

PERCEPTION, COMMUNICATION, DESIRE, AND ASPECTUAL VERBS IN 18TH AND 19TH CENTURY HISTORY WRITING: A DIACHRONIC ANALYSIS OF MALE AND FEMALE WRITERS IN THE CORUÑA CORPUS OF HISTORY ENGLISH TEXTS*

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ABSTRACT

The understanding of history began to shift decisively in the eighteenth century and reached full institutional consolidation as an academic discipline in the nineteenth. Against this backdrop, this article explores how four semantic classes of verbs –communication, perception, desire, and aspectual verbs– are distributed and used in eighteenth- and nineteenth-century historiographical texts drawn from the History English Texts subcorpus of the Coruña Corpus of English Scientific Writing. The study pursues two main aims. First, it examines the frequency of these verb classes within historical discourse of the period. Second, it analyses their use from a gender perspective, asking whether male and female authors display comparable or divergent patterns. The findings point to clear asymmetries: male authors employ these verbs more frequently and with greater semantic range, while the patterns observed in women's writing shed light on their discursive positioning within historiography across the two centuries.

KEYWORDS: Corpus-based study, CHET, History, Verb Classes, Scientific Language, Coruña Corpus.

PERCEPCIÓN, COMUNICACIÓN, DESEO Y VERBOS ASPECTUALES EN LA ESCRITURA HISTÓRICA DE LOS SIGLOS XVIII Y XIX: UN ANÁLISIS DIACRÓNICO DE ESCRITORES Y ESCRITORAS EN EL CORPUS DE TEXTOS HISTÓRICOS EN INGLÉS DE LA CORUÑA.

RESUMEN

El artículo analiza el uso de cuatro clases semánticas de verbos, comunicación, percepción, deseo y aspectuales, en textos históricos de los siglos XVIII y XIX del *History English Texts* del *Coruña Corpus of English Scientific Writing*. El estudio examina su frecuencia y distribución desde una perspectiva de género, comparando la escritura de autores y autoras. Los resultados revelan diferencias claras en la frecuencia y variedad léxica, con un uso más amplio por parte de los hombres, mientras que el análisis de los textos femeninos aporta claves para entender la posición discursiva de las mujeres en la historiografía del período.

PALABRAS CLAVE: estudio basado en corpus, CHET, historia, clases de verbos, lenguaje científico, Coruña Corpus.

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1. INTRODUCTION

The professionalisation of History as an academic discipline in Britain began in the 19th century, culminating in its recognition as an independent subject at Oxford and Cambridge in 1873 and the founding of the journal *The English Historical Review* in 1886, the oldest surviving English-language academic journal in the field of history. However, the intellectual foundations of this transformation were established earlier: from the mid-18th century onwards, History moved from a literary pursuit to a more systematic area of enquiry (Moskowich 2019c; Nyarko 2023). Pioneering figures such as William Stubbs and John Kenyon played a significant role in this change through their publications and efforts to institutionalise historical studies. By the 19th century, historical writing in Britain had developed into a mature genre, no longer regarded as a minor branch of letters but as a recognised means of transmitting and interpreting knowledge (Pérez Guerra 2019).

This study examines the linguistic aspects of this disciplinary development, focusing on how verbs serve as tools for constructing and conveying historical knowledge. Specifically, it analyses four semantic verb categories –communication, desire, perception, and aspectual verbs– as they occur in 18th- and 19th-century texts from the Corpus of History English Texts (CHET) (Moskowich 2019a), a subset of the Coruña Corpus of English Scientific Writing (CC). Communication verbs are notable in historical texts, reflecting the rhetorical strategies employed to convey, discuss, and disseminate information in them. Their analysis shows how historical events and perspectives were framed in the public discourse of the time. In contrast, verbs of desire offer insight into the motives, aspirations, and ambitions of historical actors, often revealing their subjective positioning or ideological orientation. Aspectual verbs signal duration, completion, and process and are essential for tracing how time and change are encoded in historical narratives. Finally, perception verbs reveal how authors shape their empirical observations and interpretations, which are key indicators of the increasing empiricism characteristic of Late Modern English scientific writing.

One of the aims is to assess the frequency and distribution of these verb categories in historical scientific writing, evaluating their role in forming a more objective, impersonal, and epistemologically precise type of discourse that is closer to what is now recognised as scientific language. The CHET subcorpus, spanning two centuries of historiographical production, comprises a representative sample of texts authored by both men and women, enabling a sex-based analysis of these verb classes. Therefore, in addition to examining usage trends over time, this study also investigates whether male and female authors employed these verbs in similar or divergent ways, thereby enriching our understanding of the linguistic and social dimensions of scientific history writing.

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The study is organised into six sections to achieve these two objectives. Following this introduction, Section 2 outlines the objectives and methodological framework, Section 3 presents the corpus under analysis, Section 4 explains the selection and study of the four verb classes, and Section 5 presents the results and their discussion. Finally, Section 6 concludes the paper and outlines directions for further research.

2. OBJECTIVES AND METHODOLOGY

The first objective of this study, as mentioned earlier, is to examine the frequency and distribution of four semantic verb classes –communication, desire, aspectual, and perception verbs– in the Corpus of History English Texts (CHET), a discipline-specific subcorpus of the Coruña Corpus of English Scientific Writing (CC). Using a corpus-based quantitative approach, this study aims to identify patterns in the use of these verbs in historical texts from the 18th and 19th centuries, a period marked by the increasing professionalisation of historical writing.

The second objective is to investigate potential differences in the use of these verb classes by male and female authors. By comparing sex-based usage, this study aims to explore whether there are discernible differences in linguistic behaviour associated with authorship, contributing to ongoing research in corpus-based language and sex studies.

These objectives build on the work of Montoya and Barsaglini (2024), who examined the same verb classes in the Corpus of English Life Sciences Texts (CELiST), another subcorpus of the CC. Their study identified disciplinary tendencies in the expression of agency and modality in scientific writing. The present study applies similar analytical criteria to the CHET corpus, enabling future cross-disciplinary comparisons of the discourse practices of Life Sciences and History.

On this basis, the type of analysis conducted in this study will contribute to providing more information on the state of this discipline, at a time when its content was intended for a wider audience, in contrast to other disciplines, and when it could not be considered science, given the definition of science born from the scientific method. However, the boundaries of knowledge were not clearly defined, and the language used by different scientific disciplines became more specialised.

Against this background, and with these aims in mind, this study seeks to broaden our understanding of verb usage in historical scientific discourse, shed light on potential sex-based linguistic variations, and contribute to ongoing scholarly debate on language and sex in scientific writing. To this end, the analysis involves two main stages:

Stage 1: Verb class identification and compilation: A representative list of lexical verbs for each class was compiled based on the semantic categorisations provided in Levin (1993) and Noonan (1985). The list was refined by referencing previous studies within the CC framework.



Stage 2: Data retrieval and analysis: The Coruña Corpus Tool (CCT) (Barsaglini-Castro & Moskowich 2019; Barsaglini-Castro & Valcarce 2020) was used to extract verb occurrences from CHET. In cases where ambiguity existed, such as polysemous forms or words belonging to multiple grammatical categories, manual inspection of concordance lines was conducted to ensure semantic accuracy. All results were normalised per 10,000 words to facilitate comparability across texts of different lengths.

Sex-based authorship information was derived from the metadata included in the CHET documentation. The list was refined in line with previous studies conducted within the CC framework. Descriptive statistics (raw frequencies and normalised proportions) were used to highlight observable trends. Non-inferential statistics were applied, given the limited sample size of the female-authored texts.

This methodology contributes to understanding how disciplinary writing practices evolved in a field that straddled the boundary between literature and emerging scientific discourse during this period. In addition, this study adds empirical evidence to broader discussions of scientific register development and authorial voice in historical discourse by identifying linguistic trends and variations associated with sex-based authorship.

3. CORPUS SELECTION

The corpus employed in this study is the earlier-mentioned *Corpus of History English Texts* (CHET), a subcorpus of the *Coruña Corpus of English Scientific Writing* (CC). CHET is the third discipline-specific component of the CC project, following the Corpus of English Texts on Astronomy (CETA) and the Corpus of English Philosophy Texts (CEPhiT), and focuses on texts within the so-called “soft sciences” during the Late Modern English period (Moskowich 2019c, 43).

CHET comprises 40 text samples totalling 404,424 words, with approximately 10,000 words per author and text. These are almost evenly divided between the 18th century (201,938 words) and the 19th century (202,486 words) (see Appendix 1). The corpus is good evidence of a wide range of historical writing genres (see Table 1), many of which, in today’s classification, might be regarded as archival or documentary rather than historiographical. However, they collectively “narrate events in the past that are related to human communities” and provide insight into how knowledge was organised, narrated, and legitimised at the time (Moskowich 2019c, 43).

CHET includes texts written by 40 authors, eight of whom are women, a not-usually high proportion for corpora of this period. This is particularly noteworthy when compared with CETA and CEPhiT, two subcorpora of the Coruña Corpus, which include only two and three female authors, respectively (Moskowich 2019, 51). Therefore, this relatively balanced representation of women in CHET allows for a more meaningful exploration of potential sex-based differences in language use.



TABLE 1: GENRES IN CHET		
GENRES IN CHET	SAMPLES	Nº OF WORDS
Treatise	28	283,002
Essay	3	30,312
Travelogue	1	10,005
Lecture	2	30,120
Textbook	2	20,203
Article	1	10,730
Dictionary	1	10,017
Biography	1	10,035
TOTAL		404,424

4. SELECTION AND ANALYSIS OF THE FOUR VERB CLASSES IN THE CORPUS OF HISTORY ENGLISH TEXTS

The analysis of the verb classes examined in this study in historical discourse seeks to contribute to our understanding of verb use during the emergence and establishment of the scientific register. In this case, this study extends this inquiry to the “soft sciences” domain and examines linguistic trends within a distinct historical period. The selection of these classes is grounded in the classification presented by Noonan (1985) and Levin (1993), based on the type of complements taken and their syntactic behaviour and semantic properties, respectively.

The four verbs under study in this paper belong to the four classes equally identified by Levin (1993) and Noonan (1985) respectively: verbs of communication (class 37) or utterance predicates (class 1) (hereafter VC1); verbs of desire (class 32) or desiderative predicates (class 7) (hereafter VC2); aspectual verbs (class 55) or phasal predicates (class 11) (hereafter VC3); and verbs of perception (class 30) or immediate perception predicates (class 12) (hereafter VC4).

The following subsections present four tables, each representing a verb class with its subcategories, class members, and verb lemmas found in the corpus. It is relevant to emphasise that the subcategories and class members listed by Levin are more detailed and extensive than those provided by Noonan (Montoya and Barsaglini 2024, 8)¹. Consequently, the subcategories presented in the tables are those used by Levin, as they include the class members mentioned by Noonan. However, it should be noted that both authors include the main categories and primary verbs within each class.

¹ Noonan includes 14 semantic classes in contrast to Levin with a total of 48 verb classes.



TABLE 2: VC1 LEMMAS IN CHET

SUBCATEGORIES	CLASS MEMBERS	VERB LEMMAS IN CHET
Verbs of Transfer of a Message and <i>Tell</i>	<i>ask, cite, demonstrate, dictate, explain, explicate, narrate, pose, preach, quote, read, relay, show, teach, tell, write</i>	<i>ask, cite, demonstrate, dictate, explain, narrate, preach, quote, read, show, teach, tell, write</i>
<i>Talk Verbs</i>	<i>speak, talk</i>	<i>speak, talk</i>
<i>Say Verbs</i>	<i>announce, articulate, blab, blurt, claim, confess, confide, convey, declare, mention, note, observe, proclaim, propose, recount, reiterate, relate, remark, repeat, report, reveal, say, state, suggest</i>	<i>announce, claim, confess, confide, convey, declare, mention, note, observe, proclaim, propose, recount, reiterate, relate, remark, repeat, report, reveal, say, state, suggest</i>
<i>Complain Verbs</i>	<i>boast, brag, complain, crab, gripe, grouch, grouse, grumble, ketch, object</i>	<i>boast, complain, object</i>
<i>Advise Verbs</i>	<i>admonish, advise, alert, caution, counsel, instruct, warn</i>	<i>admonish, advise, instruct, warn</i>

4.1. VERBS OF COMMUNICATION OR VERBS USED AS UTTERANCE PREDICATES (VC1)

Noonan presents this verb class within the category of *utterance predicate* (1985:110) without enumerating the verbs it includes. In contrast, Levin, known for her classification system of English verbs based on their syntactic behaviour and semantic properties, is much more specific. In this case, Levin includes nine subcategories in verb class number 37 (1993, 202) as verbs of communication. However, three subcategories (subcategory 37.3, verbs of manner of speaking; subcategory 37.4, verbs of instrument of communication, and subcategory 37.6, *chitchat* verbs) have not been included in the table as they are not present in the corpus. The other subcategories are present in the corpus, although two verbs, *observe* and *note*, are present in the subcategory of *sight* verbs in the verbs of perception class or immediate perception predicates (VC4). Manual disambiguation was necessary to classify the results generated by the CCT, as each occurrence required close reading and contextual interpretation before being assigned to the correct subcategory.

Table 2 above presents the subcategories and class members related to VC1, as included by Levin and Noonan, and the verb lemmas found in CHET.

4.2. VERBS OF DESIRE OR DESIDERATIVE VERBS (VC2)

This second verb class presents three semantic classes according to Noonan (1985:121): *hope* class predicates and *wish* class predicates, whose complements



TABLE 3: VC2 LEMMAS IN CHET

SUBCATEGORIES	CLASS MEMBERS	VERB LEMMAS IN CHET
Want Verbs	<i>covet, crave, desire, fancy, need, want</i>	<i>covet, crave, desire, fancy, need, want</i>
Long Verbs	<i>ache, crave, dangle, fall, hanker, hope, hunger, itch, long, lust, pine, pray, thirst, wish, yearn</i>	<i>fall, hope, itch, long, pine, pray, wish</i>

have an independent time reference, and *want* class predicates, whose complements have a determined time reference. Regarding this classification, Levin (1993:194) presents two classes: *want* verbs (transitive) and *long* verbs (intransitive) (see Table 3 above), as follows:

CHET presents occurrences of all the verbs included in the *want* verb subcategory (see Table 3), and the second subcategory is also well represented, as almost fifty per cent of the verbs are used in the corpus. It can be observed that the verb “crave” is present in both categories. Concerning the corpus, this verb is found only once, and given that a complement accompanies it, this form is counted in the subcategory “want verbs” (see example 1 below):

- (1) To apologize is to crave pardon, to entreat forgiveness; but where there is neither error nor vice, there can be no occasion to make apology. (CHET. Britton, 1814: 45 [145 (2308)])

4.3. ASPECTUAL VERBS OR PHASAL PREDICATES (ASPECTUALS) (VC3)

In this class, Noonan (1985, 129) lists seven verbs (*begin, start, continue, keep on, finish, stop, and cease*), and is again less specific than Levin (1993, 274), who lists two subcategories (*begin* and *complete*) comprising 18 verbs, as presented in Table 4. Regarding the presence of this verb class in the corpus, all the verbs except for two are present in the texts.

TABLE 4: VC3 LEMMAS IN CHET

SUBCATEGORIES	CLASS MEMBERS	VERB LEMMAS IN CHET
Begin Verbs	<i>begin, cease, commence, continue, end, finish, halt, keep (on), proceed, repeat, resume, start, stop, terminate</i>	<i>begin, cease, commence, continue, end, finish, halt, keep (on), proceed, repeat, resume, start, stop, terminate</i>
Complete Verbs	<i>complete, discontinue, initiate, quit</i>	<i>complete, quit</i>



4.4. VERBS OF PERCEPTION OR IMMEDIATE PERCEPTION PREDICATES (VC4)

This verb class, presented under the label of *immediate perception predicates* by Noonan (1985, 129), includes only five verbs (*imagine*², *see*, *hear*, *watch*, and *feel*). Once again, Levin's classification is much more comprehensive and detailed, with four sub-categories and fifty-seven verbs. The verbs considered by Noonan fall into Levin's first two subcategories (see Table 5).

TABLE 5: VC4 LEMMAS IN CHET

SUBCATEGORIES	CLASS MEMBERS	VERB LEMMAS IN CHET
See Verbs	<i>detect, discern, feel, hear, notice, see, sense, smell, taste</i>	<i>detect, discern, feel, hear, notice, see, taste</i>
Sight Verbs	<i>descry, discover, espy, examine, eye, glimpse, inspect, investigate, note, observe, overhear, perceive, recognise, regard, savour, scan, scent, scrutinise, sight, spot, spy, study, survey, view, watch, witness</i>	<i>descry, discover, espy, examine, inspect, investigate, note, observe, perceive, recognise, regard, spot, study, survey, view, watch, witness</i>
Peer Verbs	<i>check (on), gape, gawk, gaze, glance, goggle, leer, listen (to), look, ogle, peek, peep, peer, sniff, snoop (on), squint, stare</i>	<i>check, gaze, glance, listen, look, stare</i>
Stimulus Subject Perception Verbs	<i>feel, look, smell, sound, taste</i>	<i>feel, look, sound, taste</i>

After the presentation of the number of verb lemmas found in the corpus in these four subsections, a comprehensive search was conducted with the *Coruña Corpus Tool (CCT)*, the research tool developed by the IRLab at the University of A Coruña (Montoya & Barsaglini 2024), which enabled the identification of the number of forms corresponding to each verb lemma analysed in the four verb classes. The results of this quantitative analysis are presented and discussed in the following section.

² This verb can be considered both a verb of perception and an *appoint* verb, depending on how it is used in a sentence. Noonan presents this verb as a verb of perception, considering it to be used for describing the mental process of forming a mental image (1985, 130). However, as an *appoint verb*, *imagine* is used to suggest or suppose something; this is the classification used by Levin (2003, 181), as she includes this verb in her verb class 29, which encompasses *verbs with predicative complements*, specifically subcategory 29.1, *appoint* verbs. The fact that this verb has been placed in two different verb classes by the two authors has led to the decision to exclude it from the analysis.

5. RESULTS AND DISCUSSION

This section presents the results obtained after searching for the verb classes studied in CHET, listing the total number of occurrences of the lemmas. This thorough analysis, conducted with the CCT, and the total occurrences of the verb forms under each lemma are presented according to each verb class, as shown in the corresponding tables in each section. The results are classified according to their frequency and diachronic variation and include a comparative account based on authorial sex.

5.1. VERBS OF COMMUNICATION (VC1)

Verbs of communication (VC1) constitute the most frequent of the four verb classes under analysis, with 2,948 occurrences in the 18th and 19th centuries. This class includes a diverse range of lexical items related to the processes of saying, reporting, quoting, and narrating—functions that are foundational to the construction of historical discourse.

5.1.1. *Frequency and diachronic distribution*

The diachronic distribution reveals a relatively balanced use, with a slight increase in the 19th century (1,531 vs. 1,422) (see Table 6), likely reflecting the formalisation of historiographical writing during this period and its evolution from a literary pursuit into a more formalised academic discipline.

	TOTAL OCCURRENCES	EIGHTEENTH CENTURY	NINETEENTH CENTURY
<i>Ask</i>	55	38	17
<i>Cite</i>	14	11	3
<i>Demonstrate</i>	6	3	3
<i>Dictate</i>	13	5	8
<i>Explain</i>	25	9	16
<i>Narrate</i>	2	0	2
<i>Preach</i>	13	6	7
<i>Quote</i>	27	7	20
<i>Read</i>	63	47	16
<i>Show</i>	60	16	44
<i>Teach</i>	37	17	20





TABLE 6: VC1 OCCURRENCES IN CHET

	TOTAL OCCURRENCES	EIGHTEENTH CENTURY	NINETEENTH CENTURY
<i>Tell</i>	138	98	40
<i>Write</i>	149	76	73
<i>Speak</i>	71	37	34
<i>Talk</i>	12	10	2
<i>Announce</i>	13	0	13
<i>Claim</i>	24	10	14
<i>Confess</i>	38	24	14
<i>Confide</i>	1	0	1
<i>Convey</i>	31	9	22
<i>Declare</i>	118	68	50
<i>Mention</i>	166	83	83
<i>Note</i>	17	5	12
<i>Observe</i>	214	132	82
<i>Proclaim</i>	31	12	19
<i>Propose</i>	60	21	39
<i>Recount</i>	2	1	1
<i>Reiterate</i>	1	0	1
<i>Relate</i>	100	58	42
<i>Remark</i>	25	7	18
<i>Repeat</i>	30	12	18
<i>Report</i>	27	12	15
<i>Reveal</i>	26	14	12
<i>Say</i>	1024	510	514
<i>State</i>	188	5	183
<i>Suggest</i>	28	7	21
<i>Boast</i>	12	5	7
<i>Complain</i>	23	10	13
<i>Object</i>	7	2	5
<i>Admonish</i>	10	6	4
<i>Advise</i>	17	10	7
<i>Instruct</i>	20	16	4



TABLE 6: VC1 OCCURRENCES IN CHET

	TOTAL OCCURRENCES	EIGHTEENTH CENTURY	NINETEENTH CENTURY
<i>Warn</i>	10	3	7
TOTAL	2948	1422	1531

The most frequent verb by far is *say* (1,024 occurrences), followed by *observe* (214), *state* (188), *declare* (118), and *mention* (166). These high-frequency verbs are evidence of the centrality of attribution, quotation, and reported speech in historical writing, which are key mechanisms of evidentiality and authorial stance.

The dominance of verbs such as *say*, *tell*, *declare*, and *mention* in the 18th century reflects a more narrative and personal tone, in line with the period’s literary-historical hybrid genre. The 18th century still retained some oral tradition markers (*talk*, *preach*) as historical writing embraced educational and entertainment purposes.

In contrast, there has been an increase in the use of more institutional and formal verbs (*state*, *propose*, *report*, and *suggest*). There is also an increased presence of *quote*, *proclaim*, *note*, and *announce*—verbs linked to intertextual authority and rhetorical precision. The verb *state* requires special attention, as it increased from five instances in the 18th century to 183 in the 19th century, reflecting the growing scientific ethos in historiography. The notable presence of this verb in the 19th century aligns with the period’s increasing emphasis on factuality and epistemic authority, paralleling the shift towards a more scientific and objective historiographical register.

5.1.2. Sex-based distribution

From a sex-based perspective, the distribution showed a pronounced asymmetry. Male authors overwhelmingly dominate the usage, with 2,510 occurrences, whereas female authors account for only 438 (see Table 7 and Appendix 2). Despite being normalised for corpus size, this last figure indicates a significant disparity (102.61 men vs. 51.36 women per 10,000 words). This trend is consistent across both centuries, although female participation in the 19th century increased numerically due to a higher number of female-authored texts in that period (see Table 7 below).

TABLE 7: NORMALISED OCCURRENCES (PER 10,000 WORDS) PER SEX OF VC1

	TOTAL OCCURRENCES	MALE OCCURRENCES	FEMALE OCCURRENCES	MALE (NORMALISED)	FEMALE (NORMALISED)
Ask	55	42	13	1.31	1.62
Cite	14	14	0	0.43	0
Demonstrate	6	5	1	0.15	0.12
Dictate	13	12	1	0.37	0.12

TABLE 7: NORMALISED OCCURRENCES (PER 10,000 WORDS) PER SEX OF VCI

	TOTAL OCCURRENCES	MALE OCCURRENCES	FEMALE OCCURRENCES	MALE (NORMALISED)	FEMALE (NORMALISED)
Explain	25	20	5	0.06	0.62
Narrate	2	2	0	0.006	0
Preach	13	12	1	0.37	0.12
Quote	27	25	2	0.07	0.25
Read	63	58	5	1.81	0.62
Show	60	52	8	1.62	1
Teach	37	33	4	1.03	0.50
Tell	138	134	4	4.18	0.50
Write	149	128	21	4	2.62
Speak	71	70	1	0.21	0.12
Talk	12	5	7	0.15	0.87
Announce	13	6	7	0.18	0.87
Claim	24	19	5	0.15	0.62
Confess	38	26	12	0.08	1.50
Confide	1	0	1	0	0.12
Convey	31	27	4	0.08	0.15
Declare	118	102	16	3.18	0.20
Mention	166	162	4	5.06	0.50
Note	17	17	0	0.53	0
Observe	214	202	12	6.34	1.50
Proclaim	31	24	7	0.75	0.87
Propose	60	47	13	1.47	1.62
Recount	2	2	0	0.06	0
Reiterate	1	1	0	0.03	0
Relate	100	89	11	27.8	1.37
Remark	25	22	3	0.68	0.37
Repeat	30	20	10	0.62	0.12
Report	27	24	3	0.75	0.37
Reveal	26	22	4	0.68	0.5
Say	1024	814	210	25.43	26.25
State	188	171	17	5.34	2.12



TABLE 7: NORMALISED OCCURRENCES (PER 10,000 WORDS) PER SEX OF VC1

	TOTAL OCCURRENCES	MALE OCCURRENCES	FEMALE OCCURRENCES	MALE (NORMALISED)	FEMALE (NORMALISED)
Suggest	28	20	8	0.62	1
Boast	12	10	2	0.32	0.25
Complain	23	19	4	0.59	0.50
Object	7	7	0	2.18	0
Admonish	10	9	1	2.81	0.12
Advise	17	12	5	0.37	0.62
Instruct	20	17	3	0.53	0.37
Warn	10	7	3	0.21	0.37
TOTAL	2948	2510	438	102.606	51.36

This imbalance reflects broader historical conditions: male historians dominated the academic and public discursive spheres, while women's access to education, publishing opportunities, and formal historiographical roles remained limited. Consequently, their presence in the corpus is smaller and less linguistically assertive.

A closer examination of the individual lemmas highlights interesting patterns. The verb *say*, by far the most frequent (1,024 occurrences), is used relatively equally in normalised terms by both sexes (25.43 male / 26.25 female), suggesting that this fundamental reporting verb is widely employed regardless of the author's sex. However, verbs such as *state*, *declare*, *mention*, *observe*, and *relate*, which often convey epistemic authority or structured argumentation, show marked male dominance. For instance, the verb *state* appears 188 times overall, 171 times by male authors and 17 times by female authors. Similarly, the verb *observe*, which is another epistemically loaded verb crucial for asserting objectivity, appears 202 times in male-authored texts compared with 12 times in female-authored texts.

When examining the sex-based distribution of VC1, the results suggest that while both male and female authors employ verbs of communication to construct historical discourse (see figure 1), the types of verbs chosen and their frequency reveal underlying social hierarchies. Male writers' higher usage of these verbs reinforces their discursive dominance, while female authors, though less frequent in the corpus, engage in distinct communicative styles that reflect subtle positions in the historical narrative. After normalising the data, several verbs stand out as being more frequently used by female authors. The verbs *ask*, *explain*, *read*, *suggest*, *confess*, *propose*, and *say* present higher relative frequencies in their texts than in those written by men. This trend indicates that, despite their low presence in the corpus, female authors employed communicative strategies that differed from those used by men. For instance, *confess* and *propose*, which may introduce personal or interpretative elements, reflect a more narrative or reflective rhetorical stance. Additionally, the verbs 'read' and 'explain'



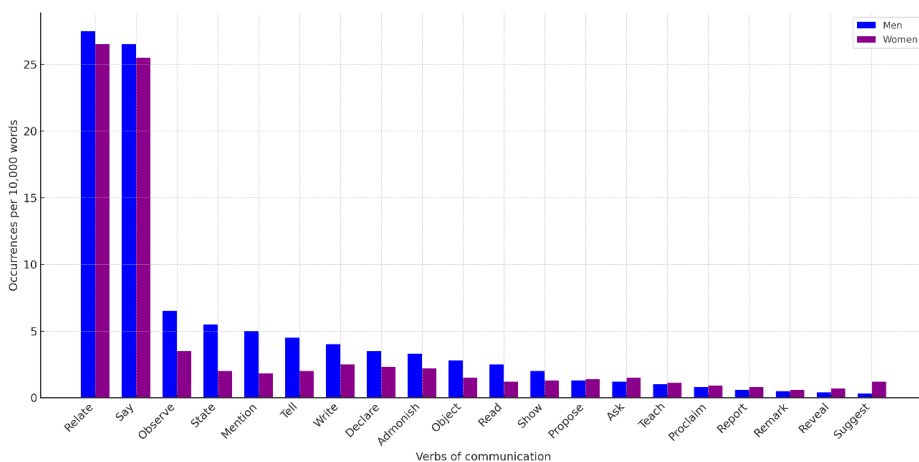


Figure 1. Verbs of communication (top 20 verbs).

point to didactic or informative functions within the text. A higher normalised use of *say* (see Figure 1 above), a highly frequent and neutral reporting verb, may suggest that probably female authors were equally, if not more, invested in the construction of reported discourse and attribution.

These patterns show that, although quantitatively underrepresented, female writers employed a subtly distinct communicative style that reveals their authorial voices within the historiographical genre.

5.2. VERBS OF DESIRE OR DESIDERATIVE PREDICATES (VC2)

Verbs of desire, also known as desiderative predicates, include a semantically rich class that reveals how authors of history texts constructed narratives around volition, intention, and affective orientation. Following Noonan's (1985:121) and Levin's (1993:194) classifications, this verb group is divided into two main subcategories: want verbs (transitive), such as *want*, *need*, and *desire*, and long verbs (intransitive), such as *hope*, *wish*, *pine*, and *yearn*. These verbs commonly occur with infinitival or clausal complements, functioning as markers of projected states or motivations, and often reveal subjective positioning within otherwise factual narratives.

In historical discourse, desiderative predicates serve important rhetorical functions. They allow the writer to attribute motives to historical actors, explain decisions or failures, and subtly embed normative judgments. As such, they are especially relevant in texts that aim to move beyond chronology to causal interpretations.



5.2.1. Frequency and diachronic distribution

The CHET corpus records a total of 352 instances of VC2 verbs, with a balanced diachronic distribution, although with a decreasing tendency (see Table 8): 184 from the 18th century and 168 from the 19th century. This stable presence suggests that the expression of volition and motivation remained relevant even as historiographical writing evolved towards a more scientific and impersonal style.

TABLE 8: VC2 OCCURRENCES IN CHET			
	TOTAL OCCURRENCES	EIGHTEENTH CENTURY	NINETEENTH CENTURY
Covet	3	1	2
Crave	1	0	1
Desire	55	37	18
Fancy	3	0	3
Need	17	3	14
Want	32	19	13
Fall	127	72	55
Hope	46	26	20
Itch	1	1	0
Long	2	1	1
Pine	1	0	1
Pray	21	10	11
Wish	43	14	29
TOTAL	352	184	168

The most frequent lemma is *fall* (127 occurrences), followed by *desire* (55), *hope* (46), *wish* (43), and *want* (32). The dominance of *fall*, although notable, should be interpreted with caution because of its polysemy; only instances with desiderative semantics were retained after manual disambiguation. Verbs such as *crave*, *pine*, and *long* do not appear frequently, only once or twice, indicating that their use was stylistically marked or context-dependent.

5.2.2. Sex-based distribution

From a sex-based perspective, the use of verbs of desire shows pronounced asymmetry. Male authors were responsible for 284 of the 352 occurrences, whereas female authors contributed only 68 occurrences (Table 9 and Appendix 2). When normalised per 10,000 words, the occurrences are 6.06 for male authors versus 1.68



for female authors, indicating that male writers use desiderative predicates over three times more frequently than female writers.

TABLE 9: NORMALISED OCCURRENCES (PER 10,000 WORDS) PER SEX OF VC2

	TOTAL OCCURRENCES	MALE OCCURRENCES	FEMALE OCCURRENCES	MALE (NORMALISED)	FEMALE (NORMALISED)
<i>Covet</i>	3	2	1	0.05	0.02
<i>Crave</i>	1	1	0	0.02	0
<i>Desire</i>	55	44	11	1.09	0.27
<i>Fancy</i>	3	2	1	0.05	0.02
<i>Need</i>	17	13	4	0.32	0.10
<i>Want</i>	32	26	6	0.64	0.15
<i>Fall</i>	127	106	21	2.62	0.52
<i>Hope</i>	46	43	3	1.06	0.07
<i>Itch</i>	1	0	1	0	0.02
<i>Long</i>	2	2	0	0.05	0
<i>Pine</i>	1	1	0	0.02	0
<i>Pray</i>	21	17	4	0.42	0.10
<i>Wish</i>	43	27	16	0.67	0.40
TOTAL	352	284	68	6.06	1.68

This difference is especially important since the proportion of female-authored texts in CHET is higher than in other Coruña subcorpora. However, the imbalance observed (Figure 2) cannot be solely due to sample size. This indicates that discursive roles and authorial stance were affected by the author's sex within the scientific historiographical genre.

This asymmetry may reflect the constraints historically imposed on female authors. Women writing history in the 18th and 19th centuries often adopted a more impersonal, distanced, and ostensibly objective register, possibly to align themselves with the dominant masculine norms of academic legitimacy. By contrast, male authors, enjoying greater discursive freedom, made more frequent use of verbs that conveyed intentionality, evaluation, and teleology –all of which are central to narrative historiography.

It is worth noting that while *say* in VC1 showed near-equal normalised use across both sexes, the verbs in VC2 are more likely to express subjective projection, potentially perceived as less compatible with the authoritative stance expected of women in the scientific discourse of the period.

Although less frequent than communication or aspectual verbs, verbs of desire play a key role in expressing historical agency, volition, and emotion in scientific history writing. From a sex-based perspective, male authors used these



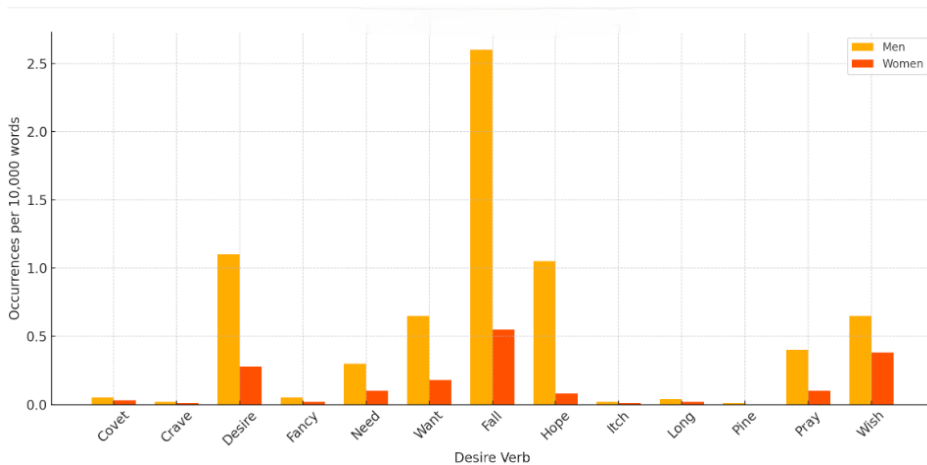


Figure 2. Desire or desiderative verbs by author's sex (normalised to 10,000 words).

verbs noticeably more often (see Figure 2 above), indicating a greater rhetorical freedom to explore their motivations and subjectivities. Female authors, conditioned by access and social expectation, seem to adhere more closely to discursive norms of impersonality. This lexical behaviour reveals stylistic preferences and reflects the broader epistemological and social positions of male and female historians in Late Modern English scientific discourse.

5.3. ASPECTUAL VERBS OR PHASAL PREDICATES (ASPECTUALS) (VC3)

Aspectual verbs, or *phasal predicates*, mark transitions in the temporal structure of events. They frame actions as beginnings, continuations, or completions, and are essential tools for managing event sequencing, process descriptions, and temporal framing in historical narratives. Following Noonan (1985:129) and Levin (1993:274), this class is divided into two subcategories: begin verbs (e.g., *begin*, *commence*, *continue*, *halt*, *stop*) and complete verbs (e.g., *complete*, *discontinue*, *quit*, *terminate*). These verbs do not primarily express action but signal phase changes in events, thus serving as rhetorical devices in historical writing to articulate progress, regression, and finality.

5.3.1. Frequency and diachronic distribution

VC3 constitutes the third most frequent class in the CHET corpus, representing a high level of lexical diversity and temporal precision, with 759 occurrences across both centuries (Table 10 on the next page).





TABLE 10: VC3 OCCURRENCES IN CHET

	TOTAL OCCURRENCES	EIGHTEENTH CENTURY	NINETEENTH CENTURY
<i>Begin</i>	143	93	50
<i>Cease</i>	19	10	9
<i>Commence</i>	44	9	35
<i>Continue</i>	160	81	79
<i>End</i>	21	11	10
<i>Finish</i>	19	14	5
<i>Halt</i>	3	2	1
<i>Keep (on)</i>	72	40	32
<i>Proceed</i>	131	48	83
<i>Repeat</i>	43	24	19
<i>Resume</i>	9	4	5
<i>Start</i>	7	0	7
<i>Stop</i>	10	5	5
<i>Terminate</i>	13	1	12
<i>Complete</i>	31	6	25
<i>Quit</i>	34	19	15
TOTAL	759	367	392

The relatively balanced diachronic distribution –367 occurrences in the 18th century and 392 in the 19th– indicates continuity in the rhetorical need to represent temporal structures in the two centuries. However, the nature of the verbs employed shifts subtly with time. For example, verbs such as *commence*, *proceed*, and *terminate* increased in the 19th century, suggesting a more formalised, bureaucratic tone aligned with the maturing academic register of historical writing. The verb *start* appears exclusively in the 19th century, reflecting the emergence of less Latinate, more colloquial alternatives within a gradually democratising historiographical discourse.

5.3.2. Sex-based distribution

The corpus reveals a notable sex disparity in VC3 usage: 609 occurrences are found in texts authored by males, whereas female writers produce only 150 (see Table 11 and Appendix 2). When normalised per 10,000 words, this corresponds to 15.06 occurrences (men) and 3.71 occurrences (women).

This 4:1 ratio reflects a trend observed in the communication and desiderative verb classes, further supporting the hypothesis that male authors were more likely to engage in agentive, process-driven, and authoritative discursive patterns.

TABLE 11: NORMALISED OCCURRENCES (PER 10,000 WORDS) PER SEX OF VC3

	TOTAL OCCUR- RENCES	MALE OCCURRENCES	FEMALE OCCURRENCES	MALE (NORMALISED)	FEMALE (NORMALISED)
<i>Begin</i>	143	113	30	2.80	0.74
<i>Cease</i>	19	16	3	0.40	0.07
<i>Commence</i>	44	34	10	0.84	0.25
<i>Continue</i>	160	136	24	3.36	0.59
<i>End</i>	21	18	3	0.45	0.07
<i>Finish</i>	19	14	5	0.35	0.12
<i>Halt</i>	3	3	0	0.07	0
<i>Keep (on)</i>	72	52	20	1.29	0.49
<i>Proceed</i>	131	113	18	2.80	0.45
<i>Repeat</i>	43	32	11	0.79	0.27
<i>Resume</i>	9	8	1	0.20	0.02
<i>Start</i>	7	6	1	0.15	0.02
<i>Stop</i>	10	8	2	0.20	0.05
<i>Terminate</i>	13	11	2	0.27	0.05
<i>Complete</i>	31	25	6	0.62	0.15
<i>Quit</i>	34	20	14	0.49	0.35
TOTAL	759	609	150	15.06	3.71

In addition, there are three dominant verbs in male texts (see Figure 3 below): *begin*, *continue*, and *proceed*, which emphasise event initiation and advancement, reinforcing a discursive model aligned with control over historical interpretation and structure.

Aspectual verbs (VC3) represent one of the most robust verb classes in CHET, signalling the importance of temporal management and process description in historical scientific writing. Regarding sex-based patterns, the results reveal significant male dominance in the use of these verbs, particularly those associated with event initiation (*begin*, *commence*) and continuation (*proceed*, *continue*). Female authors engage less with this aspect of historical discourse, likely influenced by social constraints on epistemic authority and rhetorical assertiveness.

As with other verb classes, the evolution of VC3 verbs reveals not only changing linguistic norms but also the broader epistemological framework of history as a scientific discipline in Late Modern English.



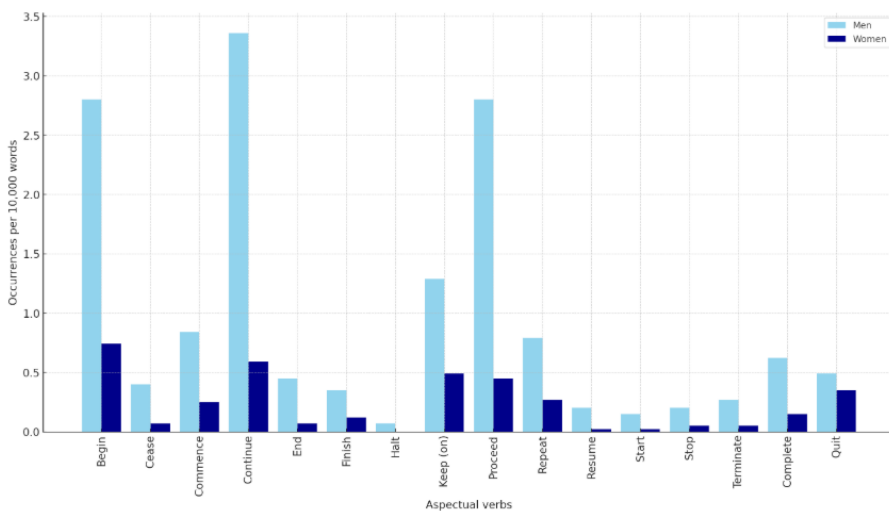


Figure 3. Aspectual verbs by author's sex (normalised to 10,000 words).

5.4. VERBS OF PERCEPTION OR IMMEDIATE PERCEPTION PREDICATES (VC.4)

Verbs of perception –or immediate perception predicates– encode the sensory or cognitive apprehension of phenomena, making them key lexical items for representing epistemic positioning, empirical observation and evaluative framing. Classified by Noonan (1985:129) as immediate perception predicates and by Levin (1993: 184-190) under four main subcategories (see verbs (e.g., see, hear, notice, feel); sight verbs (e.g., observe, inspect, witness, examine), peer verbs (e.g., look, glance, listen), and stimulus-subject perception verbs (e.g., sound, taste)), they represent a significant component of the lexical repertoire found in historical texts.

In the CHET corpus, this verb class ranks second in overall frequency, with 1,125 occurrences, following verbs of communication (VC1) and surpassing both desire (VC2) and aspectual verbs (VC3). This frequency confirms the relevance of perceptual processes in the construction of historical narrative, particularly at a time when observation and description began to carry increasing weight in academic writing.

In historiographical writing, these verbs play an epistemological role, transmitting sensory engagement (whether literal or metaphorical) and serving to frame interpretations, mark evidence, or distance the author from judgment.

5.4.1. *Frequency and diachronic distribution*

The total number of VC.4 occurrences identified in the corpus is 1,125, distributed across both centuries in a fairly balanced manner: 647 instances occur in

18th-century texts, while 478 appear in 19th-century writing (see Table 12 below). Despite this relatively stable presence, certain patterns can be noted in terms of preferred lemmas and their diachronic fluctuations.

TABLE 12: VC4 OCCURRENCES IN CHET			
	TOTAL OCCURRENCES	EIGHTEENTH CENTURY	NINETEENTH CENTURY
<i>Detect</i>	20	19	1
<i>Discern</i>	2	2	0
<i>Feel</i>	63	19	44
<i>Hear</i>	100	62	38
<i>Notice</i>	19	5	14
<i>See</i>	378	299	79
<i>Taste</i>	4	2	2
<i>Descry</i>	2	0	2
<i>Discover</i>	80	41	39
<i>Espy</i>	1	1	0
<i>Examine</i>	44	28	16
<i>Inspect</i>	8	5	3
<i>Investigate</i>	6	2	4
<i>Note</i>	6	4	2
<i>Observe</i>	141	75	66
<i>Perceive</i>	24	11	13
<i>Recognise</i>	13	0	13
<i>Regard</i>	44	4	40
<i>Spot</i>	1	0	1
<i>Study</i>	10	4	6
<i>Survey</i>	3	2	1
<i>View</i>	13	3	10
<i>Watch</i>	15	5	10
<i>Witness</i>	9	3	6
<i>Check</i>	11	3	8
<i>Gaze</i>	3	1	2
<i>Glance</i>	1	0	1
<i>Listen</i>	20	4	16
<i>Look</i>	76	37	39
<i>Peep</i>	0	0	0
<i>Stare</i>	2	2	0
<i>Sound</i>	6	4	2
TOTAL	1125	647	478



Among the most recurrent verbs are *see* (378 occurrences), *hear* (100), *observe* (141), *feel* (63), *look* (76), and *discover* (80). The predominance of *see*, accounting for over one-third of the entire class, reflects its function as a generalised perception verb, commonly used to describe events, recount observations, or include authorial commentary. This is followed by verbs like *observe*, which, although less frequent overall, exhibit more specific epistemic associations in the context of historical argumentation.

While the verb *see* occurs predominantly in 18th-century texts (299 vs. 79), *regard*, *feel*, and *look* appear more frequently and evenly across both centuries. The 19th century shows an increase in verbs associated with evaluative or interpretive processes (*regard*, *perceive*, *investigate*, *examine*), which are typically used to convey analytical engagement with past events rather than with immediate experience. The growing presence of these verbs aligns with the increasing formalisation of historiography during this century, where claims were more often supported by interpretative rather than sensory descriptions.

5.4.2. Sex-based distribution

When examined by authorial sex, the verbs of perception show a noticeable imbalance. Of the 1,125 total occurrences, 902 appear in male-authored texts, while 223 are attributed to female writers (see Table 13 and Appendix 2). After normalisation (see Table 13 below), this equates to 21.02 occurrences per 10,000 words for male authors and 5.51 for female authors, indicating that male writers used perception verbs at approximately four times the rate of their female counterparts.

TABLE 13: NORMALISED OCCURRENCES (PER 10,000 WORDS) PER SEX IN VC4

	TOTAL OCCURRENCES	MALE OCCURRENCES	FEMALE OCCURRENCES	MALE (NORMALISED)	FEMALE (NORMALISED)
<i>Detect</i>	20	20	0	0.5	0
<i>Discern</i>	2	1	1	0.02	0.02
<i>Feel</i>	63	45	18	1.11	0.45
<i>Hear</i>	100	82	18	2.02	0.44
<i>Notice</i>	19	18	1	0.45	0.02
<i>See</i>	378	288	90	7.12	2.22
<i>Taste</i>	4	3	1	0.07	0.02
<i>Descry</i>	2	0	2	0	0.04
<i>Discover</i>	80	68	12	1.68	0.29
<i>Espy</i>	1	1	0	0.02	0
<i>Examine</i>	44	41	3	1.01	0.07
<i>Inspect</i>	8	7	1	0.17	0.02
<i>Investigate</i>	6	6	0	0.15	0





TABLE 13: NORMALISED OCCURRENCES (PER 10,000 WORDS) PER SEX IN VC4

	TOTAL OCCURRENCES	MALE OCCURRENCES	FEMALE OCCURRENCES	MALE (NORMALISED)	FEMALE (NORMALISED)
<i>Note</i>	6	4	1	0.10	0.02
<i>Observe</i>	141	117	24	2.9	0.60
<i>Perceive</i>	24	19	5	0.47	0.12
<i>Recognise</i>	13	8	5	0.20	0.12
<i>Regard</i>	44	44	0	1.09	0
<i>Spot</i>	1	1	0	0.02	0
<i>Study</i>	10	9	1	0.22	0.02
<i>Survey</i>	3	3	0	0.74	0
<i>View</i>	13	11	2	0.27	0.05
<i>Watch</i>	15	9	6	0.22	0.15
<i>Witness</i>	9	5	4	0.12	0.10
<i>Check</i>	11	10	1	0.25	0.02
<i>Gaze</i>	3	0	3	0	0.07
<i>Glance</i>	1	1	0	0.02	0
<i>Listen</i>	20	10	10	0.25	0.25
<i>Look</i>	76	63	13	1.56	0.32
<i>Peep</i>	0	0	0	0	0
<i>Stare</i>	2	2	0	0.04	0
<i>Sound</i>	6	6	0	0	0
TOTAL	1125	902	223	21.02	5.51

The most frequent lemmas—*see*, *observe*, *hear*, and *discover*—are consistently more prominent in male-authored texts (see Figure 4 below). In particular, the verb *observe* appears 117 times in male-authored texts compared to 24 in female-authored texts, and the verb *examine* presents a similar pattern (41 vs. 3). These forms are often used in historical texts to assert authorial control over the interpretation or to describe methodical engagement with sources or phenomena.

In contrast, texts written by women tended to show lower frequencies throughout the class. When verbs such as *feel*, *listen*, and *look* are used, they are more often found in narrative passages or indirect reports rather than in statements that assert analytical authority. This difference is not only in quality but also in style: male authors use verbs that support an evaluative or observational perspective more frequently, whereas female authors prefer forms that focus on descriptions and indirect experiences.

This asymmetry in usage suggests that male and female authors approached historical narration using different rhetorical strategies. While male writers made more extensive use of verbs such as *observe*, *examine*, and *regard*, female authors showed a preference for less epistemically marked verbs, often favouring forms associated with

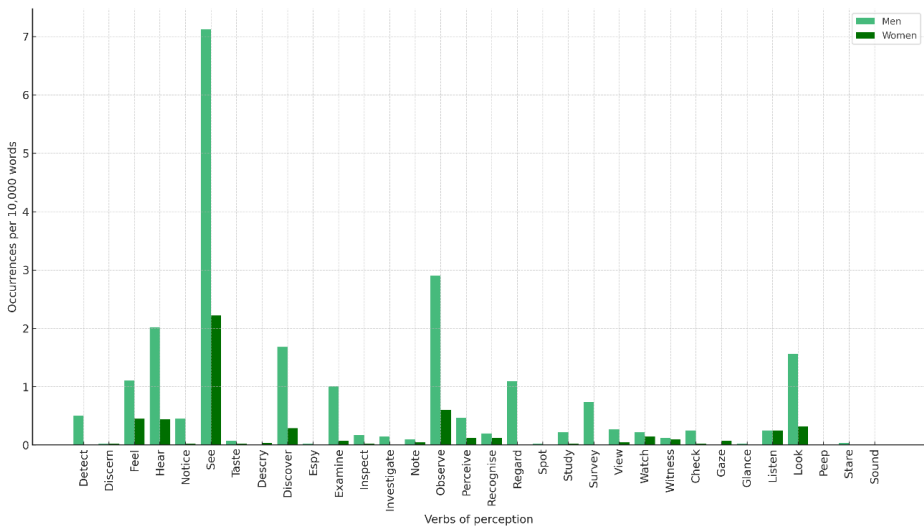


Figure 4. Verbs of perception by author's sex (normalised to 10,000 words).

experience or description rather than analysis. These patterns may reflect the differing expectations placed on each group: men, who occupied more secure positions within the academic discourse community, were more likely to employ language that foregrounded interpretation and authorial control, while women may have opted for a more cautious or indirect stance, influenced by the discursive limitations associated with their position as writers in a male-dominated field.

The overall distribution of perception verbs confirms their relevance in shaping historical discourse, particularly as the genre became more closely associated with the principles of scientific writing. The gradual preference for verbs conveying evaluation or scrutiny over those denoting simple sensory experiences suggests an increasing concern with methodological rigour and interpretative authority. At the same time, the lexical choices observed across sexes point to the broader social and institutional dynamics at play in historiographical production during the 18th and 19th centuries, where access to forms of epistemic authority was unevenly distributed and often mediated through language.

In conclusion, the analysis of these four verb classes shows how their usage changed from the eighteenth to the nineteenth century. As illustrated in the bar graph below (Figure 5 below), verbs of communication and aspectual verbs became more frequent in the 19th century, whereas verbs of perception and desire appeared less frequently than before. Male authors continued to use these verbs significantly more than their female counterparts despite the increasing presence of women in CHET during the 19th century.

When considered as a whole, these results provide significant information about the linguistic and writing tendencies of historical texts over the two centuries.



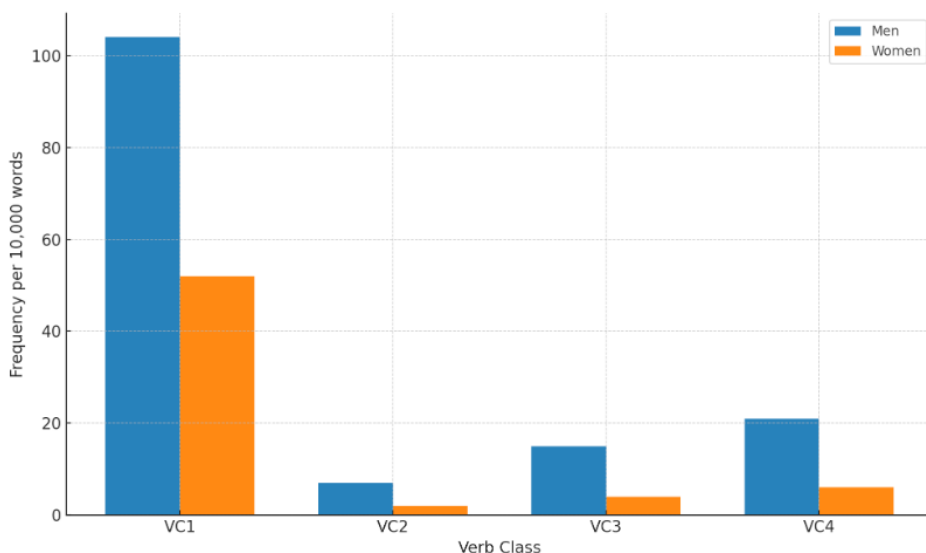


Figure 5. Normalised frequencies per verb class by author's sex.

The following section concludes the study by offering a reflection on the implications of these findings regarding language, historical texts and authorship during this period.

6. CONCLUSIONS

After examining the use of the four semantically defined verb classes in the 18th and 19th centuries through a corpus-based lens grounded in historical English linguistics, the analysis has revealed how verb usage encodes broader epistemic, disciplinary, and sex-based dynamics in the development of scientific historical writing during the Late Modern English period.

The diachronic analysis also shows the ongoing redefinition and development of history as a scientific discipline. While 18th-century writing still retained features of its literary tradition, 19th-century texts demonstrate a shift towards a more formal, epistemically marked discourse, reflecting the increasing formalisation of history as a discipline. The rise in communication verbs (1,422 in the 18th century to 1,531 in the 19th) indicates the emergence of a more authoritative and propositional style of expression. The verb *state* is a good example, with only five occurrences in the 18th century and 183 in the 19th, as it conveys formality, detachment, and epistemic certainty – three essential traits of scientific writing.

The verb *quote*, for instance, with seven occurrences in the 18th century and 20 in the 19th, can be evidence of the growing importance of intertextuality as a strategy of epistemic legitimisation. Its increased use reflects a heightened reliance



on explicit citations as a means of anchoring historical argumentation. Quoting thus functions not merely as a referential act but as a rhetorical mechanism that foregrounds transparency, documentation, and scholarly rigour –key features of the emergent scientific ethos in historiographical writing.

Similarly, the verb *show*, with 16 occurrences in the 18th century and 44 in the 19th, operates as a discourse-level device that contributes to analytical exposition. In 19th-century texts, the verb *show* frequently introduces explanations, demonstrations, or logical conclusions, positioning the historian as an interpreter of facts rather than a passive observer.

Apart from these two verbs, the increased frequency of verbs such as *claim*, *note*, *proclaim*, and *propose* supports the rising trend towards structured argumentation and institutionalised rhetoric in historical discourse. The shift from personal, narrative-oriented verbs, such as *tell* or *speak*, to more formal and assertive ones also demonstrates the discursive consolidation of history as a knowledge-producing discipline.

This lexical behaviour relates to the increasing formalisation of historical discourse, where historians are expected to argue from evidence rather than recount events experientially, a change from experiential engagement to mediated analysis, and from subjective observation to demonstrative authority.

The second verb class, aspectual verbs, also increased slightly in the 19th century, from 367 to 392 occurrences, indicating sustained interest in event structure, process, and temporality. The rise in verbs such as *commence*, *proceed*, and *terminate* suggests a rhetorical concern with ordering and explaining sequences of events –a move towards analytical exposition rather than anecdotal narration.

In contrast, verbs of perception and desire decreased in frequency in the 19th century. Perception verbs decreased from 647 in the 18th century to 478, while verbs of desire fell from 184 to 168. This lower number suggests a gradual distancing from subjective or sensory perspectives towards a more formalised, objective, and impersonal discourse. While verbs of perception, such as *see* and *observe*, continued to play a role in historiographical stance and evidentiality, their reduced presence (for example, the verb *see* from 299 occurrences to 79) in this subcorpus may reflect the genre's increasing detachment from experiential context. Likewise, the modest but measurable decline in desiderative predicates indicates a relative decrease in affective attribution or explanation, consistent with the genre's trajectory towards objectivity.

Regarding the presence of women, the sex-based analysis revealed consistent and marked asymmetry in the distribution of all four verb classes. Across every class, even when the corpus size was normalised, male authors contributed most of the verbs, showing a stronger preference for verbs associated with assertion, process, and perception –especially those marking epistemic authority and narrative control. For instance, male authors used the verb *state* 171 times compared to 17 times in female texts. Similarly, *observe* appears 117 times in male-authored works but only 24 times in female-authored works. Aspectual verbs also follow this pattern, with male authors using them four times more frequently than their female counterparts (15.06 vs. 3.71 occurrences per 10,000 words). Even in verbs of desire –typically associated with subjective or affective discourse– men predominate (6.06 vs. 1.68 per 10,000 words).



Even in verb classes such as *desire*, often linked to affect and interiority, male authors dominated both raw and normalised frequencies. Female authors, despite their proportionally larger representation in CHET than in other Coruña Corpus subcorpora, used significantly fewer of these verbs. Their usage patterns suggest a more cautious and restrained engagement with epistemic authority, likely shaped by socio-institutional barriers, social expectations, and restricted access to intellectual legitimacy. In contrast, male authors consistently used verbs that constructed agency, structured discourse, and asserted interpretive control.

Considering these results, the use of these four verb classes and their epistemic roles can be viewed as a linguistic expression of broader patterns of sex-based inequality. The ability to declare, demonstrate, and define the historical record was not equally accessible. Male authors had greater rhetorical freedom to craft authoritative accounts; in contrast, female authors appeared to adopt more deferential or impersonal styles aligned with prevailing norms of propriety and modesty in academic writing.

Taking these findings together, they support the idea that sex-based differences in historical scientific writing were not limited to content or access but extended to linguistic behaviour. The male dominance in verb usage frequency, lexical variety, and epistemic stance reflects broader institutional inequalities and discursive constraints. Female authors, in contrast, used a narrower rhetorical space, and their lexical patterns suggest cautious engagement with historiographical authority, likely in response to the discursive constraints imposed by their marginalised position within the scientific and academic communities of the time.

Finally, the increasing use of communication and aspectual verbs in the 19th century parallels the genre's alignment with scientific language and analytical structure. At the same time, the relative decline of perception and desire verbs leads us to think of a retreat from narrative immediacy and subjectivity in favour of more depersonalised, methodical modes of exposition. Additionally, variation in verb frequency and choice according to the author's sex provides further evidence of how linguistic resources were unevenly distributed across social identities, reinforcing discursive hierarchies which were embedded within the production of knowledge at that time.

Future research will aim to expand the scope of this study through comparative analyses across additional scientific domains within the Coruña Corpus, such as philosophy and astronomy. These comparisons may help to identify broader disciplinary trends and clarify the linguistic features that distinguish “hard” from “soft” sciences in the Late Modern period. Integrating findings from other historical corpora or digitised archives would also allow for a larger, more diversified sample, particularly of female-authored texts, which remain underrepresented despite CHET's relative inclusivity, and to assess whether the sex-based patterns observed in this study are consistent across different fields and corpora. Such a comparative study could confirm whether the linguistic asymmetries identified here were discipline-specific or reflected wider tendencies in Late Modern scientific writing.

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APPENDIX 1

SOURCE TEXTS FOR CHET: 18TH-CENTURY MATERIAL.			
YEAR	AUTHOR	TITLE	WORDS
1704	Tyrrell, James	<i>The General History of England both Ecclesiastical and Civil: containing the reign of Richard II, taken from the most ancient records, manuscripts and printed historians, with an appendix... vol III, second part</i>	10089
1705	Anderson, James	<i>An historical essay, shewing that the crown and Kingdom of Scotland, is imperial and independent. Wherein the gross mistakes of a late book, intituled, The superiority and direct dominion of the imperial crown and kingdom of England, over the crown and kingdom of Scotland, and of some other books to that purpose are exposed. With an appendix.</i>	10067
1710	Crawford, George	<i>A Genealogical History of the Royal and Illustrious Family of the Stewarts, from the Year 1034 to the Year 1710. Giving an Account of the Lives, Marriages and Issue of the most Remarkable Persons and Families of that Name. To which are prefixed, First, a General Description of the Shire of Renfrew, the Peculiar Residence and ancient Patrimony of the Stewarts: and, secondly, a Deduction of the Noble and Ancient Families, Proprietors there for upwards of 400 Years, down to the present Times: Containing the Defcent, Original Creations, and most Remarkable Actions of their respective Ancestors; also the Chief Titles of Honour they now enjoy; with their Marriage and Issue, continued down to this present Year, and the Coat of Arms of each Family in Blazon.</i>	10113
1716	Oldmixon, John	<i>Memoirs of Ireland from the Restoration, to the Present Times. Containing An Account of the Designs of the Tories in England and Ireland, to ruin the Protestant Interest there, by breaking the Act of Settlement, and other Acts made for its Security, in 1660. & seq. A Conspiracy to massacre the Protestants, in 1674. A Plot for a French Invasion, and to betray the strong Cities and Ports to the Invaders. The Debates, concerning that Plot in the Parliament of England, and the Proceedings against the Earl of Tyrone, and others thereupon. Tyrconnel's Cruel and Arbitrary Government. The Tyrannical Reign of the late King James, and his Treaty with Lewis the XIVth, to deliver up that Kingdom to him. Some Facts of the Wars in Ireland in 1689, 1690, 1691. Never before Printed. With Lifts of King James's Officers Civil and Military; of his Popish Parliament in 1689, and of King William's Parliament in 1692.</i>	10076
1721	Strype, John	<i>Ecclesiastical Memorials; Relating chiefly to Religion, and the Reformation of it, and the Emergencies of the Church of England, under King Henry VIII. King Edward VI. and Queen Mary the First. In three volumes. Volume I. All which Being New, and Such as hitherto Escaped our Writers and Historians, will Communicate much more Light to those great Transactions in this Kingdom: And moreover Discover further the Inclinations and Influences of the respective Princes; The Embassies and Correspondencies with Foreign Potentates and States, chiefly with respect to Religion: The Oppositions made to it; The Troubles and Persecutions of the Professors of it: The Tempers, Practices and Events of the Two Cardinals, Wolset and Pole, and other Prelates and Great Men of Both Parties, in the respective Reigns: Besides, Accounts of Convocations, Royal and Episcopal Visitations, Ecclesiastical Constitutions, Books from time to time set forth; with various other Matters worthy of Note and Observation. In three volumes. With a Large Appendix to each Volume, containing Original Papers, Records, &c.</i>	10082





1726	Penhallow, Samuel	<i>History of the Wars of New England with the Eastern Indians. Or, a Narrative of their continued Perfidy and Cruelty, from the 10th of August, 1703. To the Peace renewed 13th of July, 1713. And from the 25th of July, 1722. To their Submission 15th December, 1725. Which was ratified August 5th 1726.</i>	10192
1732	Horsley, John	<i>Britannia romana: or, The Roman antiquities of Britain: in three books. Britannia Romana: or the Roman Antiquities of Britain: In three books. The I. Contains the History of all the Roman Transactions in Britain, with an account of their legionary and auxiliary forces employed here, and a determination of the stations per lineam valli; also a large description of the Roman walls, with maps of the same laid down from a geometrical survey. Contains a compleat Collection of the Roman Inscriptions and Sculptures which have hitherto been discovered in Britain, with the letters engraved in their proper shape and proportionate size, and the reading placed under each; as also an historical account of them, with explanatory and critical observations. Contains the Roman Geography of Britain, in which are given the originals of Ptolemy, Antonini Itinerarium, the Notitia, the anonymous Ravennas, and Peutinger's table, so far as they relate to this island, with particular essays on each of these ancient authors, and the several places in Britain mentioned by them. To which are added, a Chronological Table, and Indexes to the Inscriptions and Sculptures after the manner of Gruter and Reinesius. Also Geographical Indexes both of the Latin and English names of the Roman places in Britain, and a General Index to the work. The whole illustrated with above an hundred Copper Plates.</i>	10107
1739	Justice, Elizabeth	<i>A Voyage to Russia: describing the Laws, Manners, and Customs, of that great Empire, as govern'd, at this present, by that excellent Princefs, the Czarina. Shewing the Beauty of her Palace, the Grandeur of her Courtiers, the Forms of Building at Petersburgh, and other Places: with several entertaining Adventures, that happened in the Passage by Sea, and Land.</i>	10005
1740	Bancks, John	<i>The history of the life and reign of the Czar Peter the Great Emperor Of All Russia And Father Of His Country.</i>	10058
1745	Hooke, Nathaniel	<i>The Roman History, from the building of Rome to the Ruin of the Commonwealth. Illustrated with Maps and other Plates. Vol. II. Book IV.</i>	10006
1750	Chapman, Thomas	<i>An essay on the Roman Senate</i>	10196
1760	Birch, Thomas	<i>The Life of Henry Prince of Wales, Eldest Son of King James I. Compiled chiefly from his own Papers, and other Manuscripts, never before published.</i>	10060
1762	Scott, Sarah	<i>The History of Mecklenburgh, from the First Settlement of the Vandals in that Country, to the Present Time; including a Period of about Three Thousand Years. The second Edition.</i>	10114
1770	Adams, Amos	<i>A concise, historical view of the difficulties, hardships, and Perils which attended the planting and progressive improvements of New-England; with a particular account of its long and destructive wars, expensive expeditions, &c</i>	10041
1775	Anderson, Walter	<i>The History of France. From the Commencement of the Reign of Henry III. and the Rise Of the Catholic League; to the Peace of Vervins, and the Establishment Of the famous Edict of Nantes, In the Reign of Henry IV. Together with The most interesting Events in the History of Europe, during that Period.</i>	10020

1780	Cornish, Joseph	<i>The life of Mr. Thomas Firmin, citizen of London</i>	10035
1788	Gibbon, Edward	<i>The History of the Decline and Fall of the Roman Empire. In twelve volumes. Volume X. A new edition</i>	10014
1790	Gifford, John	<i>The History of England from the earliest Times to the Peace of 1783. Vol. I. Book III.</i>	10320
1795	Adams, John	<i>A view of universal history, from the creation to the present time. Including an account of the celebrated revolutions in France, Poland, Sweden, Geneva, &c. &c. Together with an accurate and impartial narrative of the late military operations and other important events. Vol. II.</i>	10116
1800	Stock, Joseph	<i>A narrative of what passed at Killalla, in the County of Mayo, and the parts adjacent, during the French invasion in the summer of 1798. By an eye witness.</i>	10178
Word count for 18th-century material			201889

SOURCE TEXTS FOR CHET: 19TH-CENTURY MATERIAL

YEAR	AUTHOR	TITLE	WORDS
1802	Adolphus, John	<i>The history of England from the accession of King George the Third, to the conclusion of peace in the year one thousand seven hundred and eighty-three. In three volumes. Vol. III</i>	10079
1805	Warren, Mercy Otis	<i>History of the rise, progress and termination of the American revolution. Interspersed with Biographical, Political and Moral Observations. In three volumes. Vol. I.</i>	10215
1810	Bigland, John	<i>The history of Spain, from the earliest period to the year 1809. In two volumes. Vol. I</i>	10065
1814	Britton, John	<i>The history and antiquities of the cathedral church of Salisbury; illustrated with a series of engravings, of views, elevations, plans, and details of that edifice: also etchings of the ancient monuments and sculpture: including biographical anecdotes of the bishops, and other eminent persons connected with the church.</i>	10017
1820	Hardiman, James	<i>The history of the town and county of the town of Galway, from the earliest period to the present time. Embellished with several engravings. To which is added a copious appendix, containing the principal charters and other original documents</i>	10255
1828	Callcott, Maria Lady	<i>A Short history of Spain. In two volumes. Vol. II</i>	10332
1833	Aikin, Lucy	<i>Memoirs of the Court of King Charles the First. In two volumes. Vol. I</i>	10013
1839	Petrie, George	<i>On the History and Antiquities of Tara Hill. Transactions of the Royal Irish Academy, 18.</i>	10117
1840	Smyth, William	<i>Lectures on Modern History, from the Irruption of the Northern Nations to the Close of the American Revolution. In two volumes. Vol II</i>	9933
1844	D'Alton, John	<i>The history of Drogheda, with its environs; and an introductory memoir of the Dublin and Drogheda railway. In two volumes. Vol. I</i>	10008





1855	Masson, David	<i>Medieval history</i>	10166
1857	Sewell, Elizabeth Missing	A first history of Greece	10037
1860	Freer, Martha Walker	<i>History of the reign of Henry IV. King of France and Navarre.</i> In two volumes.	10061
1862	Bennett, George	<i>The History of Bandon</i>	10005
1872	Gray, John Hamilton	<i>Confederation; or, The Political and Parliamentary History of Canada, from the Conference at Quebec, in October, 1864, to the Admission of British Columbia, in July, 1871.</i> In two volumes. First volume.	10045
1875	Killen, William Dool	<i>The ecclesiastical history of Ireland. From the earliest period to the present times.</i> Vol. II	10083
1884	Breese, Sidney	<i>The Early History of Illinois, from its Discovery by the French, in 1673, until its Cession to Great Britain in 1763. Including the Narrative of Marquette's Discovery of the Mississippi</i>	10057
1887	Kingsford, William	<i>The history of Canada. Vol. I. [1608-1682.]</i>	10046
1893	Cooke, Alice M.	<i>The Settlement of the Cistercians in England. The English Historical Review, Vol. 8, No. 32. (625-648)</i>	10730
1895	Burrows, Montagu	<i>The History of the Foreign Policy of Great Britain.</i>	10158
Word count for 19th-century material			202422

APPENDIX 2

1. VC.1. Verbs of Communication in Women's Texts (Total: 438)

18 TH CENTURY WOMEN IN CHET			
	ELIZABETH JUSTICE (1739)	SARAH SCOTT (1762)	TOTAL
<i>Ask</i>	4	2	6
<i>Cite</i>	0	0	0
<i>Demonstrate</i>	0	0	0
<i>Dictate</i>	0	0	0
<i>Explain</i>	0	0	0
<i>Narrate</i>	0	0	0
<i>Preach</i>	0	0	0
<i>Quote</i>	0	0	0
<i>Read</i>	3	1	4
<i>Show</i>	2	0	2
<i>Teach</i>	0	0	0
<i>Tell</i>	0	1	1
<i>Write</i>	1	0	1
<i>Speak</i>	0	0	0
<i>Talk</i>	5	0	5
<i>Announce</i>	0	0	0
<i>Claim</i>	0	1	1
<i>Confess</i>	5	6	11
<i>Confide</i>	0	0	0
<i>Convey</i>	0	0	0
<i>Declare</i>	0	1	1
<i>Mention</i>	0	2	2
<i>Note</i>	0	0	0
<i>Observe</i>	1	1	2
<i>Proclaim</i>	0	1	1
<i>Propose</i>	1	1	2
<i>Recount</i>	0	0	0
<i>Reiterate</i>	0	0	0
<i>Relate</i>	1	0	1
<i>Remark</i>	0	0	0
<i>Repeat</i>	4	0	4
<i>Report</i>	0	0	0



<i>Reveal</i>	0	0	0
<i>Say</i>	32	2	34
<i>State</i>	0	0	0
<i>Suggest</i>	0	0	0
<i>Boast</i>	0	0	0
<i>Complain</i>	0	1	1
<i>Object</i>	0	0	0
<i>Admonish</i>	0	0	0
<i>Advise</i>	0	0	0
<i>Instruct</i>	0	0	0
<i>Warn</i>	0	0	0
TOTAL			79

19 TH CENTURY_WOMEN							
	MERCY OTIS CALLCOTT (1805)	MARIA LADY CALLCOTT (1828)	LUCY AIKIN (1833)	ELIZABETH MISSING SEWELL (1857)	MARTHA WALKER FREER (1860)	ALICE M. COOKE (1893)	TOTAL
<i>Ask</i>	0	0	0	3	4	0	7
<i>Cite</i>	0	0	0	0	0	0	0
<i>Demonstrate</i>	0	0	0	0	1	0	1
<i>Dictate</i>	1	0	0	0	0	0	1
<i>Explain</i>	0	0	1	0	2	2	5
<i>Narrate</i>	0	0	0	0	0	0	0
<i>Preach</i>	0	0	1	0	0	0	1
<i>Quote</i>	0	0	0	0	0	2	2
<i>Read</i>	0	0	0	0	0	1	1
<i>Show</i>	0	0	4	0	0	2	6
<i>Teach</i>	2	0	1	1	0	0	4
<i>Tell</i>	0	0	0	0	0	3	3
<i>Write</i>	1	2	0	0	16	1	20
<i>Speak</i>	0	0	0	1	0	0	1
<i>Talk</i>	0	1	0	1	0	0	2
<i>Announce</i>	2	0	0	1	4	0	7
<i>Claim</i>	1	1	1	0	0	1	4
<i>Confess</i>	0	0	1	0	0	0	1
<i>Confide</i>	0	0	0	0	0	0	0





<i>Convey</i>	3	0	0	0	0	1	4
<i>Declare</i>	1	0	3	6	1	4	15
<i>Mention</i>	2	0	0	0	0	0	2
<i>Note</i>	0	0	0	0	0	0	0
<i>Observe</i>	0	8	1	1	0	0	10
<i>Proclaim</i>	0	1	2	1	2	0	6
<i>Propose</i>	0	0	2	4	5	0	11
<i>Recount</i>	0	0	0	0	0	0	0
<i>Reiterate</i>	0	0	0	0	0	0	0
<i>Relate</i>	1	3	1	1	1	3	10
<i>Remark</i>	0	0	1	0	2	0	3
<i>Repeat</i>	1	0	3	1	1	0	6
<i>Report</i>	1	0	1	0	1	0	3
<i>Reveal</i>	0	0	1	2	1	0	4
<i>Say</i>	6	21	12	49	36	52	176
<i>State</i>	0	0	3	3	7	4	17
<i>Suggest</i>	0	1	3	2	1	1	8
<i>Boast</i>	1	0	1	0	0	0	2
<i>Complain</i>	1	0	1	1	0	0	3
<i>Object</i>	0	0	0	0	0	0	0
<i>Admonish</i>	0	0	1	0	0	0	1
<i>Advise</i>	0	0	2	3	0	0	5
<i>Instruct</i>	0	0	0	1	0	2	3
<i>Warn</i>	1	0	0	1	1	0	3
TOTAL							359

2. VC.2. Verbs of Desire in Women's Texts (Total: 68)

18 TH CENTURY WOMEN			
	ELIZABETH JUSTICE (1739)	SARAH SCOTT (1762)	TOTAL
<i>Covet</i>	0	1	1
<i>Crave</i>	0	0	0
<i>Desire</i>	3	3	6
<i>Fancy</i>	0	0	0
<i>Need</i>	1	0	1
<i>Want</i>	4	0	4
<i>Fall</i>	0	1	1
<i>Hope</i>	0	0	0
<i>Itch</i>	1	0	1

<i>Long</i>	0	0	0
<i>Pine</i>	0	0	0
<i>Pray</i>	2	0	2
<i>Wish</i>	0	4	4
TOTAL	11	9	20

19 TH CENTURY_WOMEN							
	Mercy Otis Callcott (1805)	Maria Lady Callcott (1828)	LUCY AIKIN (1833)	ELIZABETH MISSING SEWELL (1857)	MARTHA WALKER FREER (1860)	ALICE M. COOKE (1893)	TOTAL
<i>Covet</i>	0	0	0	0	0	0	0
<i>Crave</i>	0	0	0	0	0	0	0
<i>Desire</i>	0	1	0	3	1	0	5
<i>Fancy</i>	0	0	0	1	0	0	1
<i>Need</i>	0	0	0	2	1	0	3
<i>Want</i>	0	0	0	2	0	0	2
<i>Fall</i>	7	5	1	3	3	1	20
<i>Hope</i>	0	2	1	0	0	0	3
<i>Itch</i>	0	0	0	0	0	0	0
<i>Long</i>	0	0	0	0	0	0	0
<i>Pine</i>	0	0	0	0	0	0	0
<i>Pray</i>	0	0	0	0	2	0	2
<i>Wish</i>	2	1	0	8	1	0	12
TOTAL	9	9	2	19	8	1	48

3. VC.3. Aspectual Verbs in Women's Texts (Total: 150)

18 TH CENTURY WOMEN			
	ELIZABETH JUSTICE (1739)	SARAH SCOTT (1762)	TOTAL
<i>Begin</i>	1	1	2
<i>Cease</i>	0	1	1
<i>Commence</i>	0	2	2
<i>Continue</i>	5	5	10
<i>End</i>	0	0	0
<i>Finish</i>	2	1	3
<i>Halt</i>	0	0	0



<i>Keep (on)</i>	7	2	9
<i>Proceed</i>	0	3	3
<i>Repeat</i>	5	0	5
<i>Resume</i>	0	0	0
<i>Start</i>	0	0	0
<i>Stop</i>	1	1	2
<i>Terminate</i>	0	0	0
<i>Complete</i>	0	1	1
<i>Quit</i>	1	2	3
TOTAL	22	19	41

19 TH CENTURY WOMEN							
	Mercy Otis Callcott (1805)	Maria Lady Callcott (1828)	Lucy Aikin (1833)	Elizabeth Missing Sewell (1857)	Martha Walker Freer (1860)	Alice M. Cooke(1893)	TOTAL
<i>Begin</i>	4	3	2	10	3	6	28
<i>Cease</i>	0	1	0	0	1	0	2
<i>Commence</i>	2	1	2	0	3	0	8
<i>Continue</i>	1	5	0	3	3	2	14
<i>End</i>	0	1	1	1	0	0	3
<i>Finish</i>	0	1	0	1	0	0	2
<i>Halt</i>	0	0	0	0	0	0	0
<i>Keep (on)</i>	0	2	3	6	0	0	11
<i>Proceed</i>	1	4	4	0	4	2	15
<i>Repeat</i>	2	0	2	1	1	0	6
<i>Resume</i>	1	0	0	0	0	0	1
<i>Start</i>	0	1	0	0	0	0	1
<i>Stop</i>	0	0	0	0	0	0	0
<i>Terminate</i>	0	1	0	0	1	0	2
<i>Complete</i>	1	1	0	0	0	3	5
<i>Quit</i>	5	0	1	0	5	0	11
TOTAL	17	21	15	22	21	13	109



4. VC.4. Verbs of Perception in Women's Texts (Total: 223)

18 TH CENTURY WOMEN			
	ELIZABETH JUSTICE (1739)	SARAH SCOTT (1762)	TOTAL
<i>Detect</i>	0	0	0
<i>Discern</i>	1	0	1
<i>Feel</i>	0	2	2
<i>Hear</i>	4	1	5
<i>Notice</i>	0	0	0
<i>See</i>	39	3	42
<i>Taste</i>	0	0	0
<i>Descry</i>	0	0	0
<i>Discover</i>	0	1	1
<i>Espy</i>	0	0	0
<i>Examine</i>	0	0	0
<i>Inspect</i>	0	0	0
<i>Investigate</i>	0	0	0
<i>Note</i>	0	0	0
<i>Observe</i>	5	1	6
<i>Perceive</i>	2	0	2
<i>Recognise</i>	0	0	0
<i>Regard</i>	0	0	0
<i>Spot</i>	0	0	0
<i>Study</i>	0	0	0
<i>Survey</i>	0	0	0
<i>View</i>	0	0	0
<i>Watch</i>	1	0	1
<i>Witness</i>	0	0	0
<i>Check</i>	0	0	0
<i>Gaze</i>	0	0	0
<i>Glance</i>	0	0	0
<i>Listen</i>	0	0	0
<i>Look</i>	3	1	4
<i>Peep</i>	0	0	0
<i>Stare</i>	0	0	0
<i>Sound</i>	0	0	0
TOTAL	55	9	64



19TH CENTURY WOMEN

	MERCY OTIS CALCOTT (1805)	MARIA LADY CALCOTT (1828)	LUCY AIKIN (1833)	ELIZABETH MISSING SEWELL (1857)	MARTHA WALKER FREER (1860)	ALICE M. COOKE (1893)	TOTAL
<i>Detect</i>	0	0	0	0	0	0	0
<i>Discern</i>	0	0	0	0	0	0	0
<i>Feel</i>	1	3	0	6	4	2	16
<i>Hear</i>	1	4	0	6	1	1	13
<i>Notice</i>	0	0	0	0	0	1	1
<i>See</i>	4	12	0	20	1	11	48
<i>Taste</i>	0	0	0	1	0	0	1
<i>Descry</i>	0	0	0	0	2	0	2
<i>Discover</i>	5	4	0	1	0	2	12
<i>Espy</i>	0	0	0	0	0	0	0
<i>Examine</i>	0	3	0	0	0	0	3
<i>Inspect</i>	0	0	0	0	1	0	1
<i>Investigate</i>	0	0	0	0	0	0	0
<i>Note</i>	0	0	1	0	0	0	1
<i>Observe</i>	8	1	3	2	3	1	18
<i>Perceive</i>	0	2	0	0	1	0	3
<i>Recognise</i>	0	0	0	0	0	5	5
<i>Regard</i>	0	0	0	0	0	0	0
<i>Spot</i>	0	0	0	0	0	0	0
<i>Study</i>	0	0	1	0	0	0	1
<i>Survey</i>	0	0	0	0	0	0	0
<i>View</i>	0	0	1	0	1	0	2
<i>Watch</i>	1	0	0	2	2	0	5
<i>Witness</i>	0	0	0	1	2	1	4
<i>Check</i>	0	0	0	0	1	0	1
<i>Gaze</i>	0	1	0	0	2	0	3
<i>Glance</i>	0	0	0	0	0	0	0
<i>Listen</i>	1	4	0	5	0	0	10
<i>Look</i>	0	1	1	5	1	1	9
<i>Peep</i>	0	0	0	0	0	0	0
<i>Stare</i>	0	0	0	0	0	0	0
<i>Sound</i>	0	0	0	0	0	0	0
TOTAL	21	35	7	49	22	25	159



