties, which significantly contribute to the delay of the narrative's action (Kulkarni & Mahanwar, 1837, p. 33)

The first prominent theme is death. Shakespeare intricately weaves the motif of death throughout the play, commencing with the demise of King Hamlet and culminating in the deaths of all the principal characters (Kulkarni & Mahanwar, 1837, p. 33).

The second theme is madness. Shakespeare crafts Hamlet's character with remarkable complexity, positioning the entire narrative and its characters in a quest to discern the truth regarding Hamlet's mental state. Following his encounter with the ghost, Hamlet resolves to feign madness. Initially, he appears to maintain a belief in his own sanity, oscillating between moments of lucidity and episodes of apparent insanity (Kulkarni & Mahanwar, 1837, p. 33).

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The third theme is doubt. Throughout the play, Hamlet exhibits pervasive skepticism. He questions the authenticity of the ghost, who claims to be the spirit of King Hamlet and reveals the circumstances of his murder by Claudius. Additionally, Hamlet's doubts extend to Gertrude's relationship with Claudius prior to the murder of his father, as well as to his own mental stability and his affections for Ophelia (Kulkarni & Mahanwar, 1837, p. 33).

#### **V.Language**

Shakespeare uses a language smartly in The Tragedy of Hamlet, Prince of Denmark. Every character's words provide information about its social, financial, emotional and psychological statutes. The language of the characters represent their way of thinking which shows how language in a play is linked to human behavior (Kulkarni & Mahanwar, 1837, p. 34).

#### **VI.Qualitative comparison of the Hamlet with modern English vocabulary (English during the 17<sup>th</sup> century )**

<b>Terms</b>	<b>Spelling</b>	<b>Word meaning</b>	<b>New word</b>
Entreat	/ɪn'tri:t/	Try very hard to persuade someone to do something.	Convince
Mote	/moʊt/	Very small piece of something	Speck
Malicious	/mə'liʃəs/	Hurt or upset someone on purpose	Cruel – Hurtful
thou	/ðəʊ/	The second personal pronoun, used to converse someone	You
anon	/ə'nʌn/	A very close time to	Soon

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		the right now moment	
fain	/feɪn/	A strong feeling of wanting to have or do something	desire and willingness
Jocund	/'dʒɑ:kənd/	Happy or Joyful feeling	Cheerful – happy
Behoove	/bɪ'hu:v/	To be helpful, right, to do duty, beneficial	Necessary , Appropriate
Bray	/breɪ/	Refers to the sound made by donkey	Loud – Donkeys cry
Knave	/neɪv/	It is used for dishonest man	Dishonest tricky
Truepenny	/'tru: ,peni/	An honest or trusty person	Loyal – honest person
Sate	/seɪt/	To satisfy fully especially hunger or desire	Satisfy
Forged	/fɔ:rdʒd/	To fake illegally a version of something	Faked – Imitated
Woe	/woʊ/	A feeling of deep sadness , great sorrow	Sadness
Harbinger	/'hɑ:rbɪndʒər/	Signals or announces	Sign

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Condolence	/kən'doʊləns/	Expression and support to someone	Sympathy – comfort
Peevish	/'pi:vɪʃ/	Easily irritated annoyed	Moody – Testy
Gaudy	/'gɔ:di/	Bright in color decor	Flashy
Fond	/fɑ:nd/	Having a strong liking or affection	Caring sentimental

#### VII. Qualitative comparative analysis

##### **thou /ðəʊ/**

In Hamlet the word "thou" is used frequently as an informal form between close individuals and also from superior member to another inferior one. For example, Hamlet says to the Ghost: what art thou? In the seventeenth century "thou" was used to express the second person singular pronoun which is "you". However, it started to disappear from common usage by the 18<sup>th</sup> century and was replaced by "you" which also used to express the plural form. This change reflect the broader intention of scholars, researchers, linguists and speakers themselves to create a more common, easy and polite form of speech in the English language.

##### **woe /wəʊ/**

In Hamlet the word woe is used to express the deep sadness or the sorrow and sometimes suffering, the word woe is mostly tied to tragic events and drama .one notable line in the story is When Hamlet tried to express his deep sadness by saying "woe is me " .In the seventeenth century, woe was considered as a pure literary term .In the 18<sup>th</sup> century , the word woe began to be less used in emotional contexts as simple synonyms started to appear in daily spoken

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English such as grief, sorrow and misery. In literature scholars kept using this word to express their belonging and show the power of their writings, but this survived only for a short time as the emotional vocabulary in the language evolved even more.

#### **fain /fem/**

In Hamlet, authors used the word fain to show desire and willingness. This Term appears in lines like "I would fain prove so", which means i would like or i truly want to prove so. The word conveys a meaning which is similar to gladly. In the seventeenth century, Fain was considered as a common word which used frequently in conventional contexts. However, by the 18<sup>th</sup> century, it started disappear from the English language vocabulary as it was replaced by more modern terms like gladly and willingly. At the time, this was seen as a great transformation on wards the real clarity in English language.

#### **Anon /ə'non/**

The word anon was used in early modern English and it appeared frequently in Hamlet story with the meaning "soon". As an example, the expression " I come anon " is a part of a line when the character wanted to say i will be there In the seventeenth century Aron was widely used in both spoken and written English. By the 18<sup>th</sup> century it fall out of the English vocabulary , and words like soon took its Nowadays, the term Anon survives only in historical and strong literature by writers who want to show the strength of old English. The decline of such a word is a reflection of how English language tend to be easier in modern English.

#### **durst /dɜ:st/**

In the story of Hamlet the line " who drust wag his tongue?" Comes to express who dared to speak. In the seventeenth century, irregular forms of past tense were frequently used in both spoken and written English like the word "durst". However, by the 18<sup>th</sup> century many of these irregular forms started to disappear from the language since they were seen complicated.

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This word was simplified to "dared". Today, the word *durst* can be found in historical texts that belong to 17<sup>th</sup> century .This change illustrates the grammatical evolution and conjugation in English language over time.

## **SECTION TWO**

This section discusses Horace Walpole's novel, *The Castle of Otranto* which played a significant role in shaping Gothic fiction. The book's subtitle suggests that Walpole (1717–97) intended to create a romance featuring a sinister villain, a threatened heroine, a hero with an enigmatic background, elements of mysticism, and thrilling escapades within a daunting and enigmatic setting.

### **I.Horace Walpole**

Horace Walpole, the son of the famous Prime Minister Robert Walpole, played a crucial role in the development of Gothic literature, a genre known for its combination of supernatural themes and medieval romance. By departing from the dominant realism of his time, as seen in the works of authors like Henry Fielding and Samuel Richardson, Walpole released *The Castle of Otranto*, a novel that established the essential characteristics of Gothic storytelling. This book not only fascinated contemporary readers but also opened the door for a surge of Gothic narratives, impacting future writers for years to come (University of Kent, 2013)

### **II.The Emergence of Gothic Narrative**

Published in 1764, *The Castle of Otranto* is often considered the inaugural Gothic novel. It tells a captivating story filled with supernatural elements, focusing on Manfred, the oppressive lord of Otranto. Confronted by an enigmatic curse, Manfred's frantic effort to secure his bloodline by marrying his late son's fiancée, Princess Isabella, leads to a narrative steeped in tyranny, vengeance, and tragic destiny. These themes became fundamental to the Gothic genre, paving the way for future literature (Smith, 2023).

### **III.Literary Impact and Criticism**

Originally introduced as a translation of an ancient Italian manuscript, *The Castle of Otranto* was eventually disclosed by Walpole to be his original work. This disclosure sparked both



### **CHAPTER THREE: Methodology and the practical part**

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criticism and praise, but it solidified the novel's significance in literary history. Although some criticized it for its perceived triviality and simplistic characters, the novel's unique combination of reality and supernatural aspects fascinated readers and led to a surge of Gothic novels that explored humanity's interactions with the extraordinary, highlighting the range of human nature (Rubens, 2018).

#### **IV. The Castle of Otranto (Horace Walpole's Gothic Vision)**

Horace Walpole wrote *The Castle of Otranto* in 1765 when he was forty-eight years old. The inspiration came from a dream he had, which he described as waking up one morning with the memory of being in an ancient castle—a fitting dream for someone with a mind filled with Gothic tales. He recalled seeing a huge armored hand on the top banister of a grand staircase. That evening, he began to write without any clear idea of what he wanted to express. The story was presented as a translation by "William Marshal, gentleman, from the Italian of Onuphro Muralto, canon of the Church of St. Nicholas, at Otranto," and he completed it in just two months. Walpole's friend Gray mentioned that the book caused some readers at Cambridge to cry and made everyone generally afraid to sleep at night. *The Castle of Otranto* was an early indication of the Romantic Movement that emerged in the latter part of the previous century, which adds to its significance. However, it has inspired many successors, and modern readers, when considering Gray's comments from Cambridge, should keep its historical context in mind (Walpole, 1901).

#### **V. Language and structure**

The language used in *The Castle of Otranto* is intentionally old-fashioned, with dialogue that feels rigid and unnatural, creating an impression of translation. This aligns with the novel's first edition, where Walpole presented it as a translation of a medieval Italian story. A notable feature of the language is the absence of similes and metaphors, as well as the unadorned dialogue of the characters. Coupled with the five-act format, this gives the novel a dramatic

### CHAPTER THREE: Methodology and the practical part

quality that engages readers, which may account for the simplistic, archetypal characters. Similar to medieval dramas that depicted vice and Virtue as characters, Walpole simplifies the portrayal of good and evil in his novel, resulting in characters with limited psychological depth. It is important to mention that *The Castle of Otranto* introduced the classic Gothic character types: the noble peasant, the damsel in distress, and the malevolent tyrant. Walpole's straightforward narrative style thus creates a fast-paced, immersive storyline that reflects the pervasive influence of history and its repercussions, a key theme of the novel (GradeSaver, 2024.).

#### VIII. Qualitative comparison of the with modern English vocabulary castle of Otranto story (English during the 18<sup>th</sup> century)

Terms	Spelling	Word meaning	New word
Ye	/ji:/	second person singular / plural pronoun	You
Hath	/hæθ/	The third-person singular present tense form of "have."	Has
Doth	/dʌθ/	The third-person singular present tense of the verb "do"	Does
Tis	/tɪz/	an old contraction of "it is"	It is

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Betwixt	/bɪ'twɪkst/	preposition used to show: Position /Time /Relationship (In the middle of two)	Between
Tremulous	/'tremjʊləs/	Meaning shaking from fear or weakness	Shaky
Apparition	/,æpə'ɹɪʃən/	Supernatural visible spirit	Ghost / phantom
Beauteous	/'bjʊ:tɪəs/	Adjective which describes something pretty	Gorgeous
Sable	/'seɪbəl/	A word which refers to the absence of light	Dark
Vile	/vaɪl/	Morally repulsive	Evil
Vouchsafe	/vaʊtʃ'seɪf/	Grant or give something	Allow

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Wretched	/ˈretʃɪd/	Means extremely unhappy	Miserable
Ere	/ɛr/	Earlier in time	Before
Whence	/wɛns/	A word used to ask about the origin of something	Where from
Hither	/ˈhɪðə(r)/	Means in this place	Here
Oft	/ɒft/	Means many times or frequently	Often
Peradventure	/ˌpɛrədˈventʃə(r)/	Means perhaps/possibly	Maybe
Melancholy	/ˈmɛlənˌkɒli/	Deeply sad	Gloomfeels/Bittersweet
Hideous	/ˈhɪdiəs/	Ugly	Morally or emotionally revolting

#### Qualitative comparative analysis

**Vouchsafe** /vaʊtʃˈseɪf/

### **CHAPTER THREE: Methodology and the practical part**

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In the story of the Castle of Otranto the old fashioned term Vouchsafe means to grant or to give something which was used in early modern English, for example vouchsafe me your hand, lady you need not fear me in this line the speaker is politely asking the lady to give her hand to him . In the 18<sup>th</sup> century the term vouchsafe used in both spoken and written English , by the 19<sup>th</sup> century this word started to disappear from English vocabulary and replaced by more direct word which is give or offer. This change shows how English has evolved to a clearer and more direct expression in modern usage.

#### **Doth /dʌθ/**

In the castle of Otranto story, the term doth is used as an archaic form of the verb does for instance what mean you, my lord? your words doth terrify .here doth functions as the third person singular present tense of do , this form is commonly used in early modern English. However, over time English grammar began to simplify so the word doth started to fade from regular use and was replaced by does, this change make the language easier to learn, speak and write also this shift reflects the broader evolution of English toward more regular grammatical structures .

#### **Peradventure /ˌpɛrədˈvɛntʃə(r)/**

The word peradventure in the Otranto story serves as an archaic term which used to express possibility or uncertainty for instance I tell thee peradventure it may not be as dark as thou apprehendest , meaning perhaps he is still alive . The term peradventure was common way to say perhaps or maybe this word was widely used in earlier form of English especially in early modern period. As the English language evolved this term disappeared from common use during the 19<sup>th</sup> century and it replaced by more familiar terms like maybe or perhaps it's decline reflects the broader movement toward more direct word and accessible language in both writing and speech.

#### **Whence /wɛns/**

### **CHAPTER THREE: Methodology and the practical part**

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In Otranto story the term whence is used to mean where from for example I seek the place whence the voice came that spoke to me just now meaning I am looking for the place from which the voice came. In early modern English whence was common interrogative or relative adverb used to indicate origin or source. the word whence began to sound overly formal and was replaced by modern and easier phrase which is from where this transition become more common in the 18<sup>th</sup> and the 19<sup>th</sup> century , as English speakers started using clearer and more natural ways of speaking , the decline of whence demonstrates how the language has shifted toward more easier and modern.

#### **Betwixt /br' twɪkst/**

The word betwixt was used as an older form of the word between and it appears in the story of the castle of Otranto for example The sword is betwixt thee and me meaning the sword is between you and me in this context betwixt serves the same function as between it was commonly used in old and middle English especially in poetic and literary text. When the language evolved over time by the 18<sup>th</sup> century betwixt began to fall out of the general usage and was replaced by between which most of speakers and writers started to use between instead of betwixt this shift happened as a part of the natural evolution of the English language because speakers began to prefer simple and more familiar terms, the word between is easier to understand and sound more modern while betwixt is an old fashioned and poetic word. This change reflects a wider shift toward simplicity, clarity, regular usage and more standardized vocabulary in modern English.

#### **Conclusion**

Finally, in this chapter we had a widespread exploration and a brief discussion into the overall history of English language and its evolution across two centuries, before tackling these dynamics of shifts that focus on the new distinctions and transformations through qualitative comparative methodology using selected short stories as sources of linguistic data,

### **CHAPTER THREE: Methodology and the practical part**

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this part of the research illustrates the groundwork as an investigation of both literary texts, in order to lead the old form of English language to a more modern and common one.

By analyzing and addressing the lexical and pronunciations changes from both stories, particularly from Hamlet and the castle of Otranto stories, this research underscores the value of these writing works which supported the process of language transformation analysis.

The aim was to trace the whole process of language change over the two centuries, and provide extra information to be used in future studies.

Proceeding with this research, analyzing further fields and other words can offer a global understanding and cover the language transformation in a greater way, also open giant doors in both linguistic and literature.

## **GENERAL CONCLUSION**

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### **General conclusion**

In conclusion, this research aimed to explore the Dynamics of English language change during the seventeenth and the eighteenth centuries, focusing specifically on both vocabulary and spelling. In order to accomplish this purpose, literary works such as short stories selected from each century (Hamlet from 17th century and the castle of Otranto from 18<sup>th</sup> ) were used as a primary source of the linguistic data. Through using a comparative approach, this exploration has reached to how both internal linguistic advancements and external forces contributed to the transformation of English language.

The research showed that the early modern forms of the English language were totally different and contained numerous distinct words and a great degree of Instability in the pronunciation of language. This reflects the absence of both spelling and vocabulary standardization during the seventeenth century.

Vocabulary was affected by the Latin and French words borrowing, and spelling was influenced by the multiple pronunciation of the same word. On the other hand, the 18<sup>th</sup> century texts reflect the Start of the language regulation and a widespread movement towards a more common and standard language and noticeable modernization. Spelling became more uniform and words selection began to reflect the enlightenment through clarity and simplicity. This transformation was influenced by prescriptive guides like grammar and dictionaries which created the formal forms of writing.

The findings of this study, based on the comparative analysis of selected stories from 17<sup>th</sup> and 18<sup>th</sup> centuries show a clear transformation of the linguistic features over time. The story of Hamlet belonging to the early modern ages included the repetition of inconsistent spellings and the use of archaic vocabulary. This reflects the lack of standardization and formality in language. In contrast, the story of The Castle of Otranto showed more modernization in vocabulary and word selection, this present a noticeable shift towards modern form of



## **General conclusion**

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language characterized by increased awareness. Overall, the study highlights how these literary writings serve as a valuable evidence of the great history of English language

In summary, this research confirms that the language is a strong living system influenced by historical, social and technological factors. And while it is limited to small selection of texts, words and language levels, its findings pave the way for broader investigations into the evolution of English language and play the role of groundwork for future research efforts in the field, emphasizing on larger amount of words selection and other language fields.

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## Summary

This study aims to investigate the dynamics of English language change between the 17<sup>th</sup> and the 18<sup>th</sup> centuries. Focusing on vocabulary and spelling variations in selected short stories representing each century with the ultimate aim of tracing the historical evolution of the language through using a qualitative comparative approach, thereby contributing to a deeper understanding of historical linguistic transformation. This research covers and highlights the influence of the historical and sociocultural forces on the evolution of English language.

## Résumé

Cette étude vise à examiner la dynamique de changement de la langue anglaise entre les XVII<sup>e</sup> et XVIII<sup>e</sup> siècles. En se concentrant sur les variations de vocabulaire et d'orthographe dans des nouvelles sélectionnées représentant chaque siècle, avec pour objectif ultime de retracer l'évolution historique de la langue à travers une approche qualitative comparative, contribuant ainsi à une compréhension approfondie de la transformation linguistique historique. Cette recherche couvre et met en lumière l'influence des forces historiques et socioculturelles sur l'évolution de la langue anglaise.

## ملخص

تهدف هذه الدراسة إلى استكشاف ديناميكيات تغيير اللغة الإنجليزية بين القرنين السابع عشر والثامن عشر، مع التركيز على التحولات في المفردات والتهجئة من خلال تحليل قصص قصيرة مختارة تمثل كلا القرنين. وتسعى إلى تتبع التطور التاريخي للغة باستخدام منهج نوعي مقارنة، بما يعزز الفهم العميق لعمليات التحول اللغوي عبر الزمن. كما تسلط الدراسة الضوء على تأثير القوى التاريخية والاجتماعية والثقافية في تشكيل وتطور اللغة الإنجليزية.

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