

# 英語のマルチ・リンガリズムを英語教育に活かすー教養学部での英語史ー

## Incorporating Multilingualism in the Development of the English Language into English Teaching

守屋 靖代 MORIYA, Yasuyo

● 国際基督教大学  
International Christian University



マルチリンガリズム, 英語史, 英語教育

multilingualism, history of the English language, English teaching

### ABSTRACT

英語の歴史はアングロ・サクソンがブリテン島に移り住んだ時以来他の言語との接触の歴史であった。先住民のケルト人、支配者として渡来したローマ人、北から移り住んだバイキング、戦勝者として乗り込んだフランス語を話すノルマン人等、英語は他の言語と拮抗し互いに影響しながら今に及んでいる。この小論では、*diachrony* と *synchrony* の枠を超えた、学生に魅力ある歴史的アプローチを、科学的に学際的に授業で活かす試みをいくつか提示する。最初のセクションでは英語のマルチリンガリズムを概観する。次のセクションでは最近注目されている3つの研究方法（言語接触と言語変化の観点から分析する、コーパスデータを用いる、豊富な造語力を分析する）を紹介し、最後のセクションでは実際の教材（新しい2人称複数代名詞、直接語法を導く *go* と *be like*、造語法の例）を紹介する。歴史的な学問のやり方はもう古い、*diachrony* は過去の遺物、という偏見を捨て、自ら学んで来た現代英語、国際語としての英語、身近にいる英語圏出身者が使う英語について考えさせ、*diachrony vs. synchrony*, *linguistics vs. philology* などの二分法にとらわれずふたつを融合することで、歴史的要因やその理由について、資料を探る方法と人間の行動や思考に基づいて考える洞察力が育ち、日本人学生にも英語史研究は魅力的になり、英語運用能力の向上にも役立つ。

This essay reconsiders the multilingualism that the English language has undergone and proposes how to incorporate this hybrid nature into English teaching. Due to contact with different languages at different times, English has continued to adopt foreign elements. The influence of Scandinavian languages, Latin, and French

is well known, but other languages have brought a significant number of varieties of words, meanings and even new phonemes. After reviewing multilingualism of the English language, the essay introduces three recent approaches reflecting diachronic studies: language contact, corpus, and word formation rules. Finally, the essay introduces teaching materials that help students understand how English had contact with other languages and borrowed various linguistic particulars from them. The materials include exercises and field work tasks on new varieties of the second person plural pronoun, new reporting verbs, and the powerful word formation rules. The first-hand experience of observing synchronic varieties and diachronic changes helps students acquire reasoning skills to explain special linguistic phenomena and realize the importance of the actual context.

Being a faculty member who teaches the history of the English language, I often encounter with somewhat negative comments from my students as well as from my colleagues such as, “The study of the history of the English language is now outdated,” “The synchronic approach first proposed by de Saussure more than a hundred years ago and adopted by modern linguists is superior to the diachronic approach,” and “Studying historical linguistics is like staying in the dark part of the library surrounded by old books and dusty dictionaries.” Despite these stereotypical ideas, I believe that having the knowledge on multilingualism and language contact that English has been experiencing is beneficial to EFL students. This essay suggests how English

teachers may be able to incorporate multilingualism that the English language has had from its birth and how such materials can help students understand the complex structure of the English language and its hybrid nature due to the contact with other languages.

Being affected by the contact with different languages at different times, English has continued and is still continuing to adopt foreign elements. The influence of Scandinavian languages, Latin, and French is well known, but other languages have brought about a significant number of new words, new meanings and even new phonemes. Brinton and Arnovick summarize the percentages of the etymological sources of the English lexicon as follows:

Table 1: The proportion of native and foreign elements in the English word stock

	<i>SOED</i> (80,096 words)	<i>ALD</i> (27,241 words)	<i>GSL</i> (3,984 words)
West Germanic	22.20%	27.43%	47.08%
French	28.37%	35.89%	38.00%
Latin	28.29%	22.05%	9.59%
Greek	5.32%	1.59%	0.25%
Other Romance	1.86%	1.60%	0.20%
Celtic	0.34%	0.25%	—

*SOED* (*Shorter Oxford English Dictionary*); *ALD* (*Advanced Learners' Dictionary*); *GSL* (*General Service List*) (Brinton & Arnovick, p.298)

Even in the daily vocabulary, more than half of the English vocabulary comes from foreign sources.

Now English is adapted in various regions and used as a dominant communication tool around the

globe. Buck in an article entitled, “Why? and how?: Teaching the history of the English language in our new millennium,” asserts that “the history of the English language is actually an interdisciplinary field rather than one that is narrowly defined.” Görlach offers a concise explanation on the historical development of the English language as follows:

In a historical perspective, individual periods offer themselves for investigations of different subsystems of a language—for instance, OE [Old English] for the functions of inflections and ME [Middle English] for its gradual loss, the massive borrowing from many languages and the consequences of this process, as well as regional, social and stylistic diversity and multilingualism. (2001, p. 47)

The multilingual nature has made the language intricately complex, but English teachers have tended to avoid explaining such aspects in their classrooms. This essay is a proposal based on the actual classroom experiences on how to incorporate such knowledge and issues of ownership (Higgins) for effective teaching and learning.

The first section outlines the multilingualism that the English language has experienced since its beginning. Section Two reviews current approaches to language contact and language change. The final section introduces several teaching materials that help students understand how innovative the language has been and still is. Incorporating the hybrid nature of the English language in actual teaching materials will be meaningful to EFL students if the materials enhance their learning of the historical development and changes that are currently occurring.

## 1. Multilingualism in the development of the English language

English originated as a Germanic dialect brought into Britannia in the fifth century. This means that

the language has a relatively short history compared to other European languages. The following is a summary from Russell’s book:

Because of its situation on the western fringes of Europe, Britain has always been a last resort for peoples escaping from wars and famines on the Continent itself. Wave after wave of Celtic tribes colonized the country in prehistoric times. . . . When the Germanic Angles, Saxons, and Jutes arrived in about 450 AD, they soon came to dominate the Celts. . . . After the Norman Conquest in 1066, the Normans brought in their vocabulary, controlling the government, the legal system, the army, and the church, and laying the foundations of the class divisions that have plagued English society ever since. Thus, modern English is made up of three types of vocabulary:

Anglo-Saxon words that are familiar, immediate, and therefore warm in tone;

French borrowings that are more formal and polite;

More esoteric and learned Latin loan words, that seem weightier, solemn, and more remote.

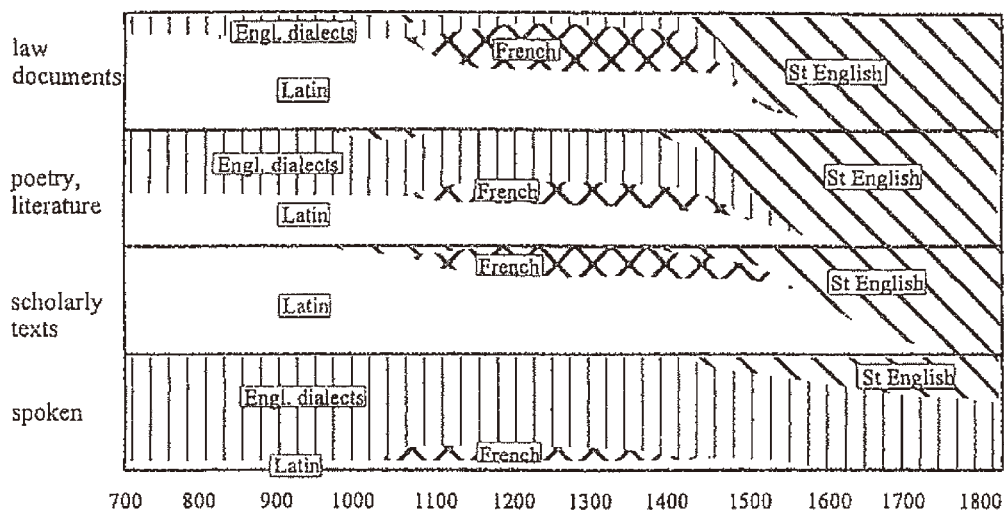
(Russell, pp. 78-85)

In Figure 1 Görlach depicts this multilingual situation and the radical functional expansion for English in the course of some 1300 years of its history. As immediately seen, English dialects have always served for daily life, but for law documents, literature, and scholarly texts, Latin and French, and later Standard English have been dominant.

## 2. Recent approaches in English linguistics to language contact and language change

The three relatively new approaches in English linguistics related to historical development are incorporating language contact and language change, using corpus-based approaches, and analyzing powerful word-formation rules.

Figure 1: The functional distribution of English in various domains from 700 to 1800



(Görlach 2001, p.48)

### Approach 1. Incorporating language change and language contact

Smith states, “No living language is unchanging.” All languages are under the influence of other languages that they have contact with. When new words and expressions are borrowed or created based on foreign elements, the new ones and the old ones exist side by side for a certain period. Codification and standardization, namely whether new forms will become part of the common language, depend on various factors.

Crystal in his model of the English language demonstrates that every language has social, regional, temporal, and personal variations (Crystal, p. 3). Knowing not only its structure but also its use, Crystal asserts, is essential for thorough understanding of any language. The strong interest in sociolinguistics and pragmatics nowadays indicates that the amalgamation of synchronic and diachronic phenomena will be beneficial especially because language use is considered important in linguistics today (Smith, pp.8-10). Analogy and reanalysis are good sources of information about

how people formulate and utilize rules. Analogy and reanalysis are known to frequently occur in the children’s language acquisition process as well as in the foreigners’ language learning process. Children growing in the English-speaking environment produce expressions like “We *goed* to the pool and *swimmed*,” and “The cat *catched* the *mouses*,” which are typical examples of analogy. An example of reanalysis is the word “pea” as in “sweetpea.” The French loan word “pease [pi:z],” though singular as it is, was borrowed into Middle English, and the final [z] sound was interpreted as the plural suffix, resulting in the new singular form, “pea.” The old nursery rhymes retain the original singular form with *-se* at its end:

Pease porridge hot,  
Pease porridge cold,  
Pease porridge in a pot  
Nine days old.

My students often make such errors in which they exceedingly apply linguistic rules. Typical examples include:

The light in the darkness must seems to be a symbol

of hope but lighting systems are disappear now.

Illumination makes accidents reduce.

Nowadays another problem has been happened in Japan, that is, young generation does not know about the nuclear bombs in Hiroshima and Nagasaki.

Though France do nuclear tests, we cannot blame that because China do nuclear tests secretly.

These erroneous expressions are sometimes funny and may seem minor errors that can be quickly corrected, but they are persistent despite the patient advice from the instructors' side. In academic and professional writing and speaking, these errors may trigger unexpected negative reactions from the reader or the hearer. Knowing historical reasons on how English works will help students be more careful of errors that they are likely to make.

## Approach 2. Corpus approaches

The corpus approach using a huge data base tries to describe, but not to prescribe or proscribe, rules and principles that are operating behind the actual written or spoken language. Interesting observations are emerging as seen in Leech, Rayson, and Wilson's book entitled, *Word Frequencies in Written and Spoken English*. Dictionaries are now based on the corpus information, often indicating semantic and stylistic peculiarities. Grammar books are no exception. *A comprehensive grammar of the English language* by Randolph Quirk, et al. published in 1985 is still considered the authority, but *The Longman grammar of spoken and written English* edited by Biber et al. by the same publisher reflects frequencies and tendencies found in the corpora. The editors explain as follows:

*The Longman grammar of spoken and written English (LGSWE)* describes the actual use of grammatical features in different varieties of English: mainly conversation, fiction, newspaper language, and academic prose. (p. 4)

The *LGSWE* adopts a corpus-based approach,

which means that the grammatical descriptions are based on the patterns of structure and use found in a large collection of spoken and written texts, stored electronically, and searchable by computer.

Its descriptions show that structure and use are not independent aspects of the English language; analysis of both is required to understand how English grammar really functions in the day-to-day communicative activities of speakers and writers. (p. 4)

The corpora of ESL/EFL student production are now available on the internet for teachers and students to learn what tendencies non-native speakers show and what kind of errors they are likely to make.

## Approach 3. Powerful word-formation

The English language has been expanding its vocabulary by its powerful and extensive word formation rules. Many types are known and various terms have been proposed in linguistic studies. The four major rules are affixation, compounding, conversion, and clipping:

Affixation by attaching prefixes and suffixes:

*beautiful* (French *beauté* + Anglo-Saxon *ful*)

Compounding by combining two words:

*Christmas* (*Christ* + *mass*), *holiday*

Conversion by changing the grammatical function:

He *authored* three books. It's *iffy*.

Clipping by using part of a word:

*ad* from *advertisement*, *bus* from *autobus*, *flu* from *influenza*

Recent English linguistics books by Ballard (2001), Plag et al. (2007) and by Russell (2001) acknowledge the potential of English creativity and offer a detailed explanation or a separate chapter about it. Hickey's article in 2006 entitled, "Productive lexical processes in present-day English" summarizes the examples of exciting new words. I chose five items from his long list because they are examples of the four rules that I have just mentioned:

Productive affixes:

*Flatwise* London is a disaster.  
*morish* (something you like more of)

Analogical formations:

*outro* < intro  
*vegiburger* < hamburger

Blends and clippings:

*guestimate* < guess + estimate  
*decaff* < decaffeinated

Compound adjectives:

The building was *part-financed* by an EU grant.  
 If you are *time-rich* and *cash-poor*, . . .

New words by class shift:

I'll *text* her when I get home.  
 They are now *holidaying* in France.  
 The dress she had on was very *last season*.

These examples are the result of a dynamic move in lexical change. They demonstrate how people recognize the patterns, abstract from what they hear and read, and readily apply the patterns in their language.

### 3. How to incorporate the hybrid nature in EFL teaching materials

Having these approaches in mind, I share teaching materials that I use in class: a field work on the second person plural pronoun, an interview research on new reporting verbs such as “go” and “be like,” and new vocabulary via various word formation rules.

#### Material 1: New second person plural pronouns

English is different from other European languages in its loss of the second person singular pronoun. Modern French uses “tu” forms while Modern German uses “du” forms. As in Table 2, Modern English does not distinguish the singular and plural forms except for reflexive forms. In Old English and Middle English, as in Table 3, the second person pronouns used to be differentiated according to the number:

Table 2: Personal Pronouns and Corresponding Possessive and Reflexive Forms

person	personal nominative	pronoun accusative	possessive determiner	pronoun	reflexive pronoun
1 <sup>st</sup> singular plural	<i>I</i>	<i>me</i>	<i>my</i>	<i>mine</i>	<i>myself</i>
	<i>we</i>	<i>us</i>	<i>our</i>	<i>ours</i>	<i>ourselves</i>
2 <sup>nd</sup> singular plural	<i>you</i>	<i>you</i>	<i>your</i>	<i>yours</i>	<i>yourself</i>
	<i>you</i>	<i>you</i>	<i>your</i>	<i>yours</i>	<i>yourselves</i>
3 <sup>rd</sup> singular plural	<i>he</i>	<i>him</i>	<i>his</i>	<i>his</i>	<i>himself</i>
	<i>she</i>	<i>her</i>	<i>her</i>	<i>hers</i>	<i>herself</i>
	<i>it</i>	<i>it</i>	<i>its</i>	-	<i>itself</i>
	<i>they</i>	<i>them</i>	<i>their</i>	<i>theirs</i>	<i>themselves</i>

(Biber et al., p.328)

Table 3: Archaic system of pronouns

	SUBJECTIVE	OBJECTIVE	REFLEXIVE	POSSESSIVE	
SINGULAR ( <i>th</i> -forms)	<i>thou</i> /ðəʊ/	<i>thee</i> /ði:/	<i>thyself</i>	<i>thy</i>	<i>thine</i>
PLURAL ( <i>y</i> -forms)	<i>ye</i> /ji:/	<i>you</i> / (ye)	<i>yourselves</i>	<i>your</i>	<i>yours</i>

(Quark et al., p.345)

After examining these paradigms and considering possible benefits and problems of this loss, I assign a field research to students. (Refer to Appendix 1.) Students have to find a native speaker of English and conduct an oral interview with him or her asking the three questions that appear on the worksheet. After the interview students write a report on what they

have observed during the interview and summarize their thoughts on the new plural forms. When they come back to class with their field research results, I share the information that has already been published in academic books. In Table 4, Gramley presents eight explicit plural forms along with the information about their places of use and level of usage:

Table 4: Explicit 2<sup>nd</sup> person plural pronouns

Pronoun	Where used	Level of usage
1. <i>all you (aa-yu)</i>	Eastern Caribbean	decreolized Creole
2. <i>una/unu</i>	Caribbean, West Africa	basilect Creole
3. <i>y'all</i>	American South	colloquial
4. <i>yiz</i>	Scotland, N. Ireland	dialect
5. <i>you guys</i>	general, esp. America	colloquial
6. <i>youse ones</i>	Scotland, N. Ireland	dialect
7. <i>yous (e)</i>	Scotland, Ireland, NY, NZ	colloquial
8. <i>you'uns</i>	Scotland, N. Ireland	dialect

(Gramley, p. 262)

Students have a group discussion on why English does not go back to the thou/you system but instead is expanding the plural form by creating new forms. In the session that follows this discussion session, I distribute the summary of all students' findings (Refer to Appendix 2.) and then have students discuss how diverse and complex these plural forms can be. These activities help students realize the inner power that is innovative even in the pronoun paradigm.

#### Material 2: New reporting verbs, "go" and "be like"

The second teaching material I use in my course is another field research on new reporting verbs. According to the *LGSWE*, new reporting verbs such as "go" and "be like" are becoming common in casual speech including text and email messages. The following are several examples, quoted first from Stenstrom, Andersen, and Hasund, second from the British National Corpus, and finally from the *LGSWE*:

Then we told him. He goes to me, Danielle I like your shoes. I go I like your long greasy hair. His hair's down to here now innit?

(Stenstrom, Anderson, and Hasund)

And he goes you don't have to tell me and he goes get off the fucking train. (BNC)

She goes if you won't, I will! (BNC)

He goes, "Some day I might have a kid and <laugh>." I'm like "No!" (AmE) (Biber et al.)

And I'm like, "You were there, why didn't you help" <unclear>. He was all "Well I wanted to stay out of it." (AmE) (Biber et al.)

As indicated in Table 5, the frequency of "go" is higher than that of "say."

Table 5: Overall distribution of Go versus SAY

	go	goes	going	went	GO	say	says	saying	said	SAY
quotations	152	918	222	103	1395	183	82	60	423	748
percentage	7	73	16	22	27	15	33	19	36	25
overall freq.	2104	1249	1373	479	5205	1198	251	323	1170	2942

(Stenstrom, Anderson, & Hasund, p. 118)

Students interview English speakers and gather information on the usage and stylistic implications of these new reporting verbs. The interview arouses students’ interest in new meaning of the words, *go* and *like*, that are familiar to them. They also have to investigate if grammar books and dictionaries offer explanations on this new usage of “go” and “be like.” They eventually find that there are not many that have clear explanations, and they also become aware of the unique feature of the grammar book by Biber et al. in reflecting current tendencies in casual speech. Students share their findings in class and through these activities become more conscious about the semantic and syntactic changes that English is undergoing right now.

### Topic 3: Powerful word formation

The third material has students find new vocabulary created by common word formation methods such as affixation, compounding,

ox/beef	pig/pork
hide/conceal	love/charity
wedding/marriage	freedom/liberty
thankful/grateful/appreciate/gratitude	

In search of new vocabulary, my students are asked to look into different types of texts such as academic texts, commercial texts, digital texts, etc.

affixation  
 compounding  
 conversion  
  
 clipping  
 combination

*uncomfortableness, preview, microwaveable*  
*karaoke-pub, pod-cast*  
 Let’s *google* it.  
 The tires are *bill-gating*. They *britneyed*.  
*mook* (“magazine” + “book”), *netizon* (“net” + “citizon”)  
*Mcjob* I *emailed* him.

conversion, and clipping. Searching through newspapers, magazines, and web-pages, students will know that new fashionable words are actually based on traditional rules and recognize how innovative the English language can be. These are three examples that my students collected:

“I dow.” (diamond company ad)  
 “Ichirific” (“Ichiro” + “terrific”)  
 “iPod, therefore, I Am” (iPod ad)

From every language that it encountered, English borrowed words and grammatical paradigms, and even phonemes. Some words such as *take, people, joy, peace,* and *tea* are difficult to be identified as loan words: *take* from a Scandinavian dialect, *people, joy,* and *peace* from French, and *tea* from Chinese. Lexical doublets/triplets are another special feature of the teeming vocabulary of the English language. The following are from Crystal’s examples of doublets and triplets:

motherhood/maternity	wish/desire
rise/mount/ascend	
room/chamber	

Their findings always include the exciting use of word formation rules (Refer to Appendix 3.). The following are a few more examples:



English is indeed a hybrid language that has always been in the multilingual situation, and unlike speakers of other European languages such as French or German, English speakers have been flexible or even eager in using innovative words and expressions. English can be one of the most mixed languages in the world. *The Oxford English Dictionary* contains all the words that have appeared in print, and the vocabulary size of the second edition in 1989 is more than 615,000 words. This is extremely larger than the German vocabulary, which is estimated about 185,000, and the French one, which is estimated about 100,000. As to the relationship between native words and foreign borrowings, the *OED* classifies its vocabulary into four categories (Preface xxvi):

Naturals: native words

Denizens: words fully naturalized as to use, but not as to form, inflexion, or pronunciation, e.g. *aide-de-camp*

Aliens: foreign objects, no native equivalents, e.g. *shah, targum*

Casuals: foreign word of the same class not in habitual use, temporary

Crystal explains, “Most English vocabulary arises by making new lexemes out of old ones-either by

adding an affix to previously existing forms, altering their word class, or combining them to produce compounds. . . . Alongside the Anglo-Saxon root in *kingly*, we have the French root in *royally* and the Latin root in *regally*” (Crystal, p. 128). This powerful word formation is expanding the English vocabulary not only within English-speaking countries but also all over the world now.

#### 4. Conclusion

The first-hand experience of observing synchronic varieties and diachronic changes significantly help students acquire reasoning skills to explain special linguistic phenomena regardless of whether English is their first language or not. Multilingualism and language contact have always had significant influence on the English language, and this influence is in all linguistic phases: pronunciation, grammar, meaning, vocabulary, and the writing system. [çi:ld], [ta:ke], [hu:s], and [bo:k] underwent a dramatic sound change called the great vowel shift and became fixed as [čaiId], [teIk], [haUs], and [bUk] respectively. Here is a conversation plot in Middle English and Modern English. The phonetic transcription follows each line:

#### Middle English

Cole: Is that thy child?

Alice: Yea, hir name is Ann.

Cole: A good and holy name.

Alice: Soon she will be three years of age.

Cole: Will she speke to me?

Alice: Yea, she spekeþ wonder loude.

Is θat θi čild

ye hɪr namə Is an

ə god and hɔli namə

sonə še wɪl be θre yerɪz əv əʒə

wɪl še speke to me

ye še spekeθ wʊndər ludə

#### 1650-1750

Cole: Is that thy child?

Alice: Yea, her name is Ann.

Cole: A good and holy name.

Alice: Soon she will be three years of age.

Cole: Will she speak to me?

Alice: Yea, she speaks wonderfully loud.

ɪz ðæt ðəɪ čəɪld

ye hər nem ɪz ən

ə gʊd ænd hɔli nem

sun ši wɪl bi θri ɪlɪz əv eʒ

wɪl ši spɪk tu mi

ye ši spɪks wəndərfulɪ laʊd

As to the syntax too, English has undergone significant changes. According to Mitchell and Robinson, “Old English is the period of full inflexions, Middle English the period of leveled inflexions, and Modern English the period of no inflexions. This statement points to the vital truth that Modern English depends on word-order and prepositions to make distinctions which in an inflected language are made by the case endings” (p. 61). English does not now recognize grammatical gender while other European languages still maintain it. The materials I have introduced in this article help students understand linguistic variations, principles underlying variety evolution, actual patterns in natural contexts, and constraints on linguistic choice.

The interaction between diachrony and synchrony in the classroom also help students model the English grammar in multilingual context, observe the ongoing changes, and identify the major factors that work in such situations. Students, thus, will be convinced why it is important to study the language in relation to synchronic and diachronic varieties and consider the actual context in which various changes occur. This awareness helps them realize changes that are occurring in the environment in which the students themselves are placed. Romaine in her article entitled, “English: From village to global village,” asserts, “I feel there has never been a more exciting time to be a historian of the English language once linguistic history is conceived of in the broad sense . . . as a chronicle of changing users and uses. Much more waits to be done.”

### Select Bibliography

Ballard, K. (2001). *The frameworks of English*. Basingstoke: Palgrave.  
 Biber, D, et al. (1999). *The Longman grammar of spoken and written English*. Harlow: Longman.  
 Brinton, L. J., & Arnovick, L. K. *The English language: A linguistic history*. Oxford & New York: Oxford University Press, 2006.  
*British National Corpus*. Retrieved July 10, 2008,

from  
<http://othmer.icu.ac.jp:2425/~sakura04/cgi-bin/login1uvlib.cgi>  
 Buck, R. A. (2003). Why? and how?: Teaching the history of the English language in our new millennium. *English Today*, 73, 44-49.  
 Crystal, D. (2003). *The Cambridge encyclopedia of the English language*. Cambridge: Cambridge University Press.  
 Dialogue: Conservative and advanced speakers. The Great Vowel Shift. Retrieved July 10, 2008, from <http://alpha.furman.edu/~mmenzer/gvs/dialogue.htm>  
 Fennell, B. (2003). *A history of English: A sociolinguistic approach*. Oxford: Blackwell.  
 Freeborn, D. (1995). *A course book in English grammar: Standard English and the dialects*. Basingstoke: Palgrave.  
 Freeborn, D. (1998). *From Old English to Standard English: A course book in language variation across time*. Basingstoke: Palgrave.  
 Görlach, M. (1995). *New studies in the history of English*. Heidelberg: Universitätsverlag C. Winter.  
 Görlach, M. (2001). A history of text types: A componential analysis. In H-J. Diller & M. Görlach (Eds.), *Towards a history of English as a history of genres* (pp. 47-88). Heidelberg: Universitätsverlag C Winter.  
 Görlach, M. (2004). *Text types and the history of English*. Berlin & New York: Mouton de Gruyter.  
 Gramley, S. (2001). *The vocabulary of world English*. London: Arnold.  
 Gramley, S. & Pätzold, K-M. (2004). *A survey of modern English*. London: Routledge.  
 Greenbaum, S., & Nelson, G. (2002). *An introduction to English grammar*. Harlow: Longman.  
 Hicky, R. (2006). Productive lexical processes in present-day English. In .C. Mair & R. Heuberger (Eds.), *Corpora and the history of English* (pp. 153-168). Heidelberg: Universitätverlag Winter.  
 Higgins, C. “Ownership” of English in the outer circle: An alternative to the NS-NSS dichotomy. *TESOL Quarterly*, 37, 615-644.  
 Hogg, R., & Denison, D. (2006). *A history of the English language*. Cambridge: Cambridge University Press.  
 Hopper, P., & Traugott, E. (1994). *Grammaticalization*. Cambridge: Cambridge University Press.  
 Krug, M. (2000). *Emerging English modals: A corpus-based study of grammaticalization*. Berlin: Mouton de Gruyter.  
 Leech, G., Rayson, P., & Wilson, A. (2001). *Word frequencies in written and spoken English:*

- Based on the British national corpus.* Harlow: Longman.
- Mitchell, B., & Robinson, F. C. (2001). *A guide to Old English.* Oxford: Blackwell.
- Nagle, S. (1995). The English double modals: internal or external change? In J. Fisiak (Ed.), *Linguistic change under contact conditions* (pp. 207-215). Berlin: Mouton de Gruyter.
- Plag, I., et al. (2007). *Introduction to English linguistics.* Berlin: Mouton de Gruyter.
- Quirk, R., et al. (1985). *A comprehensive grammar of the English language.* London: Longman.
- Romaine, S. 1992. Afterword: English: from village to global village. In T. Machan & C. Scott (Eds.), *English in its social contexts* (pp. 253-60). Oxford & New York: Oxford University Press.
- Russell, S. (2001). *Grammar, structure, and style: A practical guide to advanced level English language.* Oxford: Oxford University Press.
- Scott, C. & Machan, T. (1992). Introduction: Sociolinguistics, language change, and the history of English. In T. Machan & C. Scott (Eds.), *English in its social contexts* (pp. 3-27). Oxford University Press.
- Simpson, J. A., & Weiner, E. S. C. (1989). *The Oxford English Dictionary.* 2<sup>nd</sup> edition. Oxford: Clarendon Press.
- Smith, J. (1996). *An historical study of English: Function, form and change.* London: Routledge.
- Stenström, A-B., Andersen, C., & Hasund, I. (2002). *Trends in teenage talk: Corpus compilation, analysis and findings.* Amsterdam: John Benjamins.
- Van Gelderen, E. (2006). *A history of the English language.* Amsterdam: John Benjamins.
- Van Kemenade, A., & Bettelou, L. (2006). *The handbook of the history of English.* Oxford: Blackwell.

## Appendix 1: Fieldwork worksheet on new second person plural pronouns

### Field Research on “*You Plural*”

ID# \_\_\_\_\_

Name \_\_\_\_\_

I. Find an L1 speaker of English and ask if he or she knows a pronoun to denote the second person plural.

The standard English does not have a pronoun system to differentiate the following two situations:

How are *you* (single person)? I’m just fine.

How are *you* (more than two persons)? We’re just fine.

Ask your informant the following questions and write down as much as information he or she gives you.

1. Do you know any word to differentiate “you singular” and “you plural”?
2. In what contexts is the word used? In a certain dialect? In a certain region? By a certain group of people?
3. Have you heard any other expressions even though you yourself do not use them?

#### information about the informant

home country

mother tongue

sex

age

occupation

education

II. Now state on a separate sheet what you thought during and after the interview.

## Appendix 2: Fieldwork summary of “you-plural” collected by the history of the English language I class, Tokyo, October 2008

### i) forms of singular you

<i>thou, thee, thy, thine</i>	Shakespeare; Bible; religious; learned in language class in US; deliberately used; Europe 500 years ago
<i>you</i>	
<i>hi-ya</i>	
<i>ma'am</i>	
<i>sir</i>	to be more polite
<i>lady</i>	to girl by an old man; polite
<i>people</i>	
<i>everybody</i>	
<i>you sweetie/darling/lady</i>	
<i>ya</i>	friendly
<i>yin</i>	
<i>dude</i>	
<i>“Hey, brother.”</i>	to male friends
<i>“Yo, bro.”</i>	to male friends
[Just use “you” to a single person.]	

### ii) you + plural noun

<i>you guys</i>	American slang; Southern US; can be used anywhere; informal; with mates; both to boys and girls; not academic; frequently used; US especially Mid-West; less formal; small group; friends; gender problems but some say “no problem”; impolite; too casual; family; used by young people; for everyone; available for mixed group; spoken; not formal; for male/male and female group; for four people and more; by general people; to friends; not in UK; casual but not necessarily informal; least formal; in classroom
<i>you girls</i>	with mates; spoken; not formal; sounds outdated
<i>you mob</i>	Australian aborigine
<i>you people</i>	impolite; in upset mood like “You people are stupid!”; used by many people and regions; mostly in speech but not written; formal; impolite; Italian mafia; at work; sounds weird; not polite; to strangers; making fun of people; used by women
<i>you audience</i>	
<i>you folks</i>	frequently used; Southern US;
<i>you bezzies</i>	
<i>you students</i>	used by teacher
<i>you men</i>	Southern US

<i>you fellows</i>	Southern US
<i>you sweeties</i>	
<i>you honey buns</i>	to family and lovers
<i>you honeys</i>	to family and lovers
<i>you babes</i>	at beach

### iii) forms of plural you

<i>yous</i>	
<i>youse</i>	< you guys; North-East US; lower class from Italy or Greece; American; Tennessee; less educated; Australia
<i>yins</i>	Pittsburgh, PA; users of this form are called ‘yinzers’: somewhere around Pennsylvania; western Virginia
<i>you and yours</i>	
<i>you and you</i>	
<i>ya</i>	Mid-West US
<i>yo</i>	used by rap musicians
<i>yous</i>	only used by Scots; Scottish
<i>ye</i>	Scottish; Xmas song
<i>youz</i>	New York Irish
<i>yas</i>	Pennsylvania, < you guys
<i>yourselves</i>	
<i>yourself</i>	
<i>just you</i>	
<i>you uns</i>	used only in US

### iv) you + number

<i>you all</i>	Standard in New Jersey; American; Southern US; casual; can be used anywhere; not to teachers; used by teacher; Texas; Alabama; impolite; North America; speech; for everyone; spoken; not formal; at work; formal; by general people; casual but not necessarily informal
<i>you'all</i>	Southern US
<i>y'all (you + all)</i>	Southern US; stereotype of Southern US; American; Texas; slang; less formal; common in US but not so in UK; impolite; North America; only in Southern US; joke; South East US; used in California; distinguish people from south; used by hicks; white people in southern US use but Asians do not; countryside; used by young people
<i>you two/three</i>	can be used anywhere; when specifying “two” people; getting attention
<i>some of you</i>	a bit formal; spoken; not formal
<i>all of you</i>	a bit formal; spoken; not formal; polite
<i>you'll</i>	Southern US

<i>you lots</i>	
<i>you lot</i>	talking down someone; very informal; used by young people
<i>you bunch</i>	very informal; used by young people
<i>your group</i>	used by teacher
<i>your family</i>	

**v) combination of two methods**

<i>you's guys</i>	rare; impolite;
<i>youse guys</i>	Bronx, NY; rare; slang; NY City; joke; not appropriate; gangster; mafia; Brooklyn, NY
<i>yous guys</i>	North East US
<i>you everyone</i>	common in US; formal
<i>yous all</i>	

**vi) use of first person plural**

<i>we</i>	"How are we (all) today?"
-----------	---------------------------

**vii) singular form as plural**

<i>every one of you</i>	used by teacher; formal
<i>everybody</i>	used as plural
<i>everyone</i>	group discussion; family; friends; not completely formal; to students in class; in formal context; in classroom

**viii) noun only**

<i>one</i>	UK
<i>guys</i>	casual; to a group which includes male; in classroom
<i>people</i>	teacher to students especially when teacher gets angry "People, be quiet!"
<i>miss/misses</i>	
<i>mister</i>	
<i>girls/boys</i>	just for group of girls/boys; casual; used by teacher
<i>men/women</i>	casual
<i>fellas (fellers?)</i>	men to men
<i>my fellows</i>	to fellow students; politician in speech context
<i>chicks</i>	from boys to girls
<i>hoes</i>	to friends
<i>folk(s)</i>	a little bit formal; for everybody; to strangers to be friendly; casual; to friends
<i>dude</i>	teenagers only
<i>dudes</i>	California; Southern California; king of slang; young people until graduating university; impolite
<i>mate</i>	Australia?

<i>good day mates</i>	Australia
<i>ladies</i>	serious situation
<i>boys and girls</i>	
<i>pretty girls</i>	
<i>friends</i>	
<i>gosh</i>	slang
<i>jeez</i>	old fashion
<i>bastards</i>	
<i>brats</i>	
<i>bxxes</i>	to show friendship
<i>fxxxers</i>	to show friendship
<i>mother fxxers</i>	to show friendship
<i>posse</i>	among friends
<i>crew</i>	among friends
<i>gain</i>	among friends
<i>squad</i>	among friends
<i>gangs</i>	among friends; to friends, Canada
<i>howdy partners</i>	old time
<i>homy/homies</i>	neighbors, Canada
<i>hommie</i>	black American to friends; black American to look down people
<i>idiot</i>	no article or adjective needed for plural meaning
<i>fool</i>	no article or adjective needed for plural meaning
<i>ladies and gentlemen</i>	speech context; formal
<i>professors</i>	
<i>teachers</i>	
<i>billions, millions, trillions</i>	big number of people

**ix) non-verbal method (=words are not used)**

“by situation”

“by gestures”

“by context”

“by eye contact”

“by body language”

**Comments:**

“Never thought about you-plural forms”

“Why ask such strange questions?”



## Informant Data

Male	63
Female	44
Unknown	4
Total	111

10s	14
20s	70
30s	7
40s	4
50s	3
60s	1
Unknown	12
Total	111

US	67	Japan	16	Unkonwn	1
UK	13	US/Korea	1		
Australia	6	Japan/Taiwan	1		
Canada	5	Cuba	1	Total	111

GOOD JOB, EVERY ONE OF YOU!

### Appendix 3: New vocabulary via affixation, compounding, conversion, clipping collected by History of the English Language I Class, Tokyo, November 2007

Oh, *Ichirific!* [in a baseball game broadcast program]

They *britneyed*. (from a magazine *Marie Claire*) [Britney Spears had a marriage ceremony with her old boy friend within three minutes.]

*crisps* in UK=potato chips in US

I'll go and *debunny*. (Bridet Jones's Diary) [Bridet is wearing a bunny-girl costume for a party.]

*edge-of-your-seat* excitement, a *larger-than-life* cinematic adventure (imax theater ad)

*blog* (web page constantly revised) [from Web + log] thus, *blogger*, *blogging*

*Zoo-venior* Shops (Toronto Zoo)

*audio-animatoronics* (Disneyland attraction)

*microwaveable* (on food keepers and food packages)

The *Must-Have Music Player* (iPod advertisement)

*iPod, therefore, i Am*. (iPod advertisement)

*pizza-licious* (new flavor of Pringles potato chips)

That's not *Thanksgivingy*.

typical *Christmassy* stuff

*look-at-me* lips (from a magazine *Seventeen*)

*must-haves* (from a magazine *Seventeen*)

I *dow*. (ad of Dow diamond in *Newsweek*) [The bride and the bridegroom say "I do" during the marriage ceremony.]

a *waitressing* job, a *macjob* (a job that does not pay much)

*lookatmeography* (ad of Nikon in a magazine *InStyle*) [look at me + photography]

President Bush declared the Philippines a *non-NATOally*.

The infection was *billgating* healthy cells.

After skating through the mud my wheels were totally *billgated*.

Don't you *honey* me. (in a movie) [A woman is addressed "honey" by a man.]

The river *snakes* through the city.

*Iraqification* (article in *Washington Post*)