

Abstracts – general sessions

Tam Blaxter (University of Cambridge)

Language change in Middle Norwegian

A common pattern emerges when examining language changes in Middle Norwegian. Innovations appear first in the language of the highest social classes and only later spread to the language of lower status individuals suggesting that changes spread from above. Geographically, cities appear to be ahead of surrounding rural areas, suggesting that changes spread by gravity diffusion between urban population centres before spreading out to nearby countryside.

These patterns are at odds with those normally expected by historical sociolinguists for language change in the Middle Ages. However, the best-studied case in historical sociolinguistics is the history of English and social differences in the history of Norwegian may suggest a reason for distinct historical sociolinguistic findings. Norwegian shared a border with the higher prestige variety of Sweden and was in similarly close contact with Danish. Much of the population was concentrated around the coastlines and this maritime culture led to relatively high geographical mobility. Social structures were flatter than in England and it seems clear that a greater proportion of the lower social classes were literate than in other European countries in the Middle Ages and that even those who were illiterate had some exposure to written language.

These factors may be related to the sociolinguistic differences as follows. Geographical mobility is a necessary condition for changes to spread by gravity diffusion. Greater social mobility and a flatter social structure would have increased contact between sociolects and motivated upward convergence, resulting in changes from above. Finally, the relationship with Swedish and Danish, both of which also exerted particular influence on written norms, could reinforce the role of the literate classes and written language in language changes.

This paper will examine a series of changes in Norwegian in light of these considerations: the voicing and stopping of the dental fricative; the shift of genitive-governing prepositions to dative-governing; and the grammaticalisation of the preposition *upp á* > *på*.

Andreas Buerki (Cardiff University)

Feeling the pulse of cultural change using common phraseology

Although most ‘big data’ relate to the present and very recent past, advances in data processing power and retro-digitisation mean that the past can be made more accessible to data-led linguistic analysis as well. One example of work attempting to take advantage of this has been the use of the Google Books corpus to track frequencies of certain nouns and proper names in order to establish a new discipline of ‘Culturomics’. Based on research on the connection between phraseology (common ways of putting things in speech communities) and culture, this talk shows how a linguistically careful, data-led methodology can ‘feel the pulse’ of cultural change in a way that reveals remarkably intricate facets of social and cultural change in the speech community whose language is investigated. Applying multi-point diachronic mappings between the frequency developments of phraseological phenomena in corpus data and various types of historical data, the method is able to supply results that are both insightful and falsifiable. This is illustrated using a sample of phraseological expressions of 20th century German as used in Switzerland, drawn from the 20-million word Swiss Text Corpus (<https://www.chtk.ch/index.php/en>). For example, an investigation into the behaviour of the collocation *blaue Augen* [‘blue eyes’] mapped onto known historical events, strongly suggests that racial ideologies of a certain type were widespread in the speech community until around the middle of the last century, a point that has hitherto been difficult to establish. Using examples like this, a number of key cultural developments over the 20th century are re-traced, revealing new insights into the workings of language, cultural change and the connection between the two.

Elisabetta Cecconi (University of Florence)

“This is an age for news”: A corpus-based analysis of news-related words in the spoken discourse of Early Modern English society (1560-1760)

Early Modern England was characterised by an unprecedented public demand for news. This impressive socio-cultural trend affected people’s habits and relations to the point that news exchange became a regular practice of everyday life. News of any kind circulated through oral, scribal and printed communication giving rise to a vibrant news network which involved society at large. This was even more so after 1640 when the collapse of censorship and the tumultuous events of the Civil War gave birth to a proliferation of periodicals which, for the first time, dealt with the political affairs of the Kingdom.

In my paper I shall be examining how this voracity for news characterising Tudor and - to a larger extent - Stuart England can be mapped on the spoken discourse of Early Modern English society. To do so I shall analyse *A Corpus of English Dialogues 1560-1760* (compiled by Culpeper and Kytö) as representative of the spoken interaction of the past in the categories of authentic dialogues (i.e. trial proceedings and witness depositions) and constructed dialogues (i.e. drama comedy, didactic works and prose fiction). By applying tools of corpus-assisted discourse analysis, I shall provide a quantitative and qualitative investigation of news-related words in genres other than news text-types, in the attempt to grasp the impact of news on people’s everyday life. While quantitative evidence will help us establish possible patterns of news vocabulary distribution from 1560 to 1760, the qualitative analysis of keywords in concordances will allow us to uncover collocational sets to be interpreted in light of the evolving relationship between society and news in the historical period examined.

The paper will also aim to provide an example of how corpus-assisted research in historical sociolinguistics can help us trace relations between language practices and context, provided that some cautious considerations are made from the start.

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Super-diversity and the contested standardization of Moldovan in the inter-war period

The competing language standardization programs of Romanian and Moldovan along the Romanian and Soviet border in the inter-war period are often portrayed as being at the root of many of the ongoing sociolinguistic ambiguities and contests in the Republic of Moldova today. Analyses of this historical period in the region (such as Livezeanu 1995 and King 1999) have tended toward a deficit approach that highlights the shortcomings of the competing standardization programs and of their socio-cultural, political, and economic contexts, particularly in contrast to other more successful nationalizing and standardizing campaigns of that time in Europe. This paper will take a fresh look at the unsettled struggle between Romanianist and Moldovanist programs between 1918 and 1944 in the region of today's Moldova by applying new ideas from the study of globalization and sociolinguistics. Specifically, the usefulness of concepts such as super-diversity, orders of indexicality, and polycentricity (as outlined in Blommaert 2010), which are most commonly applied to early 21st century urban contexts, will be explored in the overwhelmingly rural context of early 20th century eastern Moldova (a.k.a. Bessarabia and Transnistria).

Throughout the 19th century, the region had been a peripheral province in the Russian empire, at times forcibly isolated from the nationalization and language standardization processes in adjacent regions that became the Kingdom of Romania in the latter part of the century. In the aftermath of WWI, the region became briefly independent and then quickly united with Romania, beginning a period of rapid cultural and linguistic Romanianization of the majority population. However, at the same time, the Soviet heirs of the Russian empire set up a small autonomous Moldovan region of Ukraine just across the border, where an uneven standardization of a separate Moldovan language began, one which would be enforced across the region along with Sovietization after WWII. The paper will explore key turns in language policy on both sides of the Romanian-Soviet border by looking at excerpts from newspapers and other official documents (collected in Darie and Potarniche 2012), as well as other sources. The application of dynamic and critical concepts from Blommaert (2010) are expected to provide new insights into the nature and irreconcilability of these contested language standardization programs, even up to today.

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Carita Klippi (University of Tampere)

Linguistic complexity in the light of epistolarity in France during the First World War

Obliterated since the 19th century in linguistic discussions the concept of complexity has resurged in different fields of modern linguistics (typology, contact linguistics, language acquisition). It has become one of the key tools in the studies of development of language skills not only during secondary socialization across school age, but also during later stages of an individual's life (Berman 2004). An inherent presupposition in these studies is that literary or prestigious language form is considered to be a culminating point in the acquisition of different levels of literacy by an individual.

As a travelling concept, complexity may be applied to historical sociolinguistics and tested using empirical data. In this paper, we start from the assumption that instead of being a property of a language as a whole, complexity pertains merely to language users, and in this sense, its study has to focus on the mastery of local linguistic phenomena in individual language use (lexical variety, syntactic structures, textual skills). Our data is constituted, on one hand, by a sample of French ordinary writer's correspondence during the First World War, and on the other hand, by the correspondence that appeared in the *Gazette des Ardennes*, a journal of German propaganda, published in the occupied territories in France and in the camps of prisoners of war.

Through this data, our aim is to study symbolic signification, in the social sense, of linguistic differences in the beginning of the 20th century in the French society, which had a powerful tendency to divide citizens according to how they could write. As a contribution to the discussion about complexity, we intend to show that individual language use(r) ultimately determines what in language is simple, what is complex.

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Oxana Kosenko (Saxon Academy of Sciences, Leipzig), Marija Lazar (Saxon Academy of Sciences, Leipzig)

Innovation in tradition and beyond: Terminology invention and modernization paths in natural sciences and law

The modernization processes in society are intertwined with social reorganization, resulting in increasing urbanization and industrialization. The rapid development of the natural sciences and the re-arrangement of the legal system are two principal means to tackle these challenges. The growth in these two domains is mostly reflected in the invention of new terminologies and even of new languages for special purposes, which manifests in the underlying ideologies and impacts the other domains.

The current paper presents the reflection on these phenomena from the perspective of science history, legal history, and linguistics. We exemplify two periods in the development of the Russian Empire, when the rapid social changes took place, and trace the motivation for terminology creation and innovation in Russian under these conditions.

First of all we present the insights in the emergence of new scientific disciplines such as immunology at the turn of the 19th and 20th Century. A lot of new terms were created by scientists and they were based on the personal associations of their creators. A new term was not only something that gives a name to a phenomenon, but often also an attempt to offer a hypothesis in the form of the generally accepted theory.

As an example one can take the term “phagocyte”, which means a cell that engulfs and digests other cells or particles. When Élie Metchnikoff gave that name to an immunologically active cell, its ability to engulf and digest was heavily criticized by the scientists and his theory was still far from general recognition. On the other hand the confrontation between the “cellular school” of immunologists (Metchnikoff) and the “humoral school” (Paul Ehrlich) - was also the confrontation of two terminologies.

Further, we look at the work of the Committee for legal consolidation in the left-bank Ukraine in 1728-1743. The Committee was charged with the abolition of legal sectionalism. The outcome of this work was a legal compilation based on the Statute of Lithuania and the Magdeburg Law. What were the reasons for the selection of certain paragraphs and the ideological positions of the Committee members? Why did the new codex not become effective? The observation on the terminology adjustment, which took place during the function of the Committee, sheds light on these questions.

Finally, we discuss the problem of the terminology motivation from both points of view and compare it to the traditional linguistic motivation theory. We assert that in languages for special purposes the linguistic motivation is subordinated to the ideological motivation, since the terminology originates from the practitioners of the sciences or law in their working environment.

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Language contact through translation: The impact of historical and socio-cultural factors

In the current contact-linguistic literature the fact that translations as a specific type of contact situation can trigger linguistic change is only mentioned in passing. The phenomenon is, however, much more wide-spread than its marginal discussion in the literature would make it appear. Examples of translation-induced structural innovations can be seen very clearly in the impact of Latin on the evolution of the European vernaculars (cf. e.g. Höder 2010), while more recent grammatical innovation triggered by translation can be seen in the changes from Classical to Modern Chinese (cf. Zhao & Wang 2013, 2015)

Kranich (2014) has attempted to sketch the relevance of different factors which determine the linguistic outcome of contact through translation, showing that it is in particular socio-cultural and historical factors which have an influence.

The present paper further investigates the importance of factors in determining the outcome of language contact through translation, by honing in on a comparison between the impact of translations from English on Chinese and on German since the 20th century. In Germany, English has enjoyed an increasingly high prestige, as in other Western Society, since post World War II, which is reflected in the high number of translations from English into German. In China, the New Cultural Movement period (1910s, 1920s) witnessed a flurry of translation activities, and linguistic innovations based on translations were deliberately used as a means of promoting a modernization of Chinese. It will be shown that the frequency of certain grammatical structures and their acceptability have changed over time because of translations in both Germany and China. The extent of the changes is different between Chinese and German, however, and we will discuss various factors – the different historical background situations, the different attitudes to contact-induced innovations, the different degrees of typological proximity between source and target language – as potential reasons for the differences observed.

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Andreas Krogull (Leiden University)

One nation, one standard?

The effectiveness of language policy on language practice in the Northern Netherlands, 1750-1850

The early nineteenth century saw the publication of the first official orthography and grammar of Dutch, codified by Matthijs Siegenbeek (1804) and Petrus Weiland (1805), respectively. This *schrijftaalregeling* ‘written language regulation’ was one of the key instruments in a fundamental phase of Dutch nation building and, from a linguistic perspective, has to be regarded as a major turning point in the standardisation of Dutch. Surprisingly, its effectiveness on actual language usage has not yet been investigated.

As part of the Leiden-based research project *Going Dutch: The Construction of Dutch in Policy, Practice and Discourse, 1750-1850*, a diachronic multi-genre corpus of approx. 420,000 words has been compiled. Comprising data from before and after the introduction of the national spelling and grammar norms, the *Going Dutch Corpus* provides new insights into language variation and change in eighteenth- and nineteenth century Dutch. The corpus contains handwritten and printed texts from three different genres: (1) private letters, (2) personal diaries and travelogues, and (3) regional newspapers. Moreover, it covers seven regions of the investigated language area, representing the urbanised centre as well as more peripheral provinces. The texts from the two ego-document genres were written by both men and women

In this paper, I will introduce the newly compiled *Going Dutch Corpus*, focusing on its structure, data and methodological considerations. the basis of the quantitative results of two orthographic variables, i.e. (1) the representation of /x/+t in etymologically different positions by either <gt> or <cht> (e.g. in *klagt/klacht*), and (2) the representation of Wgm. *ī by either dotted <ij> or undotted <y> (e.g. in *mijn/myn*), I will discuss how this corpus-based approach can be used to assess the success of language policy.

Determining types of historical language contact – a 5th-century case study

The Classical Armenian lexicon has been influenced heavily by contact with Iranian languages, esp. Parthian (cf. already Hübschmann 1877). The work of, e.g., Bolognesi (1960) and others indicates that these borrowings are the likely result of bilingual code-switching for linguistic enrichment (cf. Heine & Kuteva 2003: 530). Since Armenia was ruled by Parthians for more than four centuries, including extensive cultural contact with Parthian speakers, this is unsurprising.

More recent research has demonstrated pattern replication of Parthian syntagmata in Armenian as well (cf. Meyer 2013; fthc. 2015), suggesting that *syntactic* changes are more likely to be due to language shift, which more commonly affects syntax on a long-term basis (cf. Matras & Sakel 2007: 849; Heine & Kuteva 2008: 77). Contact-induced features include the replication of reflexive and anaphoric constructions, and the unusual tripartite alignment of the periphrastic perfect, based on an Iranian split-ergative construction that underwent changes in Armenian (partial de-ergativisation, cf. Schmidt 1980: 165).

These patterns raise the question under what circumstances, when, and indeed whether the Parthian ruling class may have chosen Armenian as its primary language, resulting in the adoption of elements from their language variant into the standard language (cf. Thomason 2008: 48).

With the help of fifth-century linguistic, literary, and epigraphic evidence, this paper explores issues of differentiating various types of language contact in this context, and in corpus languages in general. It is argued that, in general, extralinguistic factors (socio-political, cultural, economic) are more indicative of the type of language contact than linguistic evidence alone (pace Myers-Scotton 2002: 237). In particular, only the consideration of political quarrels between the Parthian rulers of Armenia and other Iranians, their adoption of Christianity in c. 301 CE, frequent intermarriage with Armenians, and the lack of any Parthian language data in the area makes language shift more likely than convergence.

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Olivier Moliner (Universität Duisburg-Essen), Rahel Beyer (Universität du Luxembourg)

Language change in a multilingual context: The complexity of corpus and/vs. status standardization of German in Luxembourg (1795-1920)

With a long history of multilingualism, Luxembourg constitutes a prime case for studying the impact of language contact on language standardization, i.e. language contact between Germanic varieties and between German and French. Given this context, it is crucial for the binational project “Language standardization in Diversity: The case of German in Luxembourg (1795-1920)” to bring together systemic and functional aspects of language practice (Beyer et al. 2014).

To investigate the process of corpus standardization, the project draws on a corpus of 2,348 predominantly bilingual German/French public notices published. The texts were chronologically and representatively sampled, image-scanned and digitized. To investigate the process of status standardization, the following text genres were selected: a) official documents concerning language laws and decrees, b) intra-institutional documents concerning the municipality’s language use and c) meta-linguistic comments concerning language attitudes as expressed in five Luxembourgish periodicals (25,446 editions).

The overall development of variant reduction and advergence towards (19th century) Standard German can partly be attributed to language planning activities, for instance, a decree explicitly mandating the use of German terms for various positions within the administrations after Napoleon’s retreat. Queries of the respective francophone and germanophone titles in the corpus, in fact, provide evidence for quite an abrupt change in terminology in 1814. However, depending on the lexeme, the German form is not adhered to consistently in the years that follow.

Moreover, the analyses reveal that standardization of German in Luxembourg does not lead to variety reduction. Accordingly, meta-linguistic comments demonstrate that the existence of Luxembourgish dialects is rarely denied in the majoritarian germanophone newspapers from 1848 on. The Luxembourgish context is constituted by a wide range of historical events resulting in specific “language regimes” (Cardinal/Sonntag 2015) with changing sociolinguistic valorizations. The data also demonstrate that status standardization of German in the domains of administration and publishing sector is progressing from 1848 to 1914. The two most important socio-cultural turning points in this period can be named by ‘democratization’ (First civil Constitution of 1848) and ‘industrialization’ (the growing German political-economic influence) from 1871 on.

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Susanna Mäkinen (University of Turku)

Runaway slave notices and a changing society

Runaway slaves were a constant concern for American slave owners, who often turned to posting advertisements about their fugitive “property” in the newspapers in an attempt to regain it. Already the first American newspapers in the early 1700s carried these notices in the advertising columns, and in the Southern states they continued being a feature all the way to the end of the Civil War, when the 13th amendment put an end to slavery. Throughout this century and a half, the main features of these texts remain relatively unchanged, and an example taken from a 1720s Boston paper or an 1850s South Carolina one would easily be recognized as members of the same genre. However, although the basic components (a description of the runaway and an offer of reward for the capture) do not change much over time, these advertisements did not exist in a bubble completely separated from the rest of the society and all its changes. One major development during this time was, of course, the rising abolitionist movement, calling an end to the whole institution of slavery. The aim of this paper is to investigate how various historical events and societal changes are reflected in the genre of runaway slave notices – this can happen either in subtle shifts in the vocabulary used, or more noticeably in changes in the kinds of information that are included in them. The data is gathered from a variety of newspapers in the online database America’s Historical Newspapers, and consists of runaway notices taken from several different colonies/states over this timespan of nearly 150 years.

Loss of the formal address *De* during the era of the Scandinavian Social Democracy

The Scandinavian speech communities all had a range of linguistic recourses that were used to mark both degrees of formality and degrees of distance between interlocutors. In addition to the choice between the informal *du* and the formal *De* (Norwegian), both civil and professional titles were a part of the repertoire of address, together with the use of family name in addition to, or instead of the first name. After the Second World War, this pattern changed, and even though there are differences between the three Scandinavian speech communities in how far the change has come, the main tendency is the same: the use of *du* is almost obligatory, titles are avoided, and first names have taken over for family names in many situations.

This change in the sociolinguistics of the Scandinavian speech communities coincides with the development of the welfare state within the frames of the social democracy. It also coincides with a strong cultural influence from the USA. My claim is that these two factors – the political movement towards smaller social differences between people on the one hand, and the American cultural influence on the other, must be analyzed as the most important reasons for this sociolinguistic development. However, in order to analyze this as language change, we also need to look at relevant data in order to understand both who the innovators were, and which patterns of usage that existed during the period of change.

I will present Norwegian data that mainly consist of radio recordings from the 1930s onwards, and of womens' magazines from the 1970s. In addition, some modern, more official texts will be taken into the discussion of how "*De* refuses to die".

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Koiné formation in context

It is well known that koine formation where a koine forms within the same speech community the speakers originate from, for instance within the same nation, will be influenced by that same speech community (Kerswill and Williams 2000, Kerswill and Trudgill 2005). Yet, most research on koine formation focus on the local level, such as the levelling between the language variants of the incomers or the negotiations of power between social classes in the new town (Trudgill 1986, Solheim 2006).

In this paper, I argue that the koine formation process is better understood when placed in a national context of language norms and attitudes. I present new findings from my research on koine formation in Sauda, Norway, where I have been particularly interested in understanding the relationship between the levelling and restructuring on the local level in the new town and the socio-cultural context that encompass this process on the national level (Neteland 2014). The empirical data from Sauda shows that the historical context of language norms and attitudes on the national level has had a great influence on the process on the local level. This influence can be shown in which variants go into the so-called “mix”, as well as the direction on the formation and the outcome of the focusing process. I also hypothesize that since the koine formation process stretches out in time, the context of language norms and attitudes may change during that period, and this socio-cultural change may cause the formation process to change direction.

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Politeness formulae in 19th-century Italian post-Unification conduct books (1860-1880)

Within a corpus consisting of Italian conduct books of the long 19th C. (1800-1920), the abstract focuses on the so-called *galatei morali*, or moral conduct books, the numbers of which peak in the two decennia that follow the Unification of the country (1860). The government actively encourages these publications in order to promote the civility of all citizens (with *civile* meaning ‘polite’ as well as ‘relating to the political rights of citizens’). In my introduction I will present the socio-economic horizon of this socially inclusive subgenre (who are the authors/public/editors, what is the price of books?) and discuss how the *galatei morali* conceptualise politeness as a virtue based in sincere feelings of benevolence, in which nationalist and Catholic ideologies merge: *love the Nation, your work, your family; love thy neighbour*.

I will then concentrate on the language advice given. Most conduct books contain a chapter on conversation, and alongside some very general rules about use of voice, posture, gestures, choice of topic, turn taking, etc., they incorporate explicit politeness formulae. I will argue that, although these sections tend to be extremely brief, they are remarkably consistent. I will discuss forms and functions found, and, where possible, quote similar examples from children’s literature and earlier Italian conduct manuals.

Part of my endeavour is to gauge in what way prescriptive metadiscourse (conduct manuals) can usefully contribute to the study of polite usages of the past (Paternoster 2015). If prescriptive materials have been considered to be of relatively limited importance since they are produced by and for the elite (Kádár and Culpeper 2010; Bax and Kádár 2011), others are more positive as to their potential links with historical usage (Culpeper forthcoming; Terkourafi 2011). For the 19th C. in particular, higher levels of literacy, the low cost of the product and its use in schools, alongside the consistency of the norms over a certain number of texts all seem to warrant a growing confidence as to their impact on conventionalisation.

Primary sources

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Gijsbert Rutten (University of Leiden)

The language of the nation. Ideology and policy in the northern Netherlands, 1750-1850

Arguably the single most important social change in the northern Netherlands in the late eighteenth century and the early nineteenth century was the formation of the northern Dutch nation-state, concomitant with the rise of nationalism as a political and cultural ideology. This change exerted an enormous influence on the sociolinguistic situation of the period. In this paper, I will discuss important sociolinguistic events that occurred against the background of the ongoing nation-building process, focussing on language ideology and language policy.

In discourses about the Dutch nation in the late eighteenth century, language was often constructed as a uniform and unifying symbol of the Dutch nation. In line with the educational orientation of Dutch Enlightenment, commentators argued that the best way to ensure that the national language was used throughout the language area was by teaching it to children in primary schools, while simultaneously eradicating the use of regional dialects. I will argue that this period saw the rise of the politicized version of Standard Language Ideology. This went hand in hand with a lot of “national identity work”, specifically the construction of language myths indexing the national language’s supposed historicity and neutrality.

In the early nineteenth century, political action was taken to immediately implement the nationalist language ideology developed in the preceding decades in a new language and language-in-education policy. Educational reform acts were passed that aimed at the establishment of a national school system and a national school inspection system. Moreover, an officially codified version of the language was called for. In 1804 and 1805, an official spelling and grammar of Dutch were published, to be used in the administration and in education.

The research presented in this paper is part of the VIDI-project *Going Dutch: The Construction of Dutch in Policy, Practice and Discourse, 1750-1850*, funded by the *Netherlands Organisation for Scientific Research* (NWO).

The language of 19th century Croatian court proceedings in the socio-cultural context of the Habsburg Monarchy

The paper will analyse how the changing socio-cultural context was reflected in the language of court proceedings in Croatia between 1830 and 1914 when different macro-level language policies were at work, oscillating between Germanization and Hungarization efforts and the policies of equal linguistic rights granted to all nationalities by the Constitution of 1867. The 1830's were taken as a starting point because socio-economic modernization processes can be traced back to this period. The linguistic results of modernization included the emergence of nationalist language ideologies and language standardization, undergoing the usual stages of corpus planning, status planning, elaboration and implementation.

Court records provide an excellent source for the study both of the development of the standard language as reflected in the official court register and the individual language use of lay persons involved in the court proceedings. The paper will also discuss the extent to which multilingual language policies of the Monarchy, including the right to legal interpretation and court interpreting enshrined in the Civil Code of 1852 and Criminal Code of 1853, were actually implemented by courts.

Thus, through the analyses of the language of court records, historical language use will be reconstructed and examples from the empirical data will be examined. The research is based on primary archival sources.

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Doris Stolberg (Institut for the German Language, Mannheim)

Colonialism, mission, and language choice in German New Guinea: A comparative case study

European colonialism brought fundamental changes to the political power landscape of the areas forced under colonial control. In addition, Christian missions instigated contact and confrontation with new religious concepts. Language was an important means for transmitting new values and belief systems as well as for exercising power.

This paper compares two small-scale settings closely linked to German colonial activities in New Guinea around 1900. Two German mission societies, the *Catholic Societas Verbi Divini* (SVD) and the *Protestant Rhenish Mission Society* (RMG) became active around the same time in neighboring areas (Steffen 1995). Both societies struggled with the linguistic multiplicity of the area and had to make decisions regarding what language(s) to use as their mission language(s). Eventually, the SVD decided for German while the RMG introduced and spread Gedaged, a local language originally restricted to a much smaller area.

While these choices seem to mirror the general language policy of the two confessions – Catholic missions preferred introducing German, Protestant missions tended to use local languages –, the specific conditions of each mission area had an impact on the local choices and their implementation. Thus, the outcome of the respective decision processes were not a given from the beginning of these missions' activities in New Guinea.

The paper investigates the role of factors such as local language practices, European language attitudes, and German colonial language policies when tracing the missionaries' attempts at arriving at a working language practice, and when comparing the diverging outcomes regarding language choice and use in these two neighboring mission areas. The study also considers the long-term effects these language choices had: In the SVD area, Pidgin German was still used during the 1970s (Mühlhäusler 2012) while in the RMG area, different local missionary languages were implemented in turn, affecting the regional language ecology.

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Variants in practice: scribal revision in Greek documentary papyri

An important factor in the innovation and transmission of changes in the written language is the scribe (Wagner et al. 2013). The Greek documentary papyri found in Egypt offer interesting material for the study of ancient scribes. Individual scribes are featuring in several studies on language use in the papyri (Leiwo 2005; Vierros 2007; Clarysse 2010; Evans 2012). Although the study of the language of individual scribes is important to discover possible social, cultural and contextual factors that might play a role in the distribution of variation, comparison between different texts is necessary to examine the general validity of these social and cultural factors in language change (Depauw & Stolk 2015).

One of the changes in the post-Classical Greek language is the decline of the dative case and the replacement of its functions by other case forms. Various linguistic and social factors are considered to have played a role in this change. However, linguistic and social norms may have prevented variants from surfacing in the written language (Leiwo 2005; Colvin 2009). Fortunately, Greek papyri preserve many examples of scribal revision and reformulation. The significance of a norm for individual writers may have depend on various contextual factors, such as the nature of the text (Leiwo 2012), the level of competence of the writer (Evans 2012) and scribal training (Bucking 2007). In this paper, I will examine the social and linguistic contexts of scribal case corrections in Greek papyri and compare the results with our knowledge on the factors that played a role in case interchange.

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Same language – different surroundings: The development of Icelandic in Iceland and in North America

Throughout the 19th century, there was a steady growth in the population of Iceland for the first time in history. The entirely rural society was ill prepared to sustain the increasing number of inhabitants, and bad weather conditions and natural disasters after the middle of the century lead to extensive emigration to Canada and the United States. A considerable part of the emigrants settled in an all Icelandic community – Nýja-Ísland (New Iceland) – on the shore of lake Winnipeg in Canada. This became a backbone of the Icelandic language community in North America, and the emigrants' descendants still preserve their cultural and linguistic heritage to some extent. In the late 19th century, a slow progress of modernization and urbanization started in the home country, and this, together with a struggle for increased national independence, resulted in great changes in Iceland and a gradual restructuring of the society.

To what extent do such major societal changes shape the language and language use of the speakers? And in what way(s)? The paper will address such questions by comparing the social and cultural situation in Iceland and in the Icelandic communities in North America in the late 19th and early 20th centuries with respect to the effects on the status and development of the language, relying on data and results from two ongoing projects: *Language Change and Linguistic Variation in 19th-Century Icelandic and the Emergence of a National Standard* (http://www.arnastofnun.is/page/LCLV19_project) and *Heritage language, linguistic change and cultural identity* (http://malvis.hi.is/mal_malbreytingar_og_menningarleg_sjalfsmynd_0).

Kjetil V. Thengs (University of Stavanger)

English documents of the Forest of Arden: Reconstructing a medieval rural scribal community

The proposed paper is a study of medieval local documents from the villages of Henley-in-Arden, Tanworth-in-Arden, Baddesley Clinton, Claverdon and Wooton Wawen, all of which are situated within the area of the old Forest of Arden in northwest Warwickshire. The rural and remote location of this area in the late Middle Ages makes it especially interesting for a community study; no Roman roads were built through the Forest of Arden, and the area has retained most of its rural character until the present day.

The study is based on 60 documents in English localised in the aforementioned group of villages of the Forest of Arden, from the Corpus of Middle English Local Documents (MELD). Most of the documents are dated to the late 15th and early 16th century, which allows for a synchronic study of linguistic features from the different villages in the area. Because of the compact time-span, the material is also well suited for a reconstruction of a rural scribal community. Possible affiliations with larger towns in the area, including Coventry, Warwick and Stratford-upon-Avon, are also investigated.

Earlier studies of the area are few, and, at least as far as the present writer is aware, only include the texts localised in Warwickshire in *A Linguistic Atlas of Late Mediaeval English* (McIntosh et al., 1986), and the study of Early Middle English onomastic material by Kristensson (1987). However, the material in these studies are from earlier periods and of a different nature, and the present paper will thus shed light on the late medieval practices of a hitherto unexplored scribal community.

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Gøran Vaage (Kobe College)

The emergence of Tsukkomi in Kansai dialect Japanese

The essence of the American Joke is the set-up and the punch line, whereas Japanese humour relies on *boke* and *tsukkomi*. The difference can be illustrated by the following example adapted from the Japanese entertainer Nanbara (2010):

- My girl is the best. She's smart. She's very pretty. And to top things of she has a very special feature. A protruding Adam's apple.
- ?It's a man!

In this joke, the part up to "...feature." serves as the set-up, whereas the following sentence is the punch line. However, no Japanese would laugh of this joke unless it would be followed by a *tsukkomi* such as "It's a man!". Thus, the essence of Japanese humour can be stated in terms of the silly phrase, known as the boke, and the straight man's reply, called *tsukkomi*.

It is frequently pointed out in informal publications (Takahashi 2013), and sporadically in academic literature (latest by Kibe et al. 2013) that Japanese speakers from Kansai (the larger Osaka/Kyoto/Kobe area) make more frequent use of *boke* and *tsukkomi* in everyday conversation compared to people raised elsewhere in Japan (including Tokyo).

This paper traces the roots of *tsukkomi* through transcripts from Japanese humour performances, and from biographies written by Japanese performers, and then proceeds to investigate to what extent *tsukkomi* is actually used in Kansai based on a questionnaire survey of 270 Japanese informants conducted in 2013.

The emergence of *tsukkomi* coincides with two boom periods for manzai (comic duo performance), the first one occurring around 1930 through radio broadcasts. This is when manzai got its current form incorporating *tsukkomi*. The second boom occurred around 1980, and this is when the term *tsukkomi* itself was coined and became a decree, that is to say if somebody utters a *boke*, somebody must react with *tsukkomi*. The survey confirmed that Japanese speakers from Kansai value this agreement higher than Japanese born and raised outside of Kansai.

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Abstracts – panel “The Role of Education in the Standardization of Language”

Friday 11 March

Anna Havinga (University of Bristol)

The effect of linguistic prescriptions and educational reforms on writing practices in 18th-century Austria

Linguistic codices as well as language norm authorities have been identified as two of the central social forces in the standardization of languages (Ammon 2003). Grammarians and lexicographers include certain variants in their codices while dismissing other forms as non-standard by either not mentioning them at all or by describing them as ‘wrong’ or ‘bad’ (cf. Davies & Langer 2006). In other words, certain variants are stigmatised implicitly or explicitly by codifiers. Language norm authorities, such as teachers, too, can contribute to the stigmatisation of particular variants since they have the power to correct the language of others (Ammon 2003: 3). Their judgment of what is ‘wrong’ language use is usually (but not always) based on linguistic codices as well as textbooks and will affect the norm awareness and norm knowledge of the pupils (Davies & Langer 2006: 43).

This paper investigates the role of linguistic codices and educational reforms in the dissemination of East Central German language norms in 18th-century Austria. Between the 1740s and 1790s, a number of grammars, which were identified as being influential in the increasing rejection of Upper German variants (cf. Rössler 2005; Wiesinger 1995), were published. Furthermore, educational reforms were implemented on the orders of Empress Maria Theresa, including the introduction of compulsory elementary schooling and standardised textbooks in December 1774. An analysis of these textbooks and grammars as well as newspaper articles and petitionary letters will address the following research questions:

- To what extent did the publication of grammars and the implementation of school reforms lead to language change in writing practices in 18th-century Austria?
- Were there any other contributing factors?
- Were these changes also implemented in spoken language?

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Bob Schoemaker (University of Leiden)

The role of education in the diffusion of Standard Dutch: evidence from school inspection reports (1800-1850)

The development of national educational systems has been recognized as a central force in the diffusion of standard languages (Deumert & Vandenbussche 2003). In the process of European state and nation formation in the late 18th and early 19th centuries, schools were seen as a central means in the development of national citizenship and national culture. At the same time language was increasingly seen as a defining marker of nationhood and national identity. This ideological convergence of language, nationality and education led to language policies that aimed at the codification of uniform language norms and their spread through the school system. In the Dutch Batavian Republic (1796-1806) such a language policy was represented by the introduction of the Siegenbeek-Weiland written language regulation as the language to be used by school inspectors, teachers and in school books.

Research into language ideologies and policies in historical settings often depends exclusively on official discourses and policy documents. In recent years the ‘language history from below’-approach has pointed out that such an approach lacks ‘eyes on the ground’, i.e. a focus on everyday practice in the daily lives of ordinary people. Langer (2011) has pointed out that school inspection reports form an excellent source ‘from below’ when it comes to language-in-education. Drawing from an extensive corpus of such reports I will demonstrate to what extent and in what ways the official language-in-education policy of the first half of the 19th century was implemented into everyday teaching practice. Topics include methods and materials of language teaching, the use of school books, the quality and education of teachers, and language use in the classroom.

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Olga Timofeeva (University of Zurich)

How Greek is Greek in the Anglo-Saxon period?

The Greeks were one of those outgroups to whom the Anglo-Saxons had reasons to look up to, because of the antiquity of their culture and the sanctity of their language, along those of the Hebrews and the Romans. Yet as a language Greek was practically unknown for most of the Anglo-Saxon period and contact with its native speakers and country extremely limited. Nevertheless, references to the Greeks and their language are not uncommon in the Anglo-Saxon sources (both Latin and vernacular), with, e.g., a little less than 200 occurrences in the surviving Old English texts (*Dictionary of Old English*, s.v. *grecisc*). The knowledge of Greek, however superficial, is an important indication by their authors that they belong to the learned community and share the values of (Western) civilization.

This paper will use the data from the DOE, supplementing them with searches in the *Dictionary of Old English Web Corpus*, *Medieval Latin from Anglo-Saxon Sources*, and *Brepolis Library of Latin Texts*, Series A, and investigate lexical and syntactic strategies of the Greek outgroup construction in Anglo-Saxon texts. It will look at lexemes denoting ‘Greek’ and their derivatives in Anglo-Latin and Old English, examine their collocates and glean information on attitudes towards Greek and the Greeks, by at the same time trying to establish parallels and influences between the two high registers of the Anglo-Saxon period. The results will then be analysed in the context of two historical events, the arrival of Theodore and Hadrian and the work of their school at Canterbury in the late seventh century and the Benedictine revival of the late tenth century. I will show that that ‘Greek’ is a meaningful identity marker that enhances ingroup cohesion and hierarchy within these two educational movements. At the same time the ‘Greeks’ as a people remain largely stereotypical and ‘Greek’ as a spoken language largely irrelevant phenomena.

This research will build upon my previous studies on outgroup construction in medieval England and apply the methodologies of communities of practice and critical discourse analysis advocated there.

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Rayavarapu Vennela (University of Hyderabad)

Using methodology - Ethnohistory and its relevance in studying English Language Education (ELE) in 19th-century British India

This paper charts the trajectory of ELE in colonial India. Specifically, it attempts to exemplify and contextualize ethnohistory as a possible methodology for a historiography of ELE in 19th century India. The sub-themes of this paper will include:

- The use and misuse of ethnohistory as a methodology and
- A few types of methods and approaches used in as part of ethnohistory.

When East India Company was formed in India, English language contact has not first reached Madras. Firstly, Bombay and later Bengal presidencies were the cultural centres of language contact, educational reform and policy (Schneider, 2011). Many colonial educators such as Mackenzie, Ellis and James Stuart Mill attempted to implement those educational processes operational in Bengal presidency in colonial Madras too. Not all English language is considered for English education in the colonial period. For example, Butler English prevalent in the second half of the 19th century (Hosali, 2005) was not a useful. This paper is also an attempt to highlight the intricacies and selection involved in English language education in 19th century India.

The British educators and occidental advocates (see Soobrow, 1873) in the 19th century argued for 'quality' education in both vernacular and English languages. This paper will attempt to argue that English language education – the policy (educational policies, curricular directives and government circulars) and practice (textbooks, guidebooks, question papers and teacher manuals) have effectually performed a gate-keeper function of what comprises of 'knowledge' and 'education' for colonial Indians. This study also highlights the differences in English educational policy and reform of Bengal and Madras Presidencies.

Heimir van der Feest Vidarsson (University of Iceland)

A peek inside the norm factory: Reykjavík grammar school student essays (1846-1904)

Educational institutions are often credited with the relatively successful implementation of language norms on the assumption that such authorities had sufficient resources to qualify as ‘mega actors’, capable of influencing aspects of social life (Deumert 2003:53). The situation in nineteenth-century Iceland is of a particular interest in this respect in that the language norm authorities are generally depicted not only as extremely powerful but inherently homogeneous entities: “Since there was only one secondary school, the language missionaries succeeded in halting and reversing the changes in Icelandic.” (Kusters 2003:184). To date, most claims to this effect have been based on evidence from printed grammars and other (meta)linguistic discussion, e.g. in newspapers and periodicals. Only very little is known, however, about what really went on inside the school(s) in terms of norm codification and implementation. Was it the case that the norm makers all agreed on the course of the standardisation process? To what extent were their goals actually achieved?

In this paper I provide an overview of the empirical sources to which we have access in order to re-evaluate the nature and effects of language standardisation. I will focus my attention on evidence provided by school assignments from 1846-1906, recently ‘discovered’ and published in part by Ólafsson (2004). These assignments contain, among other things, Icelandic essays about a certain topic written by the students and supplemented with corrections from the teachers regarding spelling, punctuation, style but also grammar, usually in the form of underlining. The (other) fascinating fact about these data is that corrections may, at least in some cases, be directly linked to individual teachers, in that the name(s) of the teacher(s) involved in the grading process is duly listed on the assignment sleeve. On the basis of such material we can even go on and ask which linguistic features were/were not considered acceptable and whether we find diverging views among different teachers.

While an analysis of individual linguistic variables will not be attempted at this time, selected features will be showcased, both in terms of the corrections made (unfortunately excluded in Ólafsson 2004) and the actual language use of the students. Hereby, I wish to demonstrate how this potential treasure box complements the more traditional sources and how it offers a glimpse of “the ‘black box’ of historical pedagogy” (Vandenbussche 2007:29)—a peek inside the norm factory.

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Nicholas Wolf (New York University)

Educational expansion, language shift, and questions of correlation in nineteenth-century Ireland

Focusing on HiSoN 2016's theme of understanding the "social" through a focus on the relationship between major socio-cultural turning points and linguistic practices, this paper will examine the touchpoints between one of the major transformations in nineteenth-century Irish-speaking Ireland, the establishment and expansion of a centralized primary school system, and the significant change in language practices enacted by the rise of bilingualism in the country and, in many areas, the shift to English monolingualism.

For many years, following the claims of turn-of-the-century nationalists, scholars argued that this relationship had been one of straightforward causation: the rise of the school system and its espousal of English instruction had been a major factor in encouraging language shift. But by the 1960s, a handful of scholars began to challenge this conclusion based on questions of timing. This paper will expand on this trend in two ways. First, it will offer new evidence using geospatial analysis about the uneven distribution of the new schools that favored the founding of schools in parts of Ireland that had already undergone a shift. Second, using schools reports, local administrative records, and surviving oral histories, it will look at the complicated ways in which the new schools both fostered an interest in acquiring English even as they deployed a teaching technique—English immersion—that was all too often ineffective in preventing the Irish language from being used by the community.

Abstracts – Panel “Historical Code-switching and Multilingualism”

Friday 11 March

Tuomo Fonsén (University of Turku)

Early Modern pedagogic German grammars in the Swedish Kingdom

What can we learn from the early history of teaching and learning foreign languages? This question is of interest for both linguistics and cultural history, and exploring the Early Modern German grammars from the Swedish Kingdom (Sweden, Finland, Livonia) will provide an interesting viewpoint into it. We will be able to see that much attention was given to foreign language instruction already in the past.

While the history of grammaticography (writing of grammars) is a well-established field in linguistics, until now it has one-sidedly concentrated on the native grammars, whereas the grammars for foreign language instruction, printed outside the native speakers' home countries, are largely neglected. This is a major shortcoming, for the pedagogic grammars can even surpass the native grammars in their accuracy of grammatical description. Moreover, they form a versatile and historically important genre of their own.

Early foreign language grammars are certainly more than dusty relics of a long bygone era – they allow us a fascinating glimpse into the cultural meaning of language education. In the Swedish Kingdom twelve different authors are known to have published German grammars during the 17th and 18th centuries, which amounts to a substantial body of Early Modern grammars. Still, apart from general overviews, they have not yet been explored in detail, with the exception of *Grammaticae Germanicae synopsis* (Turku 1667) by Johannes Gezelius which was altogether the first German grammar printed in Northern Europe. For the sake of comparison, the first German grammar for the English was the *High Dutch Minerva* (London 1680) by Martin Aedler.

The German grammars from the Early Modern Swedish Kingdom offer truly different and exciting insights into the German grammaticography. Thanks to our external perspective, in Northern Europe we are able to provide a contribution to it that the Germans could not do themselves. An overall aim of the project is to encourage wider cross-cultural studies of grammaticography.

The theoretical framework of the study is rooted in the pragmatic history of language (the historical language usage in a given time and place). The topics to be addressed include the following:

- Sources used by the authors
- Contrastive approach
- Language criticism (linguistic interference)
- Language-philosophical standpoint (analogy vs. anomaly)
- Pedagogic recommendations
- Metalanguages and code-switching
- Layout (visualisation)
- Authors and recipients

As a general outcome, an interpretation of the change and continuity (tradition and breaks in tradition) in grammatical and pedagogical thought will be established, reflected against the historical backdrop of the Early Modern North.

Richard Ingham (Birmingham City University), Louise Sylvester (University of Westminster), Imogen Marcus (Birmingham City University)

Loans and code-switches in medieval English text types

This paper seeks to address the status of lexical items historically as loans or code-switches by taking account of their contexts of use.

The Middle English Dictionary (Kurath, Kuhn & Lewis 1952) lists large numbers of foreign-origin items which failed to survive into modern times. They may have become established loans and then succumbed to the normal processes of attrition and replacement (Prins 1941, Weinreich 1968). Alternatively, their MED attestations were code-switches into the source language, and they failed to become established as loanwords. Given the frequency claimed for medieval code-switching (Schendl & Wright 2011), the latter would be unsurprising. However, distinguishing a loan word from a code-switch is notoriously difficult (cf. Poplack 2012, Durkin 2014) and poses a problem to researchers seeking to assess historical contact influence. Text types in the later ME period now included scientific and technical writing (Pahta 2004, Pahta & Taavitsainen 2010), and mixed language texts (Wright 2002), making the status of a foreign-origin word-form as an established loan or a code-switched/nonce-borrowed item often difficult to determine. Taking instances in isolation is of little help: the project work reported here sets out how in particular lexical domains we attempt to address this distinction, by categorising text-types in which a French-origin target item is found, and by considering its length of attestation in MED.

This approach produces a small but non-trivial percentage of code-switches, words that do not occur outside mixed language texts. These French-origin items are not found in the dominant/matrix English language sources cited in the MED. Typically, they are single or rare citations not enjoying a period of use over an extended timespan. The paper is illustrated by case study treatments of individual items displaying characteristic features of items categorised in this way.

Kaidi Kriisa (University of Tartu)

Language change in the 17th-century Dorpat University's academic writings - students' scholarship applications as rather exceptional examples of multilingual practices

For scholars in Europe especially, the early modern period is recognized as an era when Latin held a dominant position in almost each and every sphere of the academic world, being intimately involved in the life of an educated man. The use of *Lingua Latina* was a test of the erudition and wisdom of a person, and it was customary that both the language of communication and of learning of intellectuals were to a great extent Latin-based. In this respect, the 17th century Academy of Dorpat (Tartu) was no exception. At least that is the general idea we get on the basis of the existing and accessible historiographical literature about the languages used in the University of that time.

In accordance with the reference literature, and the first Statute of the *Academia Gustaviana* (1632–1656), especially, the language of instruction was Latin. Yet, other classical languages, such as Hebrew and Old Greek, were also used, especially on theological courses. The only requirement for students in order to be immatriculated to the university was the ability to understand the reading materials for the courses in the Academy's first period (i.e. *Academia Gustaviana*, 1632–1656), and take an exam in Latin in the second period (i.e. *Academia Gustavo-Carolina*, 1690–1710).

When analyzing the 17th century academic writings of the University of Dorpat from the aspect of linguistic performance of the intellectuals on the basis of the extant academic material, the picture we get differs greatly from the previous idea of the early modern period's University being almost exclusively Latin-centered. Therefore we could formulate a hypothesis of the 17th century University of Dorpat being rather multilingual.

The given hypothesis will be supported by examples of historical language variation and change occurring in academic writings, concentrating on one of the sub-genres of letters – a group of students' scholarship applications from the last decade of the *Academia Gustavo-Carolina* period. As those applications' linguistic performance clearly deviates from the conventional practice in all the other types of academic letters, it provides us with an interesting comparison material in letter-genre. Applications will be compared with both, conventional mixed-language letters and applications written entirely in Latin, drawing attention to the following questions: (1) how codes are switched in different sections, distinguishing between opening and closing clauses, and the content parts; (2) how does the frequency of switches change in different text types (personal letters vs scholarship applications) due to the formulaic language used in those text sections, and (3) what are the main types of language-mixings within the applications.

Context, social roles and linguistic practices: Language choice and code-switching in early modern school drama

Language choice and code-switching can be studied from both macro- and micro-sociolinguistic points of view. The former consists of, for example, identifying domains where different languages are used, while the latter entails the study of these strategies in specific contexts or within the confines of individual communicative events (e.g. McClure & McClure 1988). In the field of historical code-switching studies, previous research has shown that the choice of language (and switching between them) is often connected to such functions as identity-construction and the negotiation of social roles (e.g. Adams 2003; Davidson 2003; Nurmi & Pahta 2010). The present paper contributes to the current discussion of historical code-switching by studying the linguistic practices of one speech community from both macro- and micro-sociolinguistic perspectives.

The material consists of school drama performed (and partly composed) at the King's School, Canterbury, between approximately 1665-1684, and surviving in the *Orationes* manuscript (CCA Lit. Ms E41, Canterbury Cathedral Library). The plays can be divided into four subgenres according to the occasion of their performance, and the roles played by different languages (mainly English, Latin and Greek) vary according to the subgenre. For example, the choice of a 'main language' is connected to the subgenre in question. The micro-level analysis will utilise especially the concept of face (e.g. Brown & Levinson 1987) in explaining the dynamic connection between language choice and the social roles of the characters. The paper illustrates how the same linguistic strategies are used for radically different effects according to the context and the social roles of the interactants and how the 'macro context' and the 'micro context' interact with each other.

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Methodological considerations in analysing the functions of code-switching in Cicero's letters

Over the past few decades, there has been increasing interest in code-switching (henceforth CS) in historical texts. The focus in previous research has been on the functions of CS in particular. However, the functions themselves have not necessarily been explicitly defined in terms of a particular theoretical framework. Furthermore, few studies have analysed CS as part of a system of linguistic strategies; thus they do not show how CS differs from other strategies, or how it functions in combination with them. Our aim is to contribute to this discussion by analysing the use of CS in the letters of M. Tullius Cicero (106–43 BC). Our point of departure is the finding, presented in earlier studies (e.g. Adams 2003), that *solidarity* is an important function of Greek in the letters. We apply a novel theoretical framework in order to answer two related research questions. First, how can we define *solidarity* in terms of pragmatic theory, and how can such a definition be applied in the analysis? Second, what other linguistic strategies are used to achieve the same function?

The framework we apply has been developed preliminarily in two other studies (Mäkilähde 2012; Mäkilähde *in review*). The basic idea behind this framework is to combine a data-driven approach with a theory-driven one; in the present context, these correspond to philological close-reading and linguistic pragmatics. By applying this framework, we are able to show that one of the functions of CS in Cicero's letters may indeed be solidarity, but that the type of solidarity achieved may differ from one context to another. Furthermore, Cicero makes use of several different linguistic strategies (e.g. the use of jargon or quotations) to achieve solidarity with his addressees, and the choice between these strategies is intimately connected to the roles assumed by the sender and recipient of the letters (e.g. hellenophile vs. lawyer).

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Delia Schipor (University of Stavanger)

Multilingualism in the Jervoise Family Collection at the Hampshire Record Office

The proposed paper investigates two multilingual phenomena, code selection and code-switching, in documentary texts dated to 1400-1525 from the Jervoise Family Collection located at the Hampshire Record Office in Winchester. This study forms part of a research project on which I am currently working, titled Multilingualism in the Late Medieval Material of the Hampshire Record Office.

The Jervoise Family Collection contains 426 items from the period 1400-1525. The collection contains material related to the family's estates, in the form of manorial records, court records, grants, bonds, leases, surveys, rentals and estate and family correspondence.

The languages used for these documentary texts are Latin, English, and French. In some cases all three languages or two of the languages, mostly Latin and English, are used together in the same text, but most texts in the collection are written in one of the three languages. The main aim of this paper is to answer the following research questions:

- How many texts are there in Latin, English and French? Is there a connection between the choice of language and genre and chronology?
- In which texts does code-switching occur? What are the pragmatic functions of code-switching in the multilingual texts?

Code selection is here defined as the choice of different languages for different texts. Code-switching is defined as the alternation between two or more languages within the same text. The distribution of the three languages within the collection is considered a result of a conscious code selection process as part of the literacy practices involved in formal writing contexts. Code-switching, on the other hand, may be both planned and spontaneous. Switches are interpreted pragmatically and analyzed in connection with the type of texts in which they occur.

During the fifteenth century there was a language shift from Latin and French to English in legal-administrative writing in England. Henry V chose English as the language of his Signet Office in 1417 and in 1422 the London Brewers Guild followed suit (Suggett, 1946: 62). This transition was a gradual process which developed differently across the country. In some cases individual scribes seem to have shifted at their own pace (cf. Schipor, 2013). This shift is studied in detail in the Jervoise Family Collection by looking at the chronological evolution of language choice according to genre.

Code-switching seems to have formed part of the multilingual literacy practices employed in the processes of this language shift, and there are indications that both the frequency and use of switches change as the shift proceeds (Schipor, 2013). Studying the pragmatic functions of code-switching is important because it gives an insight into the changing roles of the languages involved and the literacy practices associated with the shift.

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The functions of English and Latin in late medieval English land surveys

Land surveys form one of the typically multilingual text types in late medieval England. As with most document types, the dominant language of these documents throughout the fifteenth century was Latin; however, English was increasingly used for parts of the document, and surveys were also written wholly or mainly in English. What makes bilingual land surveys special is that the functions and visual encoding of the Latin and English parts sometimes appear opposite to those which we might expect in late medieval bilingual texts, with decorated and highlighted headings in English followed by plain blocks of text in Latin. In such texts, the traditional hierarchy of scripts (Parkes 2008: 108) may also be reversed, so that a formal script (*textura* or *anglicana formata*) is used for English and a cursive *anglicana* one for Latin.

The proposed paper presents a study of some 30 land surveys of the fifteenth and early sixteenth centuries, many of which will be included in the *Corpus of Middle English Local Documents* (MELD), being compiled at the University of Stavanger. It traces the evolution of the “highlighted English” pattern in this material and relates it to discourse structure and visual patterns in both mono- and bilingual surveys. In addition, it discusses the pragmatic functions of the English and Latin portions and assesses their degree of complementarity.

The practice of highlighting the English portions in a Latin text would certainly have added to the reader-friendliness of a land survey in the fifteenth and sixteenth centuries. At the same time, as it seems to differ from the usage in other bilingual document types, where Latin is commonly used for headings, introductory and closing phrases and the like, its development is of some interest. While the similarity of the English passages to Anglo-Saxon boundary clauses may suggest a connection, assuming a continuity is problematic. Instead, the evolution of habits of visual organization by place-name may have encouraged the development of a practice largely equivalent to, but independent of, the Anglo-Saxon boundary clause. A major difference between the two lies in the central and highlighted position of the English text in the late medieval surveys, which, it is here suggested, is a powerful statement of the changing status of English.

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Multilingual literacy practices in Lithuanian correspondence: A case study of one family's letters

The first half of the twentieth century was rich of social and political events that had a transforming effect on Lithuanian society. The establishment of the modern ethnic-based Lithuanian state in 1918 determined nationally-oriented government policies that, among many other processes, reversed the linguistic power balance by shifting the role of official and dominant language(s) previously held by Polish, Russian (and to a certain extent German) to Lithuanian. These linguistic shifts had an impact on individuals' language practices, preferences, and choices, most importantly on those individuals whose linguistic and literacy practices were not primarily shaped by Lithuanian.

By treating family correspondence as “a microcosm of linguistic communities” (Martineau 2013: 141), in this presentation I will attempt to reconstruct one such “microcosm” of a multilingual linguistic community by analyzing a set of one family's correspondence. The correspondence of the Edvardas Butkus' family consists of 37 letters written by 10 writers from 1907 to 1968 (with most of the letters written in the 1920s and 1930s). The data consists of letters sent by Butkus's close and extended family members, as well as friends. The addressee's social circle (viz. correspondents) comes from a specific area in Lithuania, namely, a part of Kaunas region that historically had a substantial Polish speaking minority, which during the interwar period was affected by Lithuanization policies led by the government.

Given the lengthy time period that the data reflect, my main concern while investigating these letters is to analyze how the historical, social and political changes affect and correlate with the linguistic behavior of letter writers. I will focus on the language preferences, written variety choice and code-switching practices observed in the letters and how these are linked to external, viz. societal and individual's life changes.

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Flags of war: Multilingual and metadiscursive practices in Early Modern English military writing

Research on code-switching has long recognized *flagging*, or various linguistic and paralinguistic features that draw attention to the change in languages, as a not uncommon trait of multilingual discourse in certain communities. The means by which writers and speakers can signal their awareness of their language choices include metalinguistic commentary, such as explicitly naming the language used, and translating or explaining the foreign-language element (see e.g. Poplack et al. 1989; for historical material, see e.g. Pahta 2004 and 2011). Despite their prevalence, however, these practices have not formed the focus of earlier studies of historical code-switching, nor have they been related in detail to other types of metadiscourse, i.e. the strategies writers use to ensure their readers' understanding of the text and to guide their interpretation of it (Hyland 2005).

The paper examines the diachronic, sociolinguistic and text-typological patterning in the metadiscourse related to multilingualism in military writing from sixteenth- and seventeenth-century England. In this era of dramatic changes in tactics, technology and the social impact of warfare, tens of thousands of Englishmen fought abroad as mercenaries, conscripts and volunteers. To serve the burgeoning professional community of soldiers as well as a wider readership, military writers produced a variety of literature that disseminated information on innovations and effective conduct of war (e.g. Scannell 2015). This required finding ways to express new terms and concepts, learned through personal experience in the field or the perusal of foreign works, in a manner that was accessible to English readers and prepared them for the multilingual realities of service on foreign soil. Are the metadiscursive strategies employed for this purpose shared across the community of military writers, or do they distinguish specific groups or individuals? The findings provide a first step toward an analysis of the interaction between writers and readers in an early modern discourse domain whose linguistic practices have so far received very little scholarly attention.

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Genre-specific variation of codeswitching in Judaeo-Arabic letters

This paper investigates the variation of codeswitching within the epistolary writing of the Cairo Geniza as found in the correspondence of the 11th-century Jewish community leader Daniel b. Azariah. Daniel left behind a large number of letters on different topics, which show a varying amount of codeswitching from Judaeo-Arabic into Hebrew. Analyses make it clear that he varied the Hebrew and Aramaic content of his letters according to the content and addressee of the correspondence, and that he was very much aware of which register and which amount of codeswitching into Hebrew was appropriate for which audience and for which purpose of the letter.

The analyses demonstrate that code-switching to Hebrew appeared to have enjoyed the highest prestige in correspondence pertaining to religious matters. The percentage of Hebrew and Aramaic in these letters could range between thirty and forty percent. Letters mainly concerned with political content use Hebrew and Aramaic less frequently than religious letters, with the proportion of Hebrew/Aramaic between 6% and 27% of the total letters. In Daniel's mercantile correspondence, however, there is a sharp drop of Hebrew/Aramaic content, and the few Hebrew phrases do not normally exceed 2% of the total word count in the letters, despite the fact that all these letters were addressed to fellow Jewish businessmen. This corresponds to analyses of a corpus of mercantile letters written by a variety of Judaeo-Arabic Geniza authors, which exhibit a stable number of under 2% Hebrew content, with some showing no Hebrew/Aramaic forms at all.

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Functions of code-switching in the *Electronic Repository of Greater Poland Oaths 1386-1444* (ROThA)

This paper presents a project in progress, the first *Electronic Repository of Greater Poland Oaths* (ROThA) covering the period 1386-1444 (National Science Centre grant, 2015-2018). The Greater Poland court oaths are the oldest extant collection of secular texts written largely in Polish, hence their central significance for the history of the language, in particular in its 'national' dimension. However, the prevailing monolingual perspective on the data (e.g. Czachorowska 1988, Trawińska 2009) disregards the profoundly multilingual nature of scribal practices in Europe at the time (see Adamska 2013, Kopaczyk 2013).

The main focus of the corpus under construction is to characterise multilingualism as a social and cultural phenomenon in late mediaeval Greater Poland and its representation in the court oaths, with specific focus on the Polish-Latin and Latin-Polish code-switching (see Pahta 2012 for a recent overview of code-switching in historical texts). The starting point for text selection is the philological edition of the material which covers 6350 oaths from six different locations (Kowalewicz and Kuraszkiewicz 1959-1981). The structure of the corpus has already been established with regard to the potential research questions, representativeness and balance, so the next step in corpus design focuses on how to capture and categorize the instances of CS. In particular, diachronic changes in CS types and functions are expected, as the dynamics of Latin and the vernacular in the judicial system disappears gradually and gives way to Latin only records in the 1440s.

Specifically, the paper focuses on the mark-up scheme for default CS categories on the general level of CS functions and presents some problematic cases. We also touch upon the issue of multiple tagging, which is particularly sensitive in the case of specialised corpora serving multiple and diverse audiences (i.e. a multipurpose corpus) (Grund 2012).

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