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in Bothar Mor; 5. 1 /e/-raising

3.4 The Transfer hypothesis (Scaling)4. Map task; 5. Conclusions; References; Appendix; Linear mixed effects model formulae; Exploring grammatical differences between Irish and British English; 1.

Introduction; 2. Aims and databases; 3. MODAL + be V-ing in standard varieties; 4. MODAL + be V-ing in nonstandard varieties; References; From Ireland to Newfoundland; 1. Introduction; 2. Irish English perfect forms: Some historical background; 2.1 The medial-object perfect (MOP); 2.2 The simple past; 2.3 The be-perfect; 2.4 The continuative perfect; 2.5 The after-perfect

3. The Irish in Newfoundland: A brief overview4. Data sources; 5. Findings; 5.1 NLE perfect forms with Irish affiliations: The after-perfect and the continuative; 5.1.1 The after-perfect; 5.1.2 The continuative perfect; 5.2 Differences in frequency of usage: The MOP and the have-perfect; 5.2.1 The medial-object perfect (MOP); 5.2.2 The have-perfect; 5.3 Less frequent perfect forms: the simple past and the be-perfect; 5.3.1 The simple past form; 5.3.2 The be-perfect; 6. Conclusion; References; "A cannot get a loan for more than six years now"; 1.

Introduction

2. Temporal analysis of sentences with modal verbs

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## Sommario/riassunto

Ireland has experienced momentous change in the last decade and a half. Migrants now make up a significant percentage of the population and the question of integration continues to be pertinent. One indicator of integration is language, and the fluency with which an L2 speaker uses L1 discourse markers indicates how integrated he/she is into the local community (Sankoff et al. 1997). This paper analyses discourse like and its use by Polish speakers of L2 Irish English. Our research shows that speakers follow Irish English patterns, but there is a high degree of interspeaker variation.

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