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constituting texts and text types; 4.2 Context-sensitive formulaic language

5. Letter-writing traditions and the sources of formulae6. A note on grammatical analysis and the role of formulaic language; 7. Final note; References; Performing Identities and Interaction through Epistolary Formulae; 1. Introduction; 2. Background of writing in Finnish; 3.

Formulae and their models in letter writing; 4. Person marking and group style; 5. Educated writers and audience design; 6. Conclusions; References; Appendix; Karvija maalisuun10 p 1890; Hartaasti Lempiva Miehenin F Oskar H.; Fanny to William; 1. Introduction; 2. Discursive practice in Fanny's letters

3. Choice of topics in Fanny's letters4. Concluding remarks; References; An atypical commercial correspondence: negotiating artefacts and status; 1. Introduction; 2. Corpus and methods; 3. Analysis; 4.

Concluding remarks; References; Reporting the news in English and Italian diplomatic correspondence; 1. Introduction; 2. Blackwell's correspondence to the secretary of state; 3. Francesco Terres's correspondence to the secretary of state; 4. Conclusions; References; Primary sources; Secondary sources; Letters as Loot; 1. Tracing linguistic variation; 2. Confiscated letters in times of war

3. The linguistic perspective4. The letters as loot-corpus; 5. Writing experience in the last decades of the eighteenth century; 6. H-dropping in letters to and from Zealand; 7. N-deletion in letters from three female scribes; 8. Variation in the use of epistolary formulae; 9. Conclusions; References; The problem of reading dialect in semiliterate letters; 1. Introduction; 2. Early nineteenth-century Lancashire; 2.1 Industrialisation; 2.2 Evangelicalism; 2.3 Literacy and the early-nineteenth-century working classes; 3. The corpus; 4. Evidence for linguistic variation and change

4.1 Phonological

Sommario/riassunto

In recent years there has been a renewed interest in correspondence both as a literary genre and as cultural practice, and several studies have appeared, mainly spanning the centuries between Early and Late Modern times. However, it is between the eighteenth and nineteenth centuries that the roots of contemporary usage begin to evolve, thanks to the circulation of new educational materials and more widespread schooling practices. In this volume, chapters representing diverse but complementary methodological approaches discuss linguistic and discursive practices of correspondence in Late