

Table of Contents

1.	Introduction	11
2.	The Research Context	19
2.1	Folk linguistics / Lay linguistics	19
2.2	Standardisation	22
2.2.1	Selection	31
2.2.2	Criteria	33
2.2.3	Maintenance of the standard variety	42
2.2.4	The language codex	42
2.2.5	Linguistic models and experts	44
2.2.6	Prescriptivism	46
2.2.7	Lay linguistic <i>Sprachkritik</i>	50
2.3	Methods of data selection	53
2.3.1	Sources of data	53
2.3.2	The morphosyntactic constructions	55
3.	The History of Standard German	59
3.1	The standardisation of German up to 1600	59
3.2	<i>Sprachvorbild</i> in the sixteenth and seventeenth centuries	63
3.3	Baroque language societies (<i>Sprachgesellschaften</i>)	67
3.4	<i>Ursprache</i> and <i>Sprachgeist</i>	69
3.5	The <i>anomalia-analogia</i> debate	70
3.6	The eighteenth century: Gottsched and Adelung	71
3.7	The effectiveness of the grammarians	72
4.	The Earliest Stigmatisations	75
4.1	On the nature of stigmatisations	75
4.2	Delimiting and defining standard German	77
4.3	Corrupting influences	81
4.3.1	Foreign influence	81
4.3.2	Dialects	83
4.3.3	Sociolects	86
4.4	“Natural” language change vs. effective prescription	87
4.4.1	<i>Beyde X und Y</i>	87
4.5	Language prescription as theory and practice	91
4.6	Finding the right data: which grammar to choose?	95
4.7	The interesting case of foreign-language (L2) grammars	96
4.7.1	The quality of the target German	96
4.7.2	Regional German	97
4.7.3	Oral German	98

4.7.4	The difference between L1 and L2 grammars	99
4.7.5	The beginnings of teaching German as a foreign language	100
4.8	Language prescription and language use: evidence from BONN	104
5.	The Nineteenth Century to the Present Day	107
5.1	The historical and social context	107
5.1.1	The nineteenth century	107
5.1.2	The twentieth century	114
5.2	The data	120
5.2.1	Grammars and usage guides	120
5.3	The morphosyntactic constructions	124
5.3.1	Temporal <i>wo</i> : <i>an dem Tag wo / als / an dem</i>	124
5.3.2	<i>In 1987</i>	133
5.3.3	Plural <i>s</i> : <i>die Onkel / die Onkels</i>	135
5.3.4	Conclusions	143
5.4	Schools / Language norm authorities	144
5.4.1	Expectations of teachers	145
5.4.2	Earlier studies of teachers' norm knowledge	147
5.4.3	New research	148
5.4.4	Conclusions	154
5.5	Conclusion	154
6.	The Morphosyntactic Constructions	157
6.1.	The Periphrastic Possessive: <i>dem Mann sein Pferd</i> vs. <i>das Pferd des Mannes</i>	157
6.1.1	Background	157
6.1.2	The grammarians and prescriptivism	159
6.1.3	Conclusions	165
6.2	Adjective declension: <i>mit großem rotem / roten Mund</i>	169
6.2.1	Background	169
6.2.2	The grammarians and prescriptivism	173
6.2.3	Reasons given for prescriptions	181
6.2.4	Conclusions	183
6.3	<i>Wie</i> in comparative constructions: <i>größer wie / als</i>	184
6.3.1	Background	184
6.3.2	The grammarians	187
6.3.3	Usage	193
6.3.4	Conclusions	195
6.4	Case selection with <i>wegen</i> : dative or genitive	197
6.4.1	Background	197
6.4.2	<i>Wegen</i> : usage	199
6.4.3	The grammarians' views on <i>wegen</i> in the history of German	200

6.4.4	Conclusions	208
6.5	The use of <i>tun</i> as an auxiliary	211
6.5.1	Background	211
6.5.2	<i>Tun</i> since the ENHG period	212
6.5.3	The stigmatisation of <i>tun</i> in prescriptive grammars	213
6.5.4	Conclusions	223
6.6	Diminutive suffixes: the choice of <i>lein</i> or <i>chen</i>	224
6.6.1	Background	224
6.6.2	The history of <i>lein</i> and <i>chen</i>	226
6.6.3	Diminutives in modern standard German	229
6.6.4	Grammarians and prescription	229
6.6.5	Language use	231
6.6.6	Language rules	232
6.6.7	Conclusions	240
6.7	“Der Teutsche lâßt Nein Nein und Ja Ja sein” (Bödiker 1690)	241
6.7.1	Background	241
6.7.2	The sixteenth and seventeenth centuries	243
6.7.3	The eighteenth and nineteenth centuries	246
6.7.4	The stigmatisation of polynegation since 1900	252
6.7.5	Conclusions	258
6.8	General conclusion	260
7.	The Relationship between the Codex and Bad German	261
7.1	Reasons for stigma	262
7.2	Polynegation	264
7.3	<i>Wegen</i> + dative	265
7.4	Temporal <i>wo</i>	266
7.5	Codification in other languages	267
7.5.1	Durrell (1999): on the codification of English and German	269
7.6	The loci of standard German	276
	Bibliographies	283
	Appendix 1: Corpus of Seventeenth-century German	319
	Appendix 2: Corpus of Nineteenth-century German	321
	Appendix 3: Questionnaire Used in Survey of Teachers	325
	Index of Names	329
	Index of Topics	335