



Universidad de Valladolid

Facultad de Filosofía y Letras

Grado en Estudios Ingleses

**Voices from the Pitch: A comparative study
of British dialects in videos about rugby**

Jaime García Zalama

Tutora: Laura Filardo Llamas

Departamento de Filología Inglesa

Curso: 2022-2023

ABSTRACT

Languages are modified for many reasons, and from these modifications come dialectal varieties. The purpose of this dissertation is to analyse different dialects of the British Isles in order to find a possible dialectal identity, those dialects are Hiberno-English, English, Scottish English and Welsh English. I will provide a historical-linguistic context for each area in which the dialects studied are spoken to understand how English reached every region. I will explain previous studies on the description of dialects that will give me guidelines for the analysis. To reach the objective, a corpus has been created for each variety through rugby interviews from professional players and coaches. I will then develop the characteristics found in the corpus, the results will be shown quantitatively and discussed. The results reflect that a dialect can be a symbol of identity in some regions.

Keywords: British English, Dialect, Identity, Sociolinguistics, Interview.

Un idioma cambia por diferentes razones, y de estos cambios surgen las variedades dialectales. El objetivo de este trabajo es analizar diferentes dialectos de las islas británicas para encontrar una posible identidad dialectal, dichos dialectos son los hablados en Irlanda, Inglaterra, Escocia y Gales. Proporcionaré un contexto histórico-lingüístico de cada zona en la que se hablan los dialectos estudiados para entender cómo llegó el inglés a cada región. Explicaré estudios previos sobre la descripción de dialectos que me darán pautas para el análisis. Para lograr el objetivo se ha creado un corpus para cada variedad mediante entrevistas de rugby de jugadores y entrenadores profesionales. A continuación desarrollaré las características encontradas en el corpus, los resultados se mostrarán cuantitativamente y se discutirán. Los resultados reflejan que un dialecto puede ser símbolo de identidad en algunas regiones.

Palabras clave: Inglés británico, Dialecto, Identidad, Sociolingüística, Entrevista.

Table of contents

1. Introduction	8
2. Literature review	9
2.1 Context	9
2.2 Previous studies	11
3. Data and method	16
3.1 Features analysed for this study	19
4. Analysis of the results	25
4.1. Quantitative results	25
4.2. Discussion	33
5. Conclusion	36
6. References	37
7. Appendix	41

1. INTRODUCTION

This study describes some English dialects, different varieties of the English language. The dissertation focuses exclusively on dialects spoken in the British Isles which, despite the proximity, have substantial linguistic differences. These dialects will be Scottish, Welsh English, Hiberno-English -from Ireland- and English. I will analyse those linguistic differences using interviews, the corpus is focused on oral productions by British rugby players and coaches.

The aim of this study is to check dialectal differences as well as to analyse whether a dialect can be a symbol of identity in one of the regions studied. I want to show that in some regions the dialect is another sign of identity of that specific region. The evolution of the dialect in certain places is such that I can identify a person from that place by the way he or she speaks. This occurs because it follows a series of morphological and syntactic characteristics that incriminate it in a specific region.

As a means to analyse the speech from different dialects, I will put into historical context in order to understand certain differences in the development of each dialect. Moreover, I will describe the previous studies related to the description of dialects as I have applied the procedure used by linguists in their dialectal descriptions. After I will go on with the analysis of some specific dialectal features, these specific characteristics have to do with lexical and morphosyntactic characteristics. I will analyse the results of the corpus in a quantitative study and its subsequent discussion in order to achieve the aim of the study. Dialectal characteristics will be compared between countries to check for dialectal identity. This will be done by checking the presence of the characteristics found in all the varieties analysed.

As described above, the aim is the analysis of linguistic features of each variety, to prove if any English dialect has individual and specific features. British English is said to be uniform for all the islands and this study will attempt to show that this generalised truth is false and that there are differences in the language within the islands themselves. It is true that there are many grammatical and lexical differences between British and American English. However, British English is not uniform in geographical terms, as there are linguistic differences that give rise to different varieties or dialects. This idea is

supported by numerous linguists who have been describing the dialects and who proclaim the linguistic differences between the varieties. What is more, it is interesting to see how the same language varies in such small spaces and how it can also be that differences a sign of identity in these regions.

2. LITERATURE REVIEW

2.1 Context

In order to understand why each variety has some differences from the others, I briefly develop the historical and linguistic connection of each of the four regions. The aim of contextualisation is to understand that over the years several languages have coexisted in the territories where the analysis is to be carried out, the co-existence of different languages is one of the reasons why a language can be modified. Therefore, it can be one consequence for new and different dialectal varieties. As it will be seen below, co-existence with other languages is different in each territory, both in the language itself and in the historical moment in which this co-existence begins. The historical context is different for each dialectal variety. When English emerged in each area, how and what linguistic influences it has had are going to be commented. In each region there is a historical coexistence of English with other languages, which means that the development of English in each territory takes a different direction and acquires different linguistic characteristics, especially in territories where different languages are still spoken today.

English emerged in the British Isles with the Anglo-Saxon invasion of the 5th century from Germanic lands. The British Isles were already populated by Celtic tribes and Latin-speaking groups, Romans. In addition, there were also invasions from Scandinavia (Baugh & Cable, 1993). There was a mix of languages that led to the development of English as a language. The evolution through centuries was largely induced by the Norman conquest in 1066, the conquest “may have an impact on the development in the English language in the longer term” (Hogg, 1992, p. 1). The invasion caused French

to become the language spoken at the high court and that English people had to learn the invading language in order to prosper, giving rise to an era of bilingualism: “This feature is one which persists even in the present-day language, where, as in Middle English, we often find pairs of words with related meanings, one of which is English in origin, the other French”(Denison & Hogg, 2006, p. 15). From the 14th century onwards, the entire population spoke English, which led to the signing of the Statute of Pleading in 1362 recognising English as the unique official language. However, English was already heavily influenced by coexistence with French and bilingualism for about five hundred years, leading to grammar and new vocabulary changes. Over the following centuries to the present day, historical events have influenced the emergence of new vocabulary, from the Renaissance and the printing press to the World Wars, British supremacy and new technologies (Baugh & Cable, 1993). This has meant that varieties of English with different linguistic characteristics have developed all over England.

In the case of Wales, a Celtic language called Britons from those Celtic tribes developed in the 6th c approximately, and that language evolved into what is now called Welsh (Evans & Fulton, 2019). Due to the Act of Union signed in 1536 Wales became part of England and English would become the official language. (Davies, 2014). “For the first time, the English language was regularly heard at church services throughout Wales” (Evans & Fulton, 2019, p. 177). Centuries later historical events but especially the industrialization in 19th c. accelerated the disuse caused by the migration of English people to North Wales and accentuated the decline of Welsh. However, in 1967 the Welsh Language Act was signed and it made the use of Welsh official in courts and institutions. Radio and TV were introduced in Welsh, and a bilingualism policy was set up (Davies, 2014). What remains today in Wales is a situation of bilingualism where, despite periods of weak presence, a Celtic language, Welsh, coexists with a Germanic language, English, which has been influenced by the former in its expansion, resulting in the English dialect called Welsh English which has different unique characteristics. These unique features can be found today in the oral and written productions of a Welsh person.

In Scotland, until the intrusion of English due to the power of England and its subsequent annexation of kingdoms in 1603, two languages coexisted: Scots, which was more widely

spoken and of Germanic origin, and Scots Gaelic, of Celtic origin. The union brought about the linguistic immersion of English in Scottish territory, which displaced the pre-established languages. In the 18th c. English became the most spoken language here, and then a variety of English emerged and it was called Scottish English. Over the centuries Scottish English developed, co-existing with two different languages, something that is unique to this British variety (Macarthur, 2023). Furthermore, these languages Scots and Scots Gaelic, are still spoken in determined areas. Therefore, the development of what we call Scottish English today has been influenced by these two languages of different provenance, that peculiar situation gave Scottish English a unique set of phonetic and grammatical characteristics. Scottish English has a linguistic identity not seen in other varieties of English, that identity can be found in the way a Scottish person speaks or writes. However, it is the region where the other languages are least spoken, and where those languages began to decline first.

To end up, the last variety is the English spoken in the isle of Ireland, called Hiberno-English. It arises from the mixture of English, and Irish, a Celtic language (Hickey, 2004). The Irish contact with English occurred in the 12th century with the invasion of part of the island by the Anglo-Normans, which ended up with the emergence of an English-speaking area in Ireland. Despite the strong English influence, the Irish language remained legal until it was outlawed in the 17th century by the Anglicisation of Ireland, “a policy adopted by the English to make the Irish follow the English rule” (Paxton, 2020). From the 19th century onwards, there was a cultural revival in Ireland in which the use of the Irish language was again promoted (Ciosáin, 2016). Moreover, Ireland was the place where English later entered, and the evolution of English till became Hiberno-English was influenced by the pre-existing Celtic language thus developing unique dialectal characteristics. Due to those unique characteristics, we can identify an Irish person by the way he speaks and writes.

2.2 Previous studies

Sociolinguistics is the field of study which focuses on the different dialects and varieties of a language. Sociolinguistics can be defined as “the study of language in relation to

society” (Hudson, 1996, p. 1). The goal of sociolinguistics consists of analysing the uses of language in society and how society and the succession of historical events can influence the development of the language (Mallinson, 2015). Moreover, languages change and evolve and their evolution depends on the circumstances of each country where a language is used. Indeed, some linguists as Peter Trudgill analyse how these circumstances can influence the use of language in society. He discusses the relationship between language and different factors, even each language may have different linguistic patterns or aspects that differentiate it from other ones. One of the factors he analyses is social interaction. Trudgill analyses the linguistic differences when making a phone call in different countries, in Spain the first to speak is the receiver, while in France the first to speak is the caller. Another factor that can mark a language linguistically is the contact with another language, it is very common that due to invasions or migratory movements, a mixture of different languages is produced, modifying the original language of that area. Context is other factor, it is related to the situation in which the speaker is, such as the register that the speaker uses according to the situation. Languages as Spanish have *usted* as polite and formal style whereas the English language has not developed such a word. The human factor is the last one and it is related to how the progress of society can cause the rise of new words, i.e. ‘chairman’ was a traditional word in which only the male gender stands out, today, thanks to social progress and the search for equality, the appropriate word is 'chairperson' (Trudgill, 2001). These factors can develop certain unique linguistic features in languages and they can vary. While many possibilities can be found for exploring such variation, two are of particular importance: those related to grammar and vocabulary, frequently associated with the identification and description of dialects, and those related to pronunciation which frequently are related to accents. In other words, “the term dialect refers to varieties distinguished from each other by differences of grammar (morphology and syntax) and vocabulary (lexis)” (Trudgill et al., 1996, p. 13), and “the term accent refers to varieties of pronunciation” (Trudgill et al., 1996, p. 13).

English, like all languages, has developed different dialects over the years. What is more, English has evolved differently in various countries and continents, it has been analysed by linguists who argue that “there are extraordinarily many dialects since the English

language is spoken in many countries and functions as the lingua franca of the world” (Zolke, 2004, p. 2). Furthermore, English dialects share features, but at the same time, we can identify a person’s country of origin by his way of speaking (Walker, 2015). Statistical analyses of English speakers indicate that North America (United States and Canada) and the British Isles (United Kingdom and Ireland) represent the vast majority of native English speakers around the world (Kachru, 1985). For that reason, dialects in these areas have been the ones most extensively analysed. Although dialects and accents go hand in hand and one is necessary for the other, this section focuses on those studies that have been carried out on dialects, many of which also describe their accentual characteristics.

The dialects spoken in the British Isles have been also described in detail (Trudgill, 1979 & 1992). These writings describe in depth the dialectal and accentual variations present in England, as well as brief descriptions of the varieties spoken in Scotland, Wales, Ireland and Northern Ireland. These studies show how there are different dialectal areas inside England, which correspond to the counties themselves, for example, Merseyside (Liverpool area), East-Anglia (region of Norwich, Ipswich) or Western south-west (Cornwall, Plymouth areas) in the case of England. Other descriptions that complement the work of Trudgill can “provide the first perceptual dialectology survey of Scotland” (Kingstone, 2015, p. 315), the work describes the variety of Scotland dividing it into twelve regions on different scales according to different linguistic aspects.

Related to Irish English, the so-called Hiberno-English has been widely analysed describing that are the different dialects areas in Ireland: Dublin, Cork and Northern Ireland which, in addition, have some subdivisions within them (Amador-Moreno, 2020). Another resource to consider for the Northern Irish dialect differentiates three dialect zones: Ulster Scots, Mid Ulster English and South Ulster English (Corrigan, 2010). To end up with Hiberno-English there is a study which “offers a descriptive and contact-linguistic account of the grammar of Hiberno-English” (Filppula, 1999). This study shows its grammar and disassociating from traditional English as it is clear that there has been an influence from another Irish language which is Gaelic and that this dialectal variety, Hiberno-English, will be more distinct from those spoken in England.

In the case of Welsh English, there are studies which describe the grammar, phonology and lexis through a corpus of data collected from Welsh people. (Paulasto et al., 2016). To complement the descriptions of Welsh English, there are linguists who analysed exclusively Welsh English and its differences from the rest of the English varieties, linguistics focus on the differences in both pronunciation and grammar and vocabulary. The reason for the differences lies in the contact of different languages over the centuries, in the case of Wales between a Celtic and a Germanic one (King, 1993).

All the varieties of English throughout the world have been classified and a list of dialect characteristics has been made by Kortmann, Lunkenheimer and Ehret. They have created the World Atlas of Varieties of English (WAVE) based on the corpus compiled at Frias Institute from Advances Studies (FRIAS) . The characteristics, in turn, are divided according to their presence in each dialect. The following table shows the seven most significant characteristics of English, Scottish English, Hiberno-English, and Welsh English (WAVE, 2020):

English	Scottish English	Hiberno-English	Welsh English
Me instead of I	Me instead of I	Never as preverbal past tense negator	Me instead of I in coordinate subjects
Use of us with singular referent	Regularization of plural formation	Other adverbs have the same form as adjectives	Use of us + NP in subject function
Use of us + NP in subject function	Wider range of uses of progressive be + V-ing than in Standard English	Simple present for continuative or experiential perfect	Them instead of demonstrative those
Was for conditional were	Want/need + past participle	After as perfect tense mark	Other adverbs have the same form as adjectives
Multiple negation / negative concord	Existential there's/there	Existential there's/there	Was for conditional were

	is/there was with plural subjects	is/there was with plural subjects	
Like as a focussing device	Like as a focussing device	Like as a focussing device	Like as a focussing device
Forms or phrases for the second person plural pronoun other than you	Like as a quotative particle	Myself/meself instead of I in coordinate subjects	Object pronoun forms as possessive pronouns: first person singular

Table 1: Dialectal features (WAVE)

All these varieties within the British Isles can be compared to a dialectal variety called Standard English and an accentual variety called Received Pronunciation. Received Pronunciation is defined as the standard and formal pronunciation of British English and Standard English is defined as “a form of the English language that is commonly agreed to be the correct form of English” (Lallaway & Barnes, 2018, p. 36). That variety is well-known to be the formal Oxford English although Geoff Lindsey defines the variation as the upper-class variation of English and “old-fashionable and even comic” (2019).

All these studies on the varieties of English of the British Isles show that each region has a dialectal identity that differentiates it from the other areas. Even though each area has its own dialectal regions within, it is also possible to find shared features. Besides, identifying the main features of each dialectal variety, studies mentioned in this section also provide an overview of methodologies followed in sociolinguistics, these usually reflect the following procedure: collecting data from people born in a given country, creating a corpus, analyzing the corpus and, the final description of the dialectal features based on the corpus.

To sum up, English is a language which is spoken through many parts of the country, that does not mean that it is the same English, even at small distances like the British Isles there are phonetic and grammatical differences that make the regions acquire an identity that differentiates them from the rest. An example is the table 1 of British dialect characteristics. Furthermore, within a localized variety, as in Ireland, we find that different varieties are distinguished from each other. The development of a language

can be affected by multiple reasons, such as migration, social class, geography, or history.

3. DATA AND METHOD

For this dissertation, I have analysed four dialects from the British Isles, they are the variety spoken in England, Ireland, Wales and Scotland. The fact that varieties located so close to each other have their own characteristics that distinguish them from each other is an incentive for their comparative study. These varieties of English fall into the so-called mainstream dialects, which are a mixture of Standard English and Modern Non-standard English dialects, spoken today by the majority of the population (Trudgill, 1999).

In this study, following the procedures that have been developed previously for the description of the dialects, I will focus on the linguistic features of each variety, exclusively on the dialectal part which resides in morpho-syntactic aspects. Therefore, I have collected a corpus composed of interviews which are in the media and posted on networks such as YouTube. The interviews correspond to a European professional rugby tournament called Six Nations in which Wales, Ireland, Scotland, England, France and Italy participate. For the compilation of the corpus, I have followed several criteria:

Firstly, the language varieties chosen were Anglophone, English and its varieties, therefore interviews from France and Italy were discarded. Second, the interviews chosen for the corpus were to be conducted at the tournament held in 2023. The third criterion was spontaneity, the interviews did not follow a set script as they were free-response interviews. As interviews were spontaneous, I considered all oral production as part of the corpus, as well as successive repetition of words or use of filler words, such as 'you know' or 'I think'. The next criterion established was that the questions from journalists were not included in the compilation of the corpus because the linguistic background of them was unknown. The fifth criterion was the subject matter of the interviews which had to be purely rugby, preparation and match analysis, the interviews took place the day before the match or just after the match. To ensure that the last

requirement was fulfilled the videos had to be randomly selected from the official Six Nations tournament channel 'Guinness Six Nations' and the official Rugby Fans' channel 'RugbyPass'. In terms of quantity, the corpus was established between 2500 and 3000 words for each variety.

Among the participants are coaches and professional rugby players, although it is a tournament of nations all nationalities were checked at the official federations in order to avoid double nationalities corrupting the study. The following table shows the distribution of the corpus made up of four corpora, one for each variety analysed, as well as the utterer in each of them:

Variety	Name of participants	Birthplace	Video	Total words
Hiberno-English	Johnny Sexton	Dublin	I 1 st video: Min 0.00-0.55 Min 4- 4.35 Min 7.10- 8.55	2781 words
	Stuart McCloskey	Blackrock Bangor, Northern Ireland	I 2 nd video	
	James Ryan	Blackrock	I 3 rd video: Min 5.35-7.15 Min 8.30- END	
English	Andy Farrell	Wigan	E 1 st video: Min 1.20-3.40 Min 4.45-6.55 Min 8.55-9.40	2834 words
	Owen Farrell	Wigan	E 2 nd video: Min 5.20-8.58	
	Steve Borthwick	Carlisle	E 3 rd video: Min 0-5.20	

			Min 8.55-END	
Scottish English	Gregor Townsend	Galashiels	S 1 st video S 2 nd video: Min 4.30-END	2665 words
	Jamie Ritchie	Dundee	S 2 nd video: MIN 1.00-4.10	
Welsh English	Ken Owens	Carmarthen	W 1 st video: Min 4.10-5.40 Min 6.45-8.10 W 2 nd video W 3 rd video	2829 words
	Joe Hawkins	Swansea	W 4 th video	

Table 2: Participants

Within each dialect, we can find varieties with different characteristics, as in England some varieties cover the North and others cover the South or East, as in Ireland dialects from Dublin and Belfast are not the same. Because of that, I decided that there had to be a minimum of two participants from each dialectal region in order to discriminate as much as possible the possible variations within the dialects themselves. In the case of Ireland, a third participant from Northern Ireland was added, in the case of England it was also added as the first two participants came from the same locality. It is important to point out that the current whereabouts of each participant have not been taken into account, only their place of birth. However, it is worth noting that all participants started playing rugby from an early age in the localities where they were born, which means that they grew up in the place where the variety in question is spoken for this study. For example, the first English player, Andy Farrell, lived in Manchester until 2019, he lived for forty-four years in England. To analyze the dialectal identity in different varieties of a language it is important where the person analysed comes from, because the place where he was born, grew up and spent his childhood and adolescence gives him an identity, the accent and dialect (Trudgill, 1999).

The interviews were transcribed into a Word file. In order to analyse the interviews, the main dialectal features of each variety were considered according to morphosyntactic

and lexical features. For the search for the most important dialectal features, I have mainly focused on those identified in the World Atlas of Varieties of English, WAVE, produced in 2020. In WAVE all the dialectal features of the Anglophone varieties and their global distribution in the different varieties can be found, as well as the presence of each feature in each dialect. I focused on the most significant characteristics of each variety analysed in this dissertation defined by Kortmann in 2020 as pervasive or obligatory and neither pervasive nor extremely rare. All these characteristics were searched for in the corpus, annotating which features were found in each of the sub-corpora.

3.1 Features analysed for this study

I developed the explanation of each localised feature based on linguistic studies and put some examples from other studies. These studies support that these features are common in the dialects analysed. The features found can be classified according to syntactic and lexical: syntactic ones relate to grammatical constructions and word order, and lexical ones relate to the use of certain words in place of others with referential or semantic content (Kroeger, 2005). These characteristics can be divided according to their form, such as noun, adverb, verb and prepositional phrase, or by their function in the sentence as discourse marker or relativiser. Some of these characteristics coincide with Standard English, and some do not, but they are all linguistic characteristics that differentiate one variety from another.

An irregular use of articles. It is known about the differences in the use of the definite article 'the' and the indefinite article 'a', especially in British English, where there is an imbalance in their usage, 'the' is more used than 'a'. Studies claim that the constant contact with Celtic varieties may be the reason, and that is in the "parallel usages in the respective Celtic languages" (Filppula & Klemola, 2017, p. 162). This study shows the comparative use of the definite article 'the' in certain contexts in the dialects of the British Isles, resulting in it being used more frequently than in other global dialects. Filppula also concludes that there are certain British dialects which are more likely to overuse the definite article: "The highest percentage of use of the definite article in the contexts examined, however, is clearly in the traditional Irish English corpus" (Filppula & Klemola, 2017, p. 162).

Absence of plural after quantifiers. English differentiates the plural from the singular. Thus, 'cat' is in the singular, and has its plural 'cats'. As a general rule, the plural is formed by adding '-s' as a suffix to the noun, but there are irregular ones like 'child' 'children' or invariable ones like 'fish'. Sometimes there is a series of determiners that quantify the noun, and they indicate an exact quantity i.e. 'ten' or not i.e. 'a lot of' 'many'. As the quantity of the noun is greater than the unit the noun must be in the plural. However, this is not always the case as it is possible to find a quantifier followed by a singular noun. This dialectal characteristic can be found in British varieties: "A very widespread feature indeed in many non-standard dialects involves nouns ... not being marked for plurality: a hundred pound, five foot, thirteen mile" (Trudgill et al., 2013, p. 33).

'Them' as 'those', 'them' can be defined as a pronoun: "used, usually as the object of a verb or preposition, to refer to people, things, animals, situations, or ideas that have already been mentioned" (Cambridge University Press, n.d.). It is the objective case of 3rd person plural pronoun 'they'. But *Cambridge Dictionary* also accepts 'them' as a determiner whose definition is 'not standard for those' (Cambridge University Press, n.d.). Furthermore, Peter Trudgill describes 'them' as 'those': 'Look at them animals' as a dialectal feature found in certain British dialects, especially in Wales, Ireland and southern England (Trudgill et al., 2013, p. 33).

Subject pronouns drop (referential and dummy pronouns). A pro-drop language is a language in which an overt subject can be omitted and the number and person of that subject can be known due to verb agreement (Bouchard, 1983). English is not a pro-drop language, as sentences such as 'Think that can go' are not grammatical as the subjects are unknown. However, there are varieties of English in which the subject pronoun disappears in informal contexts. Thus, examples such as the following can be found:

- Have you read the newspaper?

+ Haven't read yet.

That feature can occur in both spoken and written production as well as with any pronoun, dummy and referential. Moreover, it takes place in both formal and colloquial registers (Weir, 2008). Within the varieties of English, this dialectal feature is more frequent in referential pronouns than in dummy pronouns and is mostly found in Asia

and Oceania. However, it is not extremely uncommon in the British Isles, especially in Scotland and Ireland (WAVE, 2020).

The use of 'us' as a possessive determiner. 'Us' is a pronoun "used as the object of a verb or a preposition to refer to a group that includes the speaker and at least one other person" (Cambridge University Press, n.d.). Moreover, it can work as a first-person singular object pronoun in some non-standard varieties (Trudgill et al., 2013). Even more, it is also defined in non-standard varieties as a determiner, with the same function as the possessive determiner 'our' (Cambridge University Press, n.d.). Bernd Kortmann in his study of the varieties of English in the British Isles exposes the pronoun 'us' as a possessive determiner as a dialectal feature that can be found in Welsh English and in some southern English dialects. He gives the next example: "Us George was a nice one" (2008).

Adverbs in the same form as adjectives. An adverb adds to the meaning of the verb by telling us how, when or where the action is given (Humphreys, 1973). Adverbs are invariable words which are usually formed from the adjective form, other adverbs have the same adjectival form. Adverbs modify verbs, adjectives or other adverbs. However, in some dialects, the adverb modifying the verb does not vary lexically from the adjective. The feature is at odds with Standard English and it is widespread in many varieties of English, such as Hiberno-English, Hong Kong English or New Zealand English. In these dialects, it is common to find expressions such as "Come here slow!" (WAVE, 2020).

The verb to do as a habitual marker. The markers of habitual are used "to talk about something that a particular person or thing does regularly or habitually" (Cobuild, 1994, p. 247). The markers are usually 'would' and 'used to' for the past, and the present tense itself or even 'will' can indicate that an action is a routine one over a period of time (Binnick, 2005). However, some varieties of English have adopted other habitual markers. Two of them are the invariant verb to be and the verb to do, in the British Isles it is very common in Hiberno-English since the Irish use the auxiliary verb 'Bí' as a habitual marker. An example given by Kortmann in his studies is "he does catch the fish" which expresses the ability of the fisherman to catch fish frequently (2004).

Never as a past tense negator. 'Never' "is used to say that something was not or will not ever be the case" (Cobuild, 1994, p. 210). In terms of grammar, the particle denotes negativity to the phrase. 'I haven't ever been' = 'I have never been'. Despite this, the World Atlas of Varieties of English states that the use of 'never' has spread throughout the British Isles with the same function as 'didn't', a negative auxiliary in the past tense, it is a preverbal past tense negator (WAVE, 2020). In the British Isles Trudgill argues that it has spread to all non-standard dialects, especially Hiberno-English and South-English dialects (2013).

There is/was/has + plural subject. The construction 'there + vb' indicates the presence of someone or something. For the sentence to be grammatically correct there has to be a match between the number of the subject and the conjugation of the verb (Cambridge University Press, n.d.). Consequently, if the subject is singular the verb has to be in the third person singular form, conversely, if the subject is plural the verb must be conjugated in the plural form. However, in many varieties of English, the verb appears conjugated in the singular with a plural subject, i.e. 'there is occasions' in which the subject does not agree with the verb. That feature is widely spread throughout the varieties of English; including the British varieties, especially in Hiberno-English and Scottish English (WAVE, 2020).

The omission of auxiliary have. The verb to have is an auxiliary verb presented in English grammar, it forms perfect tenses, even in interrogative constructions. However, in some dialects the auxiliary verb is omitted and we can see a construction of subject + past participle, i.e. he eaten. In accordance with WAVE, this dialectal feature is widespread in a few varieties, especially in the Oceania area (WAVE, 2020). Furthermore, Welsh English presents a high percentage of omission of auxiliary verbs, after further analysis studies conclude that it is due to phonetic issues, "we found evidence for the importance of internal factors, in particular the phonological erosion of clause-initial unstressed morphemes" (Davies & Deuchar, 2014. p. 240)

The verb to be as perfect auxiliary. As I explained in the previous feature 'omission of auxiliary Have', the verb 'To have' is used for the perfect tenses. But there are occasions when in a perfect tense the auxiliary verb produced is the verb to be. That feature is common in perfect tenses in Germanic languages as well as it was in Old English, and it

tends to express a state: “the verbs marked with be refer, technically, to a state rather than an action” (McWhorter, 2008, p. 7). For that reason, constructions such as ‘he is gone’ are grammatically correct. There are some varieties in which there is widespread use of to be as a perfect auxiliary. That dialectal feature is most concentrated in the British Isles, especially in the northern dialects, Scottish English, Orkney and Shetland English and Hiberno-English. (WAVE, 2020).

The use of relative clauses. “A relative clause is a subordinate clause that modifies an antecedent” (Herrmann, 2005, p. 21). Therefore, a relative clause provides more information about the person or thing that has just been mentioned, it accompanies and modifies the noun that precedes it. The most common relative clauses are ‘that’, ‘which’, ‘who’, ‘where’, ‘when’ and ‘whose’. As in all dialects, British dialects have undergone changes over time, and one of them has been the use of relative clauses. After many linguistic analyses, it has been concluded that in British varieties relative clauses have undergone an evolution in their qualitative use, the change being greater in speech than in writing (Xu & Xiao, 2015). Other linguistics as Kortmann and Herrmann have analysed the relativisation strategies in Scottish English, Hiberno-English and in the main dialect areas in England, including Cardiff's area. The study shows that the use of relative clauses has been minimised throughout the British Isles, mostly in Hiberno-English, Scottish English and Welsh English. The causes are mainly attributed to contact with Celtic languages and linguistic economisation (Kortmann et al., 2005).

The omission of standard prepositions. A preposition is “a word used with a noun to show its relation with some other word in the sentence” (Humphreys, 1973, p.87). There are more than a hundred prepositions in English, some of the most common are to’, ‘in’, ‘at’, ‘of’, ‘for’, ‘with’. Furthermore, there are prepositions required by a verb, i.e. ‘I depend on my parents’, or prepositions required by an adjective, i.e. ‘She is interested in basket’. Other prepositions are not required by the verb but by the context or meaning, as to connect a verb with an element related to space, i.e. ‘he lives in Dublin’. However, we do not always find a preposition even if it is required: “Some varieties of non-standard British English permit nouns to appear without an overt preposition or determiner when they are a directional complement” (Bailey, 2019, p. 48). WAVE argues that in different varieties of English there is a widespread tendency to omit certain

prepositions. They also state that it is not extremely uncommon to find in some British zones as in South-England and Wales, i.e. 'she looks the sea' is frequently encountered (2020).

The use of like. It is known that the word 'like' has different forms in terms of grammar. It can be a verb, a noun, an adjective, a preposition, a conjunction, an adverb and even an auxiliary verb (Merriam-Webster, 2023). However, 'like' has gained prominence as a discourse marker, expressions such as 'like', 'you know', 'what I mean' are becoming more frequent in spoken communication. These words are the so-called 'filler words', and the studies show their frequency: "He then compared that with the success rates and found that success rates drop in proportion to the number of filler words used, especially after the number of filler words per 100 words rises above 1.28%" (Duvall et al., 2014, p. 39). In detail, studies provide that 'like' appears as a discourse marker in fifty per cent of its occurrences (Andersen, 1997). Although its use is widespread and accepted in many variants of English, its use is more concentrated in the British varieties of Hiberno-English, Welsh English and Scottish English (WAVE, 2020).

The use of so. One of the meanings of 'so' is as an adverb "very, extremely, or to such an extent" i.e. 'the car is so big'. However, there is a non-standard meaning related to emphasize, i.e. 'it's nice to hear a new song, so it's nice to hear' (Cambridge University Press n.d.). We find this feature in Hiberno-English, "The Hiberno-English usage of "so" is much the same, although it often is used to indicate agreement in the same way "then" would be used in standard English" (Laurick, 2019, p. 60). Therefore, in Hiberno-English, we find a decompensation in favour of the 'so', not only as a connector but also as an emphasiser.

A search of all lexical and syntactic components has been made through successive readings of each corpus in order to find the described characteristics. Once the features have been located, I carried out a quantitative analysis and the subsequent discussion, all the described characteristics have been analysed in the four varieties for the later comparative study. It is important to bear in mind that some features coincide. For example, the feature "Subject pronoun drop (referential and dummy)" is frequent in

Scottish English and Hiberno-English, and yet in the less recurrent varieties, we can also find it in a lesser extent. It may also be the case that a feature which is significant in several dialects is only present in one. There were certain features that were striking in some of the dialects that have not been produced by the participants in the interviews, I have not focused on these features. To facilitate the quantitative analysis of results, once all the dialectal characteristics of each variety with all their examples had been found, they were transferred to an Excel table. In the analysis of the results I have given examples of each linguistic feature from the corpus created. For their location I have numbered the lines of each sub-corpora and divided them into videos, and in the citation of each example I indicate the minute and second at which it starts to be produced.

4. ANALYSIS OF THE RESULTS

After having located all the syntactic and lexical features, the results I have obtained have been shown. For the aim of this study, quantitative results have been shown by means of graphs and diagrams, these are followed by a discussion. The examples given are the most significant ones in the variety in which that characteristic appears the most.

4.1 Quantitative results

As it is described in the data and method section, some dialectal characteristics have been found in the corpus, I have made a table, table 3, where the quantified results have been summarised. I have bolded in bold the most significant results, either because they appear a high number of times or because they only appear in one variety.

Feature	Variety	Hiberno-Eng	English	Scottish Eng	Welsh Eng
Use of 'the'		153	129	142	101
Use of 'a(n)'		77	89	81	93
Absence of plural		1	1	0	0
'Them' as 'those'		0	0	0	2
Subj. Pron. Drop		15	5	3	6
'Us' as 1 st p. sing.		0	0	0	1
Adv with Adj form		1	0	0	2

'Do' hab. Marker	2	0	1	0
'Never' past neg.	2	0	0	0
There is + plural	7	1	2	3
Aux 'have' omitted	0	1	0	3
Be as perfect aux	1	0	0	0
Use of relative clauses	14	28	17	10
Omission of prep.	6	12	2	6
Use of 'like'	37	4	17	24
Use of 'so'	48	27	31	33
Use of 'then'	6	16	10	10

Table 3: Quantitative results

Hiberno-English variety:

In the Irish variety several characteristics have marked, more than in other varieties. Even some features have only appeared in this variety. The first one has been the irregular use of articles.

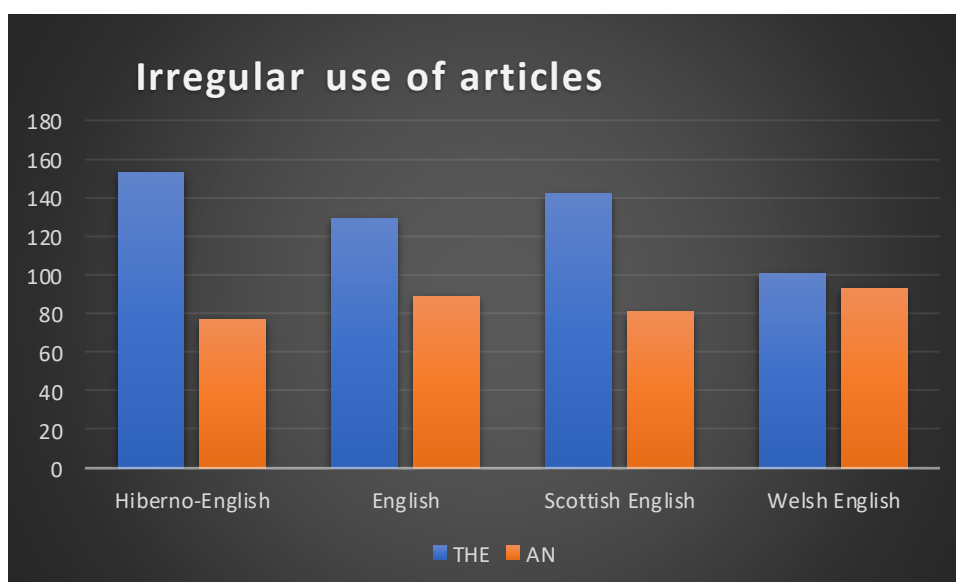


Figure 1: Indefinite vs definite articles

The graph shows the number of times both the definite and indefinite articles appear in each variety. The result displays that the biggest difference between the definite article 'the' and the indefinite 'a' occurs in Ireland. The Hiberno-English has been the variety which most use the definite articles and the fewest indefinite ones. The use of articles beyond the quantitative differences between 'the' and 'a' has been purely standard.

The results have shown that this variety of English is the variety that has omitted the subject most often with fifteen times. The most commonly omitted pronoun has been the first person singular 'I', the next table shows which pronouns have been omitted in the Irish sub-corpus:

Pronoun	I	You	He/she	It (dummy)	We	They
Omission	11	0	2	2	0	0

Table 4: Subject pronoun omission

Some examples of the omissions have been:

(1) Video 1, line 7: *he's the most humble, is almost hard working large I ever meet* (RugbyPass, 2023, 4m05s)

(2) Video 2, line 91: *No, never played France* (RugbyPass, 2023, 7m24s)

(3) Video 2, line 122: *Sometimes isn't like if if you're playing...* (RugbyPass, 2023, 11m13s)

Hiberno-English has been the only variety in which 'never' as a past tense negator has been found, and its production has been found in the same sentence, the word 'never' is a preverbal particle when the sentences is a negative and past one:

(4) video 2, line 91: *No, **never** played France. Move on so **never** played France so* (RugbyPass, 2023, 7m24s)

As the table 3 shows the dialectal feature 'there is/was/has + plural subject' has been mostly found in Hiberno-English with seven cases. In total there have been thirteen cases, the following table 5 shows which verb and tense is used when that takes place:

Verb & tense	Quantity appeared
Present to be 'is'	8
Past to be 'was'	3
Present to have 'has'	2

Table 5: 'there is/was/has' + plural subject

All examples come from Hiberno-English corpus:

(5) Video 2, line 36: *there's always things improve on* (RugbyPass, 2023, 1m43s)

(6) Video 2, line 102: *there **was** times at the start* (RugbyPass, 2023, 8m47s)

(7) Video 3, line 157: *there's so many around so* (RugbyPass, 2023, 8m54s)

Another noteworthy feature of this variety is the use of 'like' which has different uses, I have found three in the text: verb, comparative and discourse marker. In the following table I classify them by each use in each variety:

USE	VARIETY	Hiberno-English	English	Scottish English	Welsh English
Discourse marker		28	1	14	18
Comparative Like		6	2	1	5
Verb		3	1	2	1

Table 6: Use of like

As it can be seen, there is a tendency to appear 'like' mainly as a discourse marker. Hiberno-English is the variety which more employs this linguistic feature. Some examples from Irish sub-corpus are:

(8) video 2, line 107: *I remember bits of it, **like** I don't remember anything being said after...* (RugbyPass, 2023, 9m34s)

(9) Video 3, line 151: *So **like** that's just an example of...* (RugbyPass, 2023, 7m09s)

Another feature that has appeared exclusively in this variety is 'be' as perfect auxiliary, it has appeared once:

(10) video 1, line 9: *he **is** showed no sings of letting up* (RugbyPass, 2023, 4m19s)

The last notable Irish feature has been the use of 'so', the following graphic 2 shows the quantitative differences between 'so' and 'then' in each variety:

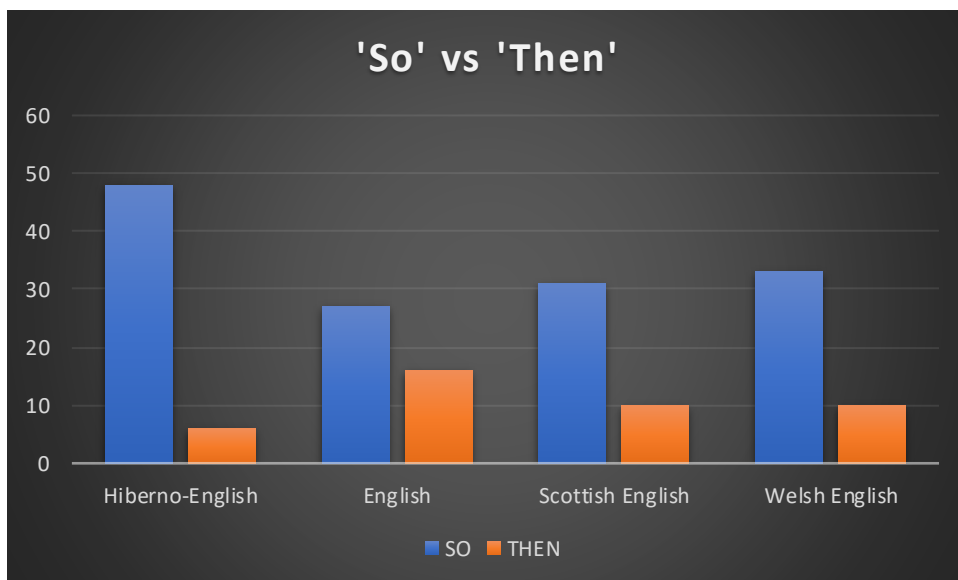


Figure 2: Use of so

The large difference between the two connectors is characteristic of the Hiberno-English variety, which is much greater than in the other varieties. In fact, in the corpus used in this dissertation it has been the variety with the most 'so' and the least 'then'. It has been found that in the rest of the varieties the difference has been not so pronounced. Some examples of emphatic 'so' are:

(11) video 2, line 27: *it was great to get out there, great to get a win ..., so it was nice to get out there and get the win...* (RugbyPass, 2023, 0m17s)

(12) Video 2, line 94: *we're not looking the World Cup right now, so we're not...* (RugbyPass, 2023, 7m47s)

Anglo-English variety:

In the Anglo-English variety only two characteristics have stood out above the other varieties, and I have also found a dialectal characteristic that it shares with Hiberno-English. The first English feature has been the use of relative clauses, the following diagram 3 shows the quantification of the three most frequent relative pronouns in the different varieties:

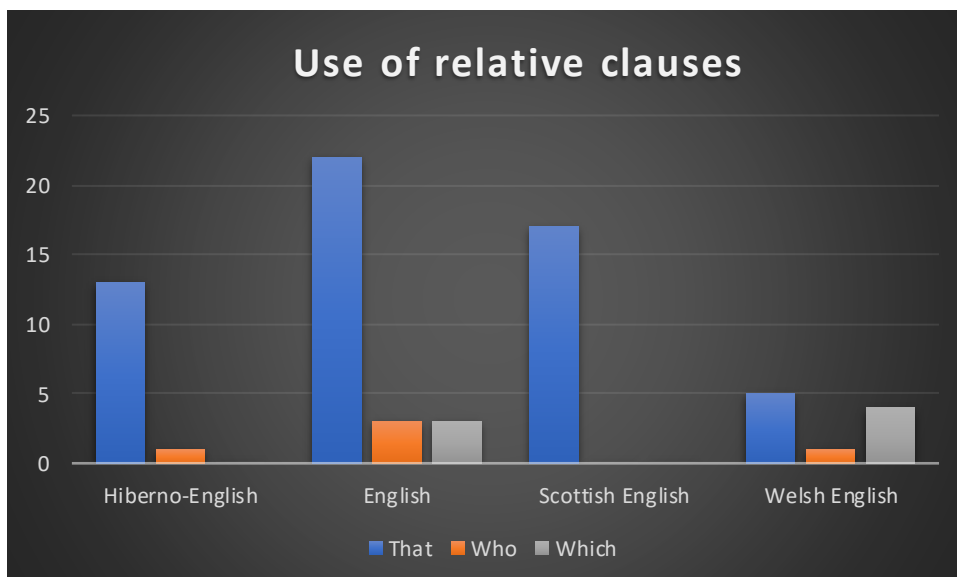


Figure 3: Use of relative clauses

English variety has employed the relative clauses the most with a total of twenty-eight times, especially the role of ‘that’. English is the variety which more has applied ‘that’ and ‘who’. Some examples from the English corpus are :

(13) video 1, line 19: *there is something **that** we’re gonna cherish...* (RugbyPass, 2023, 3m36s)

(14) Video 1, line 28: *we’ve got Jack Crowley there **who’s** got a lot of potential...* (RugbyPass, 2023, 5m33s)

(15) Video 3, line 90: *Jamie is then follows the return to play protocols **which** are laid out...* (RugbyPass, 2023, 0m58s)

Another characteristic that stands out in this variety has been the omission of Standard Prepositions, a total of twenty-six omissions has been found through the four varieties. The prepositions omitted has been: to, at, of and on. The following table 7 quantifies the number of omissions for each of these prepositions:

Preposition	Times omitted
To	20
Of	3
At	2
On	1

Table 7: Omission of prepositions

Of those twenty-six, twelve have been found in the English sub-corpus. An example of 'to' omission has been found:

(16) video 3, line 108: *I want our players train in every session* (RugbyPass, 2023, 3m12s)

As for 'on' omission:

(17) video 1, line 1: *you focus what's in front of you...* (RugbyPass, 2023, 1m22s)

The 'of' and 'at' omissions have been found in other varieties, 'of' in Hiberno-English variety:

(18) video 2, line 39: *a couple things for me to improve on...* (RugbyPass, 2023, 2m02s)

The 'at' omission has been also found in Irish sub-copora:

(19) video 2, line 93: *we're not looking the World Cup right now* (RugbyPass, 2023, 7m45s)

I have also found in this variety a dialectal characteristic that has also appeared in Hiberno-English, the absence of plural after quantifiers. One case has been found in each variety. The example found in English interview is:

(20) video 3, line 86: *we don't have **both both route**...* (RugbyPass, 2023, 0m32s)

The Hiberno-English sample has been found:

(21) video 1, line 16: *all **those type** of things...* (RugbyPass, 2023, 7m40s)

Both determiners denote plurality to the noun they accompany and in both cases the nouns appear in the singular form.

Scottish English:

No linguistic features have been found that are specific to the Scots variety, all those found have appeared in other varieties. In this variety 'do' as a habitual marker has appeared once, it also appears twice in Hiberno-English. In Scottish sub-corpus the example is:

(22) video 1, line 28: *because he **does** plays a lot of rugby over in France* (Daily Record, 2023, 3m08s)

The meaning given by 'do' in sentences like this is that the subject is currently playing in France, specifically since 2018.

Other notable characteristics for the Scottish variety include having been the second variety with the second highest decompensation in the use of articles. Scottish English has also been the second in terms of relative clauses, although only 'that' has been found. In addition, a high use of 'like', typical of this dialectal variety, has been reported.

Welsh English:

In Welsh English I have found characteristics that have only been found in this variety. The first one is 'them' as 'those' which it has appeared twice :

(23) video 1, line 16: I think them local rivalries... (RugbyPass, 2023, 7m0s)

(24) video 3, line 102: *for some of **them** boys...* (RugbyPass, 2023, 4m45s)

Other exclusive dialect feature found has been 'us' as determiner:

(25) video 3, line 100: *a lot of **us** senior players and other players in Welsh rugby have experienced...* (RugbyPass, 2023, 4m32s)

In this case 'us' works as a determiner in the subject function.

I have found some linguistic features which have also appeared in other varieties, for example the omission of auxiliary have, found three times in Welsh sub-corpus and one in English variety. In Welsh interviews the same speaker has produced the three samples and with the same construction:

(26) video 4, lines 115, 117 and 143: *you gotta... I gotta...* (RugbyPass, 2023, 1m12s, 4m14s)

Other feature which has appeared in different varieties has been adverb with the same form as adjectives. That feature has been located, in Welsh variety twice and in Hiberno-English once, in the case of Welsh sub-corpora the adverb affected has been the same:

(27) video 4, line 148: *it would happen as **quick** as it has...* (RugbyPass, 2023, 4m47s)

(28) video 4, line 154: *I wasn't expecting it to happen as **quick** as this...* (RugbyPass, 2023, 5m14s)

In these cases, there are adverbs which have the same form that the adjective, they modify the verb, therefore, the correct form would be 'quickly' and 'deeply'.

Furthermore, I have found other features which have occurred to a greater extent in other varieties but which have been present in Welsh English such as the use of 'like' or subject pronoun drop, the second most frequented variety in both cases.

4.2 Discussion:

After having quantified the results, I find that there is clearly a number of dialectal features, both syntactic and lexical, which differentiate some varieties from others, as previous studies have shown. I have found that some of the characteristics coincide in two or more dialects, or even to a greater or lesser extent in all of them, as the use of like, shown in table 3. I have found linguistic features in dialects where they are not normally found. For example, 'there is/has/was + plural subject' is a dialectal feature pervasive in Scottish English which is more frequent than in English variety, neither pervasive nor rare (WAVE, 2020). However, in this dissertation the feature appears more in the English corpus than in the Scottish one, thus, contrary to expectations.

A total of fifteen dialectal features have been found and the variety in which most of them have been found is Hiberno-English, therefore, it is the variety with the strongest dialectal identity. In Hiberno-English ten features have been found, moreover, these features were expected to be found according to the classification made by WAVE, some of them to a greater or lesser extent. For example, the use of 'never as a past tense negator' (4) was expected to be found especially in Hiberno-English corpus, above the rest varieties, I have found only two cases of this feature and they are located in Irish production.

Related to Welsh corpus, it is the second variety where the most dialectal features are found and where they match WAVE. There are four dialectal features that are specific to this dialect and appear in the Welsh interviews: 'them as possessive', 'us as determiner', 'adverb with the same form as adjective' and an excessive 'use of like'. Even more, some of them are exclusive to Welsh English as 'us as determiner' (25) and 'them' as 'those' (23) and (24). Moreover, other features which must take place to a lesser extent do as 'there is + plural subjects' or 'omission of standard prepositions.'

As I explained both Wales and Ireland are where most dialectal characteristics are found and where those characteristics are most exclusive, they have features which are expected to be found there, and they are only found in these dialects. The reason can be the co-existence with the other languages, Irish and Welsh, as the coexistence between languages of different gaps lasted longer here than in the other regions. One of the factors that cause a language to change is the contact between languages, here more factors come into play such as the type of languages that are in contact. In both cases a Celtic language and a Germanic language. The historical context must also be taken into account in order to understand why and when they came into contact (Trudgill, 2001). In Wales and Ireland in particular, the contact with English comes much later than in the other regions, which means that the invading language ends up being strongly influenced by the local language in linguistic terms.

In the case of the other two varieties, from Scotland and England, on the contrary, they do not demonstrate a dialectal identity as they show hardly any linguistic characteristics unique to those varieties. In the case of English, a dialectal mark is the high use of relative pronouns and the omission of standard prepositions as shown in table 3. It is also observed that some dialectal features occur in the English variety, such as the omission of auxiliary have or the absence of plural after quantifiers.

In the case of Scottish English there is even less dialectal identity as no linguistic feature has been found that is exclusive to the region. Otherwise, the variety has some dialectal features which share with other varieties, as the use of like or 'there is/has/was + plural subject.'

To compare the results with WAVE, WAVE each dialectal feature in each place. They are divided from A to D, where A is the highest frequency division and D the lowest. WAVE names them A-pervasive or obligatory, B-neither pervasive nor extremely rare, C-extremely rare and D-absence of feature. The following table 8 shows the frequency with which each feature under study should appear:

In the case of England, WAVE differentiates it among North, Southwest, East Anglian and Southeast, I have indicated the most recurrent of the four divisions in order to give only one parameter.

Feature	Variety	Hiberno-Eng	English	Scottish Eng	Welsh Eng
Irregular use of article		A	C	B	B
Absence of plural		B	B	D	B
'Them' as 'Those'		A	A	B	A
Subj. Pron. Drop		B	D	B	D
'Us' as 1 st p. sing.		B	B	B	A
Adv with Adj form		A	A	B	A
'Do' hab. Marker		B	D	D	B
'Never' past neg.		A	B	B	B
There is + plural		A	B	A	B
Aux 'have' omitted		D	C	D	B
Be as perfect aux		B	C	B	D
Use of relative clauses		D	B	D	D
Omission of prep.		D	C	D	B
Use of 'like'		A	B	A	A

Table 8: Features (WAVE, 2020)

In order to check which characteristics have come out according to WAVE, I have looked at whether the most frequently occurring variety in WAVE is the one that has appeared most often in this dissertation. As I have discussed above, the Irish variety is the one that matches the most, as eight of the described characteristics coincide. The next most similar variety to WAVE is Welsh with four matches. The next one is English with only two, and in the case of Scotland none, this is due on the one hand to the fact that it has only two characteristics with value A and that none of them is exclusive to the Scottish variety. These two A-valued characteristics coincide with other varieties where they appear a greater number of times.

Otherwise, there is only a feature that was expected to appear in the Irish corpus and it does not appear, 'them as demonstrative those' as shown in tables 3 & 8, that feature is only seen in Welsh interviews. Otherwise, in Welsh corpus a feature which is not typical of this variety appears. According to WAVE 'subject pronoun drop' does not take place in Welsh English and the dissertation finds it more in Welsh English than in other places where is expected to appear. Besides, there are some features that are expected

to identify the English identity and that have not been significant in this study, such as 'there is/has/was + plural subject' and others that were not expected to be found and to a lesser extent have been found, such as 'subject pronoun drop' as shown in table 3. As in the English variety, there are some features expected to be a hallmark of dialectal identity and have not been as 'subject pronoun drop', and others that were not expected to appear and they acquired certain relevance as 'do as habitual marker', or the contrast between definite and indefinite articles, shown in tables 3 & 8.

Although dialects have no boundaries and travel freely, the results have shown that there are certain dialectal characteristics that identify different varieties. It has also shown that there are certain British varieties that possess a linguistic identity and have characteristics of their own that they do not share with other varieties. On the other hand, there are other varieties which have a set of characteristics that differ to a greater or lesser extent from the rest of the varieties, despite of sharing certain dialect characteristics.

5. CONCLUSION

To conclude, after the analysis of the corpus from four British dialects, it must be considered that although dialects are very similar to each other as they are variants of the same language, they may differ in some morphosyntactic features. Moreover, some may be much more different than others, as shown in this study with Hiberno-English.

With the analysis of each sub-corpus, it can be assumed that Hiberno-English has several linguistic features that have appeared exclusively in this variety, more than half of the analysed characteristics appear in the Irish corpus. The other variety that has shown a strong dialectal identity is Welsh English. Both dialects come from areas where their former languages, Irish and Welsh, were linguistically invaded by English.

It may be that these former languages, which are also Celtic languages, are to blame for the fact that the English dialects of this area are different from other areas where the former languages disappeared much earlier, such as the English and Scottish territories. The Anglo-Saxon language emerged in these territories many centuries earlier than in

the Irish and Welsh territories. The World Atlas of Varieties of English (WAVE) supports this conclusion as it shows that the Irish and Welsh dialects have more features bolded as A than the English and Scottish varieties, which is reflected in table 8.

However, the individual speech of each participant has to be taken into account, as a study with a larger number of participants would give a more accurate result. Nevertheless, this dissertation was devised as a case study for understanding morphosyntactic variation in British dialects. The study has also shown that dialects can be differentiated from each other even over short distances and you can identify where a person has grown up by the way her or she talks.

6. REFERENCES

Andersen, G. (1997). *They like wanna see like how we talk and all that: The use of like as a discourse marker in London teenage speech.*

Bailey, L. R. (2019). Some characteristics of Southeast English preposition-dropping. *IBERIA: An International Journal of Theoretical Linguistics*

Baugh, A., & Cable, T. (1993). *A History of the English Language.* En Routledge eBooks.

Binnick, R. I. (2005). *The Markers of Habitual Aspect in English.* *Journal of English Linguistics.*

Bouchard, D. (1983). *PRO DROP LANGUAGES.* In *On the Content of Empty Categories.* Berlin, Boston: De Gruyter Mouton.

Cambridge Dictionary. (s.f.). So. In *Cambridge Advanced Learner's Dictionary & Thesaurus.* Retrieved May 5, 2023, from <https://dictionary.cambridge.org/dictionary/english/so>

Cambridge Dictionary. (s.f.). Them. In *Cambridge Advanced Learner's Dictionary & Thesaurus.* Retrieved May 5, 2023, from <https://dictionary.cambridge.org/dictionary/english/them>

Cambridge Dictionary. (s.f.). There is, there's and there are. In *Cambridge Advanced Learner's Dictionary & Thesaurus.* Retrieved May 5, 2023, from

<https://dictionary.cambridge.org/grammar/british-grammar/there-is-there-s-and-there-are>

Cambridge Dictionary. (s.f.). Us. In *Cambridge Advanced Learner's Dictionary & Thesaurus*. Retrieved May 5, 2023, from <https://dictionary.cambridge.org/dictionary/english/us>

Ciosáin, N. (2016). Doyle, Aidan: A History of the Irish Language. From the Norman Invasion to Independence. *Journal of Historical Sociolinguistics*, 2(2), 281-284.
<https://doi.org/10.1515/jhsl-2016-0018>

Cobuild, C. (2017). *COBUILD English Grammar* (Collins COBUILD Grammar). Reino Unido: HarperCollins Publishers.

Corrigan, K. (2010). *Dialect of English Series: : Irish English, vol. 1: Northern Ireland*. Edinburgh: Edinburgh University Press.

Davies, J. (2014). *The Welsh language: A history*. University of Wales Press.

Davies, P., Deuchar, M., (2014). *Auxiliary deletion in the informal speech of Welsh-English bilinguals: A change in progress*. *Lingua*.

Denison, D., & Hogg, R. (2006). *A History of the English Language*. Cambridge: Cambridge University Press.

Evans, G., & Fulton, H. (2019). *The Cambridge History of Welsh Literature*. Cambridge University Press.

Filppula, M. & Klemola, J. (2017). The definite article in World Englishes. *Changing English: Global and Local Perspectives*. Berlin, Boston: De Gruyter Mouton.
<https://doi.org/10.1515/9783110429657-009>

Filppula, M. (1999). *The Grammar of Irish English: Language in Hibernian Style* (1st ed.). Routledge.

Herrmann, T. (2005). Relative clauses in English dialects of the British Isles. *Agreement, Gender, Relative Clauses: Agreement, Gender, Relative Clauses*. Berlin, New York: De Gruyter Mouton.

Hickey, R. & Amador-Moreno, C. (2020). *Irish Identities: Sociolinguistic Perspectives*. Berlin, Boston: De Gruyter Mouton. <https://doi.org/10.1515/9781501507687>

Hickey, R. (2004). *A Sound Atlas Of Irish English*. Berlin, Walter De Gruyter.

Hogg, R. (1992). *The Cambridge History of the English Language*. Cambridge: Cambridge University Press

Hudson, R. A. (1996). *Sociolinguistics* (2nd Edition). Cambridge: Cambridge Textbooks in Linguistics, Cambridge University Press.

- Humphreys, G. S. (1973). *Teach yourself books. English Grammar*. English Universities.
- Kachru, Y. (1985). *Three Concentric Circles Model of English Language*.
- King, G. (1993). *Modern Welsh: A comprehensive grammar*. Psychology Press.
- Kingstone, S. (2015). "Scottish", "English" or "foreign": Mapping Scottish dialect perceptions. *English World-Wide: A Journal of varieties of English*.
- Kortmann, B., Lunkenheimer, K., Ehret, K. (2020). *The Electronic World Atlas of Varieties of English (WAVE)*. Zenodo. DOI: 10.5281/zenodo.3712132
- Kroeger, P. (2005). *Analyzing Grammar: An Introduction*. Cambridge: Cambridge University Press.
- Lallaway, M., Barnes, M. (2018). *Achieve Grammar, Spelling and Punctuation*. Reino Unido: Hodder Education.
- Laurick, S. (2019). *The Syntax and Phonetics of Hiberno-English Dialects*. Voll 2. Hiberno-English Dialects.
- Lindsey, G. (2019). *English After RP: Standard British Pronunciation Today*. University College London.
- Macarthur, M. (2023). *History of Scotland* (n.p.): Outlook Verlag.
- Mallinson, C. (2015). *Understanding English language variation in US schools*. Multicultural Education Series.
- McWhorter, J. (2008). *Our Magnificent Bastard Tongue: The Untold History of English*. Gotham Books.
- Merriam-Webster,(n.d.). Like. In *Merriam-Webster.com dictionary*. Retrieved May 5, 2023, from <https://www.merriam-webster.com/dictionary/likecam>
- Paulasto, H. (2016). Variation and Change in the Grammar of Welsh English. *Sociolinguistics in Wales*.
- Pexton, J. (2020). The Celtic World: The Pacification of Ireland by the English. *WondriumDaily*. <https://www.wondriumdaily.com/the-celtic-world-the-pacification-of-ireland-by-theenglish>
- Trudgill, P. (1999). *The Dialects of England*. Reino Unido: Wiley.
- Trudgill, P. (2001) *Sociolinguistic Variation and Change*. Edinburgh University Press, Edinburgh
- Walker, J.A. (2015). *Canadian English: A Sociolinguistic Perspective* (1st ed.). Routledge. <https://doi.org/10.4324/9780203551431>

Watt, D., Hughes, A., Trudgill, P. (1996). *English Accents and Dialects: An Introduction to Social and Regional Varieties of English in the British Isles*. Reino Unido: Taylor & Francis.

Weir, A. (2008) *Subject pronoun drop in informal English*. MA tesis, University of Edinburgh.

Xiuling X., Zhonghua Xiao, R. (2015) *Recent Changes in Relative Clauses in Spoken British English*, English Studies.

Zolke, S. (2004). *The Australian Dialect: A Very Special Form of English*.

Youtube Videos

Anglo-English corpus:

Video 1: ["I don't agree with it" - Johnny Sexton responds to new RFU tackling laws | Six Nations 2023 - YouTube](#)

Video 2: [Owen Farrell talks about tackle school as England rugby prepare for Six Nations - YouTube](#)

Video 3: [Owen Farrell talks about tackle school as England rugby prepare for Six Nations - YouTube](#)

Hiberno-Irish corpus:

Video 1: ["I don't agree with it" - Johnny Sexton responds to new RFU tackling laws | Six Nations 2023 - YouTube](#)

Video 2: [Centre Stuart McCloskey explains why he was overlooked by former coach Joe Schmidt - YouTube](#)

Video 3: [Andy Farrell and James Ryan sing the praises of tough Italy side | RugbyPass - YouTube](#)

Scottish corpus:

Video 1: [Scotland coach Gregor Townsend on his Six Nations hopes, Finn Russell and facing England - YouTube](#)

Video 2: [Disappointment palpable as Scotland dissect their loss to France in the Six Nations - YouTube](#)

Welsh corpus:

Video 1: [Warren Gatland reveals what it's like being back in Six Nations rugby - YouTube](#)

Video 2: [Ken Owens on being named Welsh captain and facing Ireland in the Six Nations opener - YouTube](#)

Video 3: [Ken Owens faces tough questions on strikes ahead of clash with England | RugbyPass - YouTube](#)

Video 4: [Joe Hawkins on his quick rise from U20s to senior Wales rugby in the Six Nations - YouTube](#)

7. ANNEX

The data collected and quantified in the Excel can be viewed at the following link

[Data TFG.pdf](#)