If you are wondering why you should add the new edition to your library, here are six reasons:

1. A new final Chapter 12, "The Twenty-first Century" looks to the future of English and other global languages. It includes attention to cross-linguistic research and the relative difficulty of languages as well as an assessment of Chinese as a global language.

2. A new treatment of phonological change including the integration of the Old English into Chapter 3 and the integration of Middle English into Chapter 7.

3. There is new coverage of corpus linguistics, especially for Renaissance English.

4. New sections on accent and register have been added.

5. You'll find a new survey of the recent debate between "creolists" and "neo-Anglicists" on the origins of African American Vernacular English.

6. Updated bibliographies can be found throughout.
A History of the English Language
THE COUNTRIES OF ENGLAND
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When Albert C. Baugh drafted the first version of this book in the 1930s, the final chapter in the chronological sequence, Chapter 10, could adequately be titled, "The Nineteenth Century and After." In subsequent editions, the sections within that chapter lent themselves to expansion throughout the twentieth century. Most notably, "English in the Empire" was written when the British Empire existed and was at its greatest extent, one-fourth of the earth's surface being colored red on British maps. As the colonies gained independence, the varieties of English that developed in those regions have been described in increasing detail in scholarship and in this book. Divisions of linguistic history into discrete periods are always to some extent artificial. However, the issues of global languages that have emerged in the late-twentieth and early-twenty-first centuries are rather different from the individual description of English in South Africa or the Indian subcontinent, topics covered in section 229 of Chapter 10, "English World-Wide." At the time of the third edition in 1978, the possibility of Chinese, for example, as a global language was not a topic of scholarship. More recent global interconnectedness and its linguistic consequences make a new final chapter on "The Twenty-first Century" timely. This addition has allowed some of the issues of Chapter 1 to be shifted to the final chapter and revisions and reductions to be made in the opening chapter that had looked ahead before there had been a chance to look back.

Another significant revision is in the treatment of phonological change. In earlier editions, much of the discussion of phonological change in English was saved until the latter part of Chapter 8, "The Renaissance, 1500—1650." Now the changes have been moved to the chapters and sections that are chronologically appropriate: the changes from Old English to Middle English to Chapter 7 and the changes from Middle English to Modern English to the beginning of Chapter 8, serving as a bridge between those two periods. Also, the discussion of
the pronunciation of Old English, which had been split between Chapter 3, "Old English," and Chapter 8, is now consolidated in Chapter 3. Thus, the phonological progression is more consistently chronological: Grimm's Law in Chapter 2, the pronunciation of Old English in Chapter 3, sound changes within Old English in Chapter 4, changes from Old English to Middle English in Chapter 7, the Great Vowel Shift and changes in the short vowels in Early Modern English in Chapter 8, variants in pronunciation world-wide in Chapter 10, and developments specific to American speech in Chapter 11. These rearrangements have made space for other revisions, including an increased use of corpus linguistics. The Helsinki Corpus, for example, has served to increase our understanding of pronoun usage in Renaissance English in terms of class and gender. As in previous editions new scholarship has been listed in the bibliographies and footnotes and has been woven into the existing text to correct, expand, or modulate familiar stories.

In the first edition, Baugh stated his aim as follows:

The present book, intended primarily for college students, aims to present the historical development of English in such a way as to preserve a proper balance between what may be called internal history—sounds and inflections—and external history—the political, social, and intellectual forces that have determined the course of that development at different periods. The writer is convinced that the soundest basis for an understanding of present-day English and for an enlightened attitude towards questions affecting the language today is a knowledge of the path which it has pursued in becoming what it is. For this reason equal attention has been paid to its earlier and its later stages.

As before, the original plan and purpose have not been altered.

Earlier editions of this book have benefited by help from many directions. This time around, I would especially like to thank Terence Odlin, William A. Kretzschmar, Jr., Benedikt Szmrecsanyi, Robert D. King, Daniel Baugh, and, as always, Carole Cable. I am grateful to Ik-Hwan Lee, President of the World English Linguistics Association, for encouraging me to present a version of Chapter 12 to the 1st World Congress of Scholars of English Linguistics in Seoul, Korea, June 2012. Reviewers for the 6th edition were James Vanden Bosch, Calvin College; Damian Fleming, Indiana University-Purdue University; T. W. Machan, Marquette University; Jeffrey Reaser, North Carolina State University; Gerald Richman, Suffolk University; Felicia Jean Steele, The College of New Jersey; and Lyle Kip Wheeler, Carson-Newman College.

—Thomas Cable
A History of the English Language
## PHONETIC SYMBOLS

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>[α]</td>
<td>in father</td>
</tr>
<tr>
<td>[a]</td>
<td>in <em>French</em> la</td>
</tr>
<tr>
<td>[θ]</td>
<td>in not in England (a sound between [α] and [ø])</td>
</tr>
<tr>
<td>[æ]</td>
<td>in mat</td>
</tr>
<tr>
<td>[e]</td>
<td>in met</td>
</tr>
<tr>
<td>[e]</td>
<td>in mate</td>
</tr>
<tr>
<td>[i]</td>
<td>in sit</td>
</tr>
<tr>
<td>[i]</td>
<td>in <em>meat</em></td>
</tr>
<tr>
<td>[o]</td>
<td>in <em>law</em></td>
</tr>
<tr>
<td>[o]</td>
<td>in <em>note</em></td>
</tr>
<tr>
<td>[u]</td>
<td>in <em>book</em></td>
</tr>
<tr>
<td>[u]</td>
<td>in <em>boot</em></td>
</tr>
<tr>
<td>[ʌ]</td>
<td>in <em>but</em></td>
</tr>
<tr>
<td>[ɑ]</td>
<td>in about</td>
</tr>
<tr>
<td>[y]</td>
<td>in <em>German</em> für</td>
</tr>
<tr>
<td>[ei]</td>
<td>in play</td>
</tr>
<tr>
<td>[ou]</td>
<td>in <em>so</em></td>
</tr>
<tr>
<td>[ər]</td>
<td>in line</td>
</tr>
<tr>
<td>[au]</td>
<td>in <em>house</em></td>
</tr>
<tr>
<td>[ɔi]</td>
<td>in boy</td>
</tr>
<tr>
<td>[n]</td>
<td>in <em>sing</em></td>
</tr>
<tr>
<td>[θ]</td>
<td>in <em>thin</em></td>
</tr>
<tr>
<td>[ð]</td>
<td>in <em>then</em></td>
</tr>
<tr>
<td>[ʃ]</td>
<td>in <em>shoe</em></td>
</tr>
<tr>
<td>[ʒ]</td>
<td>in <em>azure</em></td>
</tr>
<tr>
<td>[j]</td>
<td>in <em>you</em></td>
</tr>
</tbody>
</table>

[ ] enclose phonetic symbols and transcriptions.
: after a symbol indicates that the sound is long.
' before a syllable indicates primary stress: [ɔˈbæv] *above*.
In other than phonetic transcriptions ɛ and ɑ indicate open vowels, ɛ and ə indicate close vowels.
* denotes a hypothetical form.
> denotes 'develops into'; < 'is derived from'.