

DEPARTMENT OF  
LINGUISTICS.

UNIVERSITY OF  
LANCASTER.

Becca Baldursdottir B.Sc.,  
LANGUAGE SHIFT IN AN ICELANDIC CHILD:  
A LONGITUDINAL CASE STUDY OF LANGUAGE  
ATTRITION.

A dissertation submitted for: MA in  
Language Studies

- August 1984 -

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## ABSTRACT

An individual language attrition is not necessarily a community wide phenomenon. People do not know how individual language system's reduction compares with that of whole communities or groups of speakers. Recently studies of semi-speakers have suggested that their acquisition histories play a great role in some of the changes that take place in their language. That is reduction in use, and influence from the contact language is not enough to explain the nature of some changes that do occur. This is a report of a longitudinal language attrition study of a child, where these factors are considered in the light of the child's language use, his contact with another language and his acquisition history. As well as giving a developmental perspective it brings in a language, Icelandic, which has not before been studied from this point of view, but differs enough from other languages, that have been studied, to widen the perspective. The subject is an Icelandic boy who came to England 3 years old. After starting school in England his use of Icelandic was reduced. During the time of study he changes from being a dominant Icelandic speaker to being a dominant English speaker. During this process his Icelandic language competence begins to diminish and the linguistic content of his speech to erode. Icelandic has four cases and three grammatical genders. The gender determines the inflectional endings of the noun. The words in the noun-phrase have to agree with the noun in gender, case and number. This study concentrates on the morphology of the Icelandic noun-phrase and code-switching. The amount of code-switching suggests that the subject has limited vocabulary. The

Icelandic noun-phrase in the subjects speech has changed to become more like the noun-phrase of English the competing language. On the other hand the nature of the changes suggest that they cannot overtly be explained by English or the contact with English. They appear to be characterized by the characteristics of Icelandic, the language being lost, and the language acquisition of the subject. The case is the weakest category, weaker than gender and number. The grammatical gender is a surprisingly strong category. On the other hand many of the borrowed nouns are nouns which have Icelandic counterparts which have genders that clash with the notion of natural genders in English. The number of possible gender errors on nouns are therefore reduced by the noun-switches. The results show that prepositions and verbs have stopped governing the various cases. Similar changes have been found in other German languages where many common prepositions and verbs have stopped governing the genitive case. Here these changes are on much bigger scale as all the cases are affected. The subject has started using the various nouns with favoured suffixes. These suffixes are normally the nominative and accusative noun endings. The dative and genitive endings are used less and appear to be disappearing. This is in line with the fact that the subject very likely had not completed his acquisition of dative and genitive at the time the attrition process started but had probably a good command of the nominative accusative distinction. The nominative and accusative have therefore taken a greater part in his restructuring of the Icelandic noundeclension system.

## 1. INTRODUCTION

### 1.i. Language attrition and restriction in language use.

Language attrition has been defined as:

"loss of any language or any portion of a language by an individual or a speech community", (Freed 1982:1).

Research has been carried out recently which is primarily concerned with language attrition or language loss on a community or group level (Andersen, 1982; Dorian, 1973, 1976, 1977, 1978, 1981, 1982; Costello, 1978; Freed, 1982; Karttunen, 1977). The distinction between the language attrition of an individual and community is not very clear but is important. The language change of an individual is an important dimension of the study of language change. It is not known how individual language change compares with that of a whole community or a group of speakers. The study of individual language attrition gives another but valuable perspective on language change

Individual language attrition is the concern of this paper. It will consider the language development of a bilingual child with his two languages. That is, how, due to lack of use, linguistic features of his native language are eroding at the same time as his second language competence increases. The present case can be seen as, at the same time, a study of continuing first language acquisition in conditions of limited exposure, and language attrition. This is an initial study of data of which collection started in February 1982 and has continued ever since with an average regularity of taperecording once a month. The data shows some changes occurring

in the morphology of the Icelandic language of the subject. It shows, furthermore, a great amount of code-switching or borrowed words. The main theme of this paper is the morphological complexity of the Icelandic noun-phrase. It will be considered in general and in relation to code-switching or lexical borrowing.

When a community has become bilingual one of the languages, frequently, takes over many of the functions of the other language. At this point a process of language attrition or language death may start. This is what Dorian (1981) observed during her many studies of East Sutherland Gaelic (ESG) in Scotland and also what Karttunen (1977) observed during her study of the language of a Finnish family who immigrated to USA. Andersen (1982:87) has pointed out that a restriction in language use accompanied by a break with a previously established linguistic tradition may lead to reduction in linguistic form and creation of gaps in an individual's linguistic repertoire in that language. This suggestion is based on, amongst other, Hymes's writings on changes which occur in pidgin and creole languages. He has pointed out that there are four kinds of changes observed in pidgin and creole studies, two structural and two functional. Firstly, there is a change in scale of linguistic make-up, which can involve reduction, expansion, simplification or complication of the linguistic components of the language. Secondly there are changes through confluence of different linguistic traditions. The two functional changes are change in scope of use and change in status as a norm (Hymes, 1971:65).

Karttunen (1977) studied the changes occurring in the language of

a Finnish family living in USA. She points out that the Finns who had immigrated fifty years earlier felt that their Finnish had deteriorated badly over the time. This was confirmed by visitors from Finland who were shocked by the Americanization of their Finnish. A great amount of English vocabulary had been fitted with Finnish morphology and inflected like Finnish words (1977:177). In spite of this, the language of the Finns who were adults when they emigrated cannot be seen as having deteriorated much, as only minor changes were observable. Karttunen points out:

"Almost the whole substance of the language change of the Finland-born was vocabulary addition and replacement", (1977:178)

On the other hand, for the adults born in America, Finnish-English bilingualism very quickly became English dominant bilingualism, and furthermore, samples of American Finnish that had spanned more than one generation gave the impression of greatly imperfect learning (1977:182). The changes Karttunen observed were often characterized by: 1. sentence structure appeared rather limited, 2. inflection seemed to break down frequently, 3. the principles of vowel harmony and consonant gradation were only partially mastered or not learned at all (1977:82).

In her study of language death in Scotland, Dorian (1977,1981,1982) found that one of the characteristics of a dying language is the existence of speakers of very variable proficiency. The speakers of East Sutherland Gaelic (ESG) vary from being passive bilinguals and semi-speakers, to being fluent speakers of the language. Dorian found that changes were taking place in ESG, changes which did not differ greatly from the types of changes found in ordinary "healthy"

language (1981:151). On the other hand, although the type of change was not unusual, the amount was, and furthermore the changes were observed even among the fluent speakers of the language. What is particularly interesting for the present purpose is that different changes were found in the different groups of speakers she studied. That is, in some instances old fluent speakers (OFS) performed differently from young fluent speakers (YFS) and fluent speakers (FS) performed differently from semi-speakers (SS). When explaining these differences Dorian found that the difference between OFS and YFS could not be explained by simple decrease in use, because there was no great falling-off in the use of Gaelic among the YFS as compared with the OFS (1981:153). On the other hand decrease in use could be the major explanation for the difference between FS and SS. The semi-speakers differ from the fluent speakers in that their command of Gaelic (ESG) is imperfect in many ways. This is often because they never fully acquired the language, because of too little exposure and little use. Sometimes it is because some language attrition has taken place, for example when people have moved away to a monolingual society (Dorian 1982:54). Dorian points out that this incomplete acquisition of the semi-speakers appears to play a major role in some of the changes she observed. She says:

"It would seem that the incomplete acquisition histories of the SS play a major role in some of the changes ..... and that certain general tendencies in linguistic change combine with acquisitional deficiencies to hasten other changes (for example, the replacement of case-marked nouns by prepositional phrases ,(1981:153)

Some of the changes Dorian observed in her study of ESG were for example: distinctive case structures were replaced by prepositional



structures; analogical leveling reduced the numbers of allomorphs for some morphemes; separate syntactic structures with a single semantic function were merged; a native distinction not shared by the speakers of the second language was given up etc. (1981:151). Some changes were particularly characteristic of the imperfect speakers (semi-speakers), regardless of acquisitional history. All the imperfect speakers showed for example:

"a greater or lesser use of analogically regularized allomorphs, complete loss of morphemes that are already showing weakness in the fully fluent population's Gaelic, loss of inventory ..... and also loss of vocabulary from both open and closed classes", (1982:56).

The changes in the language of the imperfect speakers also differed depending on their acquisitional histories. One subject, for example, a former fully fluent adult, differed from the other imperfect speakers. This speaker did not show tendency towards analogical regularization, i.e. did not lose syntactic options and did not show any tendency to make synthetic structures analytic (1982:56). But compared to the fluent speakers, she was deficient in morphophonology, morphology and syntax, but better than the other imperfect speakers in other respects (1982:52). The language of the imperfect speakers (semi-speakers) is, generally speaking, a reduced system compared with the fluent speaker. Dorian (1981:155) points out the similarities and differences of this reduced linguistic system to other reduced linguistic systems like child language or pidgin. Some of the similarities are for example: vocabulary is restricted, morphological inflections are to some extent generalized (plural) or lost (future, conditional), and some transformations are missing (passives). There are also

differences. What is so unusual about the semi-speakers is that there seems to be evidence of simplification, yet there is a retention of a great complexity. For example the semi-speakers keep fairly substantially their allomorphic variety (plural, gerund), and there is a fair persistence of categories with marginal or indirect semantic significance (gender). Furthermore, embedding is handled readily and word order is virtually unchanged (1981:155). Why some things are retained and others simplified is not obvious. Dorian suggests that it is the acquisition history of these semi-speakers that has "permitted one set of skills to outrun the other" (1981:155) and furthermore that the properties of the language being forgotten can give rise to certain type of errors and so can the structure and the order of the forgetting process (1982:57).

#### 1.ii. Icelandic.

The particular properties of the Icelandic language and some striking features of Baldur's speech have governed the choice of variables in the present study.

The Icelandic language is a morphological language where certain grammatical categories, like gender, number, case, tenses and aspects are expressed in inflectional endings of the words. Here the focus is on nouns and noun-phrases. Icelandic nouns have four cases, nominative, accusative, dative, and genitive. They have 3 genders and 2 numbers. Icelandic has grammatical genders where the gender depends upon the inflectional ending of the noun. That is, if nouns end in, for example, -ur; -all; -ill; -ull; -ann; -inn; -unn;

-ar; -ir; -andi they are masculine. If they end in -ing; -úð; -un; -yn; -und; -urð; -a; -ja, they are feminine. When nouns end in -al; -að; -add; -an; -in; -indi, they are very likely neuter.<sup>1</sup> The problem is that there is a lot of overlap, and exceptions, and therefore difficult to give exhaustive rules. Gender-, case-, and number distinctions are carried in the inflectional endings of the nouns. Below are examples of typical declensions of nouns in Icelandic.

		Masc.		Fem.		Neuter.	
Singular	nom.	hest <u>ur</u>	horse	kinn	cheek	barn	child
	acc.	hest		kinn		barn	
	dat.	hest <u>i</u>		kinn		barn <u>i</u>	
	gen.	hest <u>s</u>		kinnar		barn <u>s</u>	
Plural	nom.	hestar		kinnar		börn	
	acc.	hesta		kinnar		börn	
	dat.	hestum		kinnum		börnum	
	gen.	hesta		kinna		barna	

There are two main kinds of noun declension in Icelandic, strong and weak. They are distinct mainly because in the strong declension the noun ends in a consonant in all cases, but in the weak declension all the cases of the singular end in a vowel. Both weak and strong declension are divided into subclasses based on the gender and the case endings of the nominative plural and genitive singular. The reason for this is that these endings are always distinctive whereas the other case endings are less distinctive, or quite non distinctive. For example all nouns both strong and weak have the endings -um in the dative plural and -a in genitive plural (Einarsson, 1945:45). The strong declension, masculine nouns have 4 subclasses, feminine nouns 3 and

Footnote 1. Icelandic has few symbols not employed in English. They are the accented vowels á [á], é [é], í [í], ó [ó], ú [ú] and the letters ð [ð], þ [þ], æ [æ], and ö [ö].

neuter nouns only 1. The weak declension masculine nouns have 2 subclasses, weak feminine nouns 2 and weak neuter nouns only 1. The word "hestur" horse above is a typical example of strong masculine nouns, subclass 1. The word "kinn" cheek is a typical strong feminine noun subclass 1, and the word "barn" child is a typical strong neuter noun. Adjectives, adverbs, pronouns, numerals etc.. must agree in gender, number and case with their noun and since nouns fall into 3 genders of which each has four cases in singular and four in plural, these have the same. Below are two examples which show how the same adjective and numeral adjust to the gender, case and number of the noun with which they stand.

Masculine word

Singular nom. einn rauður hestur one red horse  
acc. einn rauðan hest  
dat. einum rauðum hesti  
gen. eins rauðs hests  
Plural nom. fjórir rauðir hestar four red horses  
acc. fjóra rauða hesta  
dat. fjórum rauðum hestum  
gen. fjögura rauðra hesta

Feminine word

Singular nom. ein rauð mynd  
acc. eina rauða mynd  
dat. einni rauðri mynd  
gen. einnar rauðrar myndar  
Plural nom. fjórar rauðar myndir  
acc. fjórar rauðar myndir  
dat. fjórum rauðum myndum  
gen. fjögurra rauðra mynda

Icelandic agrees with English in using the nominative as a subject of a sentence. The object is normally put in the accusative. Some verbs take dative or genitive object, but the normal use of

dative is for the indirect object, and the normal use for genitive is as possessive (Einarsson, 1945:105). Moreover certain prepositions govern particular cases. For example the accusative is used after the following prepositions: um = round, over, during; gegnum = through; kringum = around; umfram = above, beyond. Other prepositions, and these above mentioned when used in different sense can also govern the dative or the genitive. Some adverbs and verbs can also govern a particular case. For example, dative alone may be used as object to the following verbs: hjálpa e-m = help somebody; hlífa = spare; gagna = help, avail; gegna = obey; játa e-u = say yes to something; týna = lose; gleyma = forget and so on. (Einarsson, 1945: 107).

Some of the more explicit changes which have occurred in Baldur's speech are seen in his use of the case endings but also there is some striking reduction of vocabulary.

### 1.iii. Morphological complexity and vocabulary.

When the use of a language is reduced the person involved is removed from the type and quantity of linguistic input and linguistic interaction necessary to maintain the full lexical, phonological, morphological and syntactical distinctions that are made by fluent competent speakers of the language (Andersen 1982:91). But not all linguistically marked distinctions will be affected equally. As was seen for example from Dorian's studies (1981) some grammatical categories remained while others were lost. It has been pointed out that the lexicon is one of the first that suffers when

language becomes restricted in use (Andersen, 1982:93). Karttunen (1977) and Dorian (1973) both mention the reduction in vocabulary they observed in their subject's speech. The dependence of the lexicon on the linguistic experience of the speaker can be clearly observed in studies of pidgin and creole languages. The pidgin shares the vocabulary of the pidgin speakers and it becomes very restricted to the contexts where the pidgin is used (Andersen, 1982: 92). In language contact situation, lexical borrowing or code-switching is a clear indication of the impact the environment has on the lexical repertoire of the speaker (Andersen, 1982:93). Similarly, as reduction in use can affect the lexicon, so can it affect morphology. For example, the fluent speakers of ESG, in Dorian's (1981) study showed weakness in gender and case within the nominal structure. She points out that some gender signals remain strong for the fluent speaker but the number of gender assignable nouns had shrunk (1981:148). She found the case to be a weaker category as the cases showed progressive decline from fluent speakers to semi-speakers. On the other hand not all gender and case showed equal decay. For example the vocative was better preserved than the nominative and accusative, and dative. But dative was better preserved than the genitive (Dorian, 1981:148). Moreover, Weinreich notes that:

"German speakers in Texas, under the influence of English, neglect the distinction between dative and accusative in certain constructions" (1963:63).

As gender, case and number are all expressed in the same inflections in Icelandic these are the distinctions which become affected in

Baldur's restructuring of the Icelandic noun declension. The presence of a borrowed item can be seen to create certain ambiguity in what concerns the choice of inflections. For example, there is a clash in gender use in English and Icelandic. Icelandic has grammatical genders whereas English has natural genders. Words with the same or similar meaning can therefore have different genders in English and Icelandic. For example the word chair is neuter (neither he nor she) in English but the word with an equivalent meaning in Icelandic, stóll is masculine and referred to as he. Baldur is faced with a choice between the assignment of natural or grammatical genders. Poplack (1983) compared adult and child behaviour in integration of loan words into Spanish and their assignment of genders. She found that both adults and children assignment of gender to borrowed nouns were governed by the phonological shape of the borrowed item, which is the same factor that explains the gender assignment of Spanish nouns (1983:66). In what concerns the code-switched sentences, Baldur is faced with a choice between several possibilities. Firstly, he can assign the borrowed item its English gender and make the rest of the phrase agree with it, as according to Icelandic rules other words in the noun-phrase have to agree in gender, case and number with the noun. The case would then probably be omitted as English nouns are not inflected in cases. Secondly, he can assign the borrowed item a gender of an equivalent Icelandic noun or just another gender than the English gender, and follow the Icelandic rules for both gender assignment and case declension. What appears to happen is, that he assigns English words the natural genders and Icelandic words the Icelandic gender and this combines with his restructuring of the Icelandic noun declension to produce sentences and words where gender-

and case distinction have sometimes been dropped or are in disagreement with other words in the phrase but in other instances these have been kept intact.

Because of the important role the noun has in an Icelandic sentence i.e. other words have to agree in gender case and number with it, a borrowed noun creates more ambiguity than for example an adjective, adverb, numeral or pronouns. If a noun is borrowed from another language and that noun not inflected in cases the whole phrase can accordingly stand uninflected. On the other hand if an adjective is borrowed, only the adjective stands uninflected but the rest of the phrase can be inflected as usual. Similarly, a preposition, verb or adverbs which direct a particular case would create more ambiguity if substituted by an English equivalent item. This can be seen in sentence 22, appendix III:

með litil oven (with little oven)

In this context, in an Icelandic sentence the preposition "með" takes dative and the adjective should agree in gender, case and number with the noun. The Icelandic word for oven is ofn and is a masculine noun. The sentence in Icelandic would be:

með litlum (Masc.dat.sing.) ofni (Masc.dat.sing.)

where both the adjective and noun stand in dative singular and the adjective should have its masculine ending to agree with the gender of the noun. The presence of the English noun eases off the pressure to make the words in the sentence agree with each other in the way described above, and Baldur uses the adjective in its feminine, nominative, singular form.

It is interesting to see how the grammatical category of gender



survives the contact with language which nouns lack gender distinction. As said above, a native distinction not shared by the speakers of the second language is frequently given up. It is, therefore, also interesting to see how the Icelandic noun declension system survives as English, the competing language does not share this distinction.

Poplack (1983) found no difference between adults and children in gender assignment and integration of loanwords into Spanish. On the other hand, she found that children and adults seemed to differ markedly in their code-switching behaviour. Other researchers (McClure 1981; Poplack 1983; Lindholm and Padilla 1978; Zentella 1978) have found evidence which suggests that developmental patterns may be found in children's control of code-switching. Poplack (1983) compared adult and children's use of four type of code-switches. One she termed Tag Switches which are interjection or freely moveable constituents which can be inserted almost anywhere in discourse without violating a grammatical rule of either language. For example, from Poplack (1983:63)

"Oh, shit, Se fastidio todo elmundo aqui (Everybody here got screwed)".

Then there are, what she calls Sentential Switches which requires much more knowledge of the languages but not as much as is required to switch within the confines of a single sentence (1983:63):

"I don't know. No habla como puertorriqueno (.... She doesn't speak like a Puerto Rican)".

Thirdly there is the Intra-Sentential Switch which is a switch within the confines of a single sentence. This is the most difficult type of switch, as to be able to produce a grammatical sentence

the speaker requires good command of the grammar of both languages.

An example of this type of switch would be:

"The baby fell y se golpeó (..... and hurt himself)".

The fourth type of switch is what she calls Single-Noun Switch, and is particularly a characteristic of children's code-switching. Forty percent of the code-switching made by the children was this type of switch but only ten percent of the adults (1983:63). The figure below shows proportion of different code-switching types for adults and children.

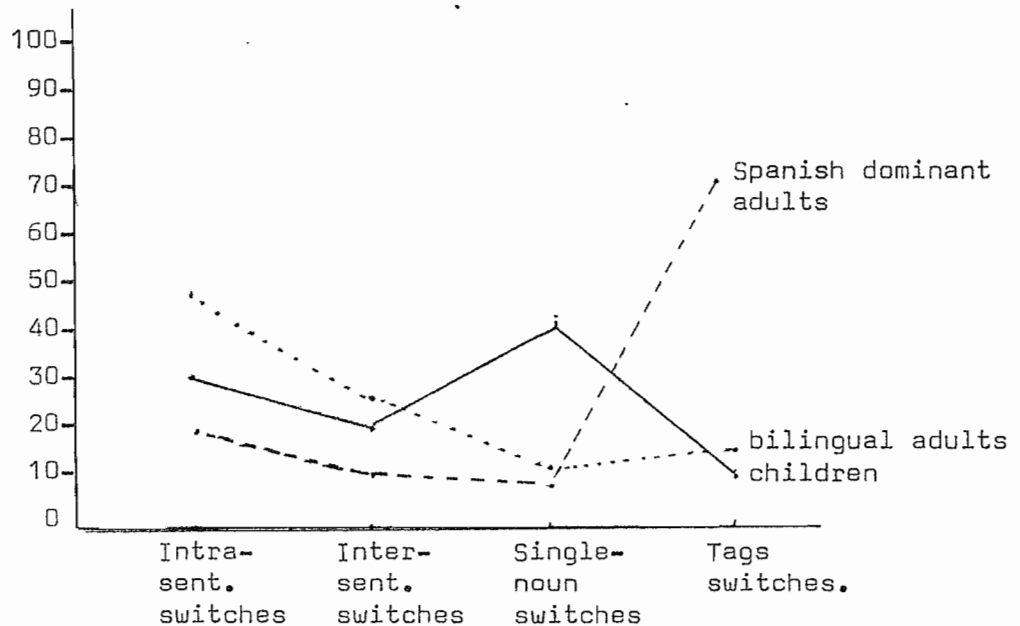


Fig. 1. Proportion of different code-switching types for adults and children. (Poplack 1983:64)

Poplack (1982,1983) found Intra-Sentential switches to be a characteristic of balanced bilinguals but Tags and Sentential switches a characteristic of non-fluent bilinguals. Poplack (op cit.) found that ungrammatical switches were very rare and suggested that it could be due to the fact that the non-fluent bilinguals did not use switches which

demanding as great knowledge of the two languages as for example the Intra-Sentential Switch. She suggested that there exist two constraints on code-switching. One she calls the Equivalence Constraint, which suggests that code-switching will occur at points in discourse where it does not violate a syntactical rule of either language (1982:234). The second is the Free-Morpheme Constraint which says that codes may be switched after any constituent in discourse provided that the constituent is not a bound morpheme (1982:234). The children seemed to form a group distinct from both balanced and non-fluent bilingual adults (1983:64). Like the balanced bilingual adults they do not use Tags as much as the Spanish dominant adults. But they use considerably less Intra-Sentential Switches than the balanced bilingual adults but more than the Spanish dominant adults. On the other hand, they switch more Single-Noun Switches than any of the adults (1983:64). Poplack (1983) found that, just like the adult bilinguals ungrammatical switches were very rare, that is the children very rarely violated the Equivalence Constraint. Poplack explained the difference between the code-switching behaviour of adults and children as:

"The degree of linguistic virtuosity required to engage in rapid intra-sentential switching is probably not yet fully developed among the children",

and secondly:

"Their relatively early stage of vocabulary acquisition may account for a large proportion of the child's single noun switches" (1983:64)

Vihman (1984) has studied the developmental characteristics of children's code-switching. She points out the difference she

observed in the code-switching practice of her younger (aged 3-6) and older (aged 6-9) child. The younger child, switched more function words including adverbs, conjunctions, prepositions, and bound morphemes and only the younger child (though rarely) violated Poplack's Equivalence Constraint. Vihman (1984) furthermore points out that the length of the code-switched item increased when her daughter started school. That is she started switching more single sentences and phrases. She says:

"Starting at age 6:8, when she had been in first grade for two months, Vivre while continuing to otherwise speak Estonian to her parents - suddenly showed signs of a chronic need to switch to English for the length of a single sentence or phrase, generally a cliché or formula of some sort and which appeared to strike her as the only succinct expression of her meaning",  
(1984:9)

## 2. METHOD

### 2.i. The subject and data collection.

The subject of this study is my son Baldur. Baldur came to England when he was 3;1 years old. At the time of emigration his acquisition of Icelandic had been normal as compared with children his age in Iceland. He started attending a preschool center in the same month as he arrived, for around 20 hours per week (around 3-4 hours per day). He was a monolingual Icelandic speaker at the time. By the time he was 4;5 years old he was still a dominant Icelandic speaker but in enough command of English to get along at the preschool center. When he was 4;6 years old he started school and spent 32.5 hours per week (around 6.5 hours per day) in an English speaking environment. As there are no Icelanders in the area, his parents and baby sister were the only people to whom he spoke Icelandic. Icelandic, therefore became a kind of private language only spoken when there were the four of us present. The presence of the fifth individual normally led to switching over to English. By the time he was 4;7 years old and had attended school for around 2 months, changes were noticeable in his speech. For example he had acquired a wide range of new vocabulary, most of it in English. Words like "teacher", "naughty", the various shapes, e.g. "round", "square", concepts like "down" and "up", the letters of the alphabet as well as numbers above 20 all became very well established in English (See Appendixes III and VII). Code-switching or loan words became a strong characteristic of his Icelandic speech. At this time (February 1982) most of these loan words were pronounced according to English phonology but frequently fitted with an Icelandic inflection. For

example sentence 35 appendix VII:

"þá tala ég í teacher-inn  
(then I talk to the teacher)".

The sounds [tʰ] and [ð] do not exist in Icelandic. At this time his unusual use of the inflectional system of Icelandic became apparent. Data collection starts at this stage, with an average regularity of once monthly or bimonthly. Most of the data is in the form of tape-recording of spontaneous speech, except for three months of the year 1982, when it is mostly in the form of diary notes. Intertwined in these recordings is his sister's acquisition of English and Icelandic, from the age of 12 months. During the tape-recordings Baldur is normally aware of the recording taking place. Some acting, in the form of showing off, can therefore be noticed during the first recordings. At the time recordings started, we also started sending letter cassettes to friends and relatives in Iceland and taperecorders have almost become a part of our daily routine. The present study is an initial study of this data. For the present purpose, two tapes one 60 minutes long and the other 90 minutes long, were analysed with noun declension and code-switching in mind. These tapes were recorded at two very different points in Baldur's development. One is recorded in February 1982, and contains five of the first recordings, where he is making up a story, talking about his school and telling a story from a picture book. Part of the tape is a monologue but the majority is a dialogue between me and him. The second tape is a recent recording, since April 1984. It is 90 minutes long and consists of five recordings of dialogues between me and him. It will be noticed, when these two tapes are compared, that phonological changes have occurred. On the first tape Baldur's pronunciation is

Icelandic, with the exception of the English loan words. On the second tape (April 1984) his Icelandic is spoken with a strong English accent. Before continuing to present the results, some consideration of Baldur's language acquisition till the age of 3 is essential.

2.ii. Icelandic and language acquisition.

The evaluation of Baldur's restructuring of the Icelandic noun declension system has to be done in the light of his Icelandic language acquisition. This is so that it can be seen how his incomplete acquisition of the noun declension combines with the characteristics of the language to stimulate the changes that have taken place. Furthermore, this is also essential for the purpose of making explicit that changes have taken place as sometimes in cases like these it is difficult to determine if attrition or acquisition failure has taken place.

As said before, Baldur's first language acquisition can be considered normal when compared with other Icelandic children of his age. For example his acquisition was seen to be earlier and more rapid than that of another boy two months older. But then there were other children of similar age in the day-care he attended whose acquisition was more rapid than his. The timing of his acquisition can probably be assumed to be of average rapidity.

Slobin, points out, that in those languages which are inflected,

inflections are one of the earliest grammatical markers to emerge in child's speech (1973:180). This is particularly the case when the inflections are suffixed, that is when they are post-posed.

He says:

"...., accusative and dative inflections are very early acquisitions in inflected languages like Russian, Polish, Serbo-Croatian, Latvian, Finnish, Hungarian, and Turkish - where they are realized as noun suffixes. But these inflections are relatively late in the acquisition of German ....., where they are realized as forms of pre-nominal articles. English articles are also lacking at early stages of development. It is not the semantic nature of articles which accounts for the omissions in German and English, because the Bulgarian article, which is a noun suffix, appears early in child speech", (Slobin, 1973:191)

The claim that post verbal and post nominal markers are acquired with more ease (earlier) is supported by that: for example the end of words seem to be perceptually salient for children. That is small children often imitate only the last part of a word (Slobin 1973:189) and that prepositions and the cases formed with prepositions are acquired later than those which are not formed with prepositions (Ruke-Dravina 1973:257). Other factors can also be seen to affect the order of acquisition. For example, linguistic complexity of the language in question and also the frequency of occurrence of a particular item, can affect its speed of acquisition. Studies of bilingual children have made explicit the effects linguistic complexity has on language acquisition. Slobin tells about a child acquiring Hungarian and Serbo-Croatian. When the child speaks Hungarian she is able to use directional and positional locative inflections



appropriately, but fails grammatically to express the same notions when speaking Serbo-Croatian. The main reason for this is that Serbo-Croatian is more complex. Every preposition governs a noun inflection, which sometimes is meaningful and sometimes redundant. The Hungarian means of locative expression is simpler. The locative marker is always at the end of the noun only, always unambiguously and consistently. (Slobin, 1973:188). The regularity and consistency of the Hungarian marker makes it easier to learn.

The Icelandic inflectional system is complicated and inconsistent. As said before, there are two basic categories of noun-declension, strong and weak. These two are further divided into subclasses based on the gender and the case endings of the nominative plural and genitive singular. The subclasses are based on these endings because they are distinctive whereas other case endings are either less distinctive or non-distinctive. (Einarsson 1945:45). There is great irregularity of endings and those who are learning Icelandic as second language have been astonished by the number of declension examples which must be rote learned (Konráðsson 1982:10). Moreover the noun-declension endings are not only irregular and inconsistent, but the use of each individual case is quite complex. There are some cases which certain verbs take as objects. That is, although the basic rule is that the object is put in accusative some verbs take dative or even genitive object. The normal function for the dative is for the indirect object, but is sometimes also used as possessive. On top of all this, every preposition governs a noun inflection (case). Some prepositions can sometimes take either accusative or dative depending on their meaning or sense. Slobin describes below the acquisition of the Russian locative marker.

Russian demonstrates similar relationship between prepositions and cases, as Icelandic.

"The first locatives are noun-noun combinations, ..... At the next level, the first inflections emerge, and the child distinguishes between position and direction by contrasting the locative case with the dative and accusative cases. At this stage the child is expressing the locative notions: "in" and "into" "on" and "towards" using inflections and no prepositions. Later, when prepositions emerge, it is first just these prepositions which are used - performing the same functions as the earlier prepositionless utterances", (Slobin, 1973:189-190).

Slobin (1982) points out furthermore that the development of case inflections is slower in all of the Indo-European languages that have been studied, than for example Turkish and other languages which have more consistend and regular paradigms. The irregularity and inconsistency of these paradigms in the Indo-European languages "contributes to the prolonged and confused course of inflectional acquisition in those languages", (1982:151). He points out that the difference between e.g. the Indo-European languages (one of which is Icelandic), and the more "regular" languages like Hungarian or Turkish, is not in the initial discovery of the inflections but in the more rapid completion of acquisition. That is, the acquisition of inflections in Turkish spans a shorter period than it does in the Indo-European languages.

In general, inflections start to appear towards the end of the second year, when general language development is already quite advanced (Ruke-Dravina:1973:254). One of the earliest semantic

relations to be formally marked in child speech is the Verb Object. Slobin points out that in those languages which provide an inflection for marking the object of action (accusative) this inflection emerges very early (1973:180). That is, very often the first inflection appears with the separation between nominative and accusative. The sequence of acquisition of inflections depends to a certain extent on the character of the individual language in question. But in general the nominative accusative contrast is acquired very early and those cases which are expressed by prepositions later (Ruke-Dravina, 1973:266). A common acquisitional sequence is similar to the following which Ruke-Dravina observed in her study of a Latvian boy. First the cases of the singular were acquired in the sequence: nominative, accusative, locative, genitive and dative. Then the separation of number occurred. In the plural, the cases appeared in the sequence: nominative, accusative, dative, locative, and genitive. She furthermore pointed out:

"at the end of the second year all of the singular case endings of Latvian had emerged in the child's language except for the vocative and instrumental singular", (1973:256).

Konráðsson (1982), from his study of 3 Icelandic children, suggested the following sequence of appearance of the Icelandic cases. First separation between nominative and accusative, then dative and last the genitive. The children, he studied were aged from 2;2 to 2;8 years old. The genitive was the only case which did not appear in Konráðsson's data. The dative seemed to be more difficult for the children, in particular the dative of strong masculine nouns. This is in line with the fact that the dative singular of strong masculine nouns is more irregular than dative of strong neuter and

feminine nouns. His observations were: In the weak declension, the dative of masculine, feminine and neuter nouns was always correct. In the strong declension there were no errors in the dative of feminine nouns, a couple of errors in the dative of neuter nouns. As said before, the dative of masculine nouns where most errors were observed appeared to be the most difficult case for the children. According to Konráðsson's study of these Icelandic children an Icelandic child aged 2;2-2;9 can have a good command of the nominative, and accusative, but still have some problems with the dative, in particular the dative of strong masculine nouns.

Based on what has been said before in this chapter, it can be expected that what is more regular and consistent is more easily dealt with by children in their acquisition of language. According to this some things in the Icelandic noun declension should be more easily learned than other. Neuter nouns are, for example, less variable than masculine and feminine nouns. They are only divided into two classes, strong and weak, whereas masculine nouns are subdivided further into 2 or more subclasses. Following the same line of arguments, the masculine nouns of the strong declension is divided into four subclasses and the feminine nouns into three. The strong masculine nouns have therefore the most variable case endings and then the strong feminine nouns. The weak declension, according to this, should be easier than the strong declension, in all it has only 5 subclasses whereas the strong declension has 8 subclasses. On the other hand when frequency is considered, many common words in Icelandic are declined according to strong masculine

nouns subclass one (See the example "hestur" - horse on page 7). Both the arguments of complexity and frequency could be pointed out as the possible explanations for the absence of the genitive case in Konráðsson's data. Ruke-Dravina points out:

"In languages which for example, make frequent use of the genitive, in places where other languages would use the accusative or dative, one can expect the probability to be greater that the child will acquire the genitive ending earlier", (1973:266).

This could be the case in Icelandic, as it can be observed that sometimes when English uses genitive, Icelandic uses dative. (Einarsson, 1945:110). As said before the normal use of the genitive is for the possessive. Often when English uses the genitive of a personal pronoun or a possessive pronoun, Icelandic uses the suffixed definite article only. For example:

"hann tók ofan hattinn (he took off his hat)"  
(Einarsson, 1973:110).

Moreover, the genitive case can also be used to express the following meanings: measure in space and time, value, description, material, the whole, objective genitive, genitive of naming etc. (Einarsson, 1945:111). Finally, as Konráðsson (1982:23) himself points out, the absence of the genitive could be a reminder of the basic problem with which a researcher of language is faced and that is the representativeness of his corpus.

2.iii.Analysis of data.

The present study focuses on errors, particularly errors of the noun or noun-phrase. Overall, there are two sets of data for each time period. That is, two sets of data for February 1982 and two for April 1984. The first section of the 1984 data (see appendix I) is concerned with the morphology of the noun and noun-phrase of Baldur's Icelandic speech. The second section concentrates on code-switching and then compares the morphology of the code-switched sentence with an equivalent Icelandic sentence (see appendixes III and IV). The 1982 data is treated in the same way. The first section, concerned with the morphology of the noun and noun-phrase is in appendix V. The code-switching and comparison with Icelandic is in appendix VII and VIII.

One word can include three types of errors, case, gender and number errors. This is because one inflection (ending) carries these three grammatical distinctions. In the analysis of the morphological errors the same word can therefore be regrouped three times. For example, sentence 20 in 1984 (appendix I) has an ending which carries inappropriate case, gender and number distinctions.

"...sprakk alltaf alla (M.acc.pl.)skipið (N.nom.sing.)"

"...blew away always the whole ship"

The indefinite pronoun "alla" (the whole) should agree in gender, case and number with the noun "skipið" (the ship), but stands in masculine, accusative, plural instead of neuter, nominative singular. This word is therefore grouped three times in appendix II, which contains the analysis of the morphological data in 1984. Appendix VI

contains the analysis of the morphological data in 1982.

The analysis of morphology, both of the Icelandic sentences and the code-switched sentences, is based on comparison with an Icelandic sentence formed according to Icelandic rules of morphology. This is a convenient method for the present purpose, firstly because this paper is about what happens to the complexity of the Icelandic morphology under conditions of limited exposure, and thus a comparison with an appropriate Icelandic sentence is essential. Secondly, for the purpose of comparison between the two type of data (the Icelandic one and the code-switched one) the same method of analysis needs to be employed. Here, this is done although it is acknowledged that nomolingual rules are probably not appropriate in the analysis of sentences and phrases where two codes are used.

In the literature, there is a great variability in the use of terms like "code-switching", "code-mixing", and "lexical-borrowing". Poplack (1982) suggests that a word which is integrated into the base language on all linguistic levels, phonologically, morphologically and syntactically, should be regarded as lexically borrowed item and not code-switching. That is, Poplack suggests that a distinction needs to be made between items which are integrated and those which are not. Vihman (1984:2), on the other hand, suggests that "there appears to be essential difference between the language mixing of very young children (up to age 2-3) and that which occurs later". She suggests that the term language mixing should be reserved for this developmental stage which is characterized by an unconstrained combination of words from either language. For the present purpose

integration on linguistic levels is a tricky criteria for the purpose of defining code-switching. This is because some of the linguistic levels here have suffered language attrition. For example, some phonological changes have taken place as in 1982 Baldur speaks Icelandic with an Icelandic pronunciation but in 1984 Icelandic is spoken with an English accent. Moreover, because of language attrition or failure to acquire certain part of the Icelandic morphology, and because there are changes taking place, Baldur's ability to integrate on morphological level has changed since 1982, and is probably continuously changing. The term code-switching is therefore used here as a general term for the loan-words and phrases, irrespective and independent of levels of integration. That is, the term code-switching is used for all words in the data which can be seen to be borrowed by Baldur from English, irrespective of whether he integrates them or not.



### 3. RESULTS

There were 74 words in 1982 which had an inappropriate inflection (ending) according to Icelandic rules of morphology. Fifty three of these are considered in the analysis in appendix VI. The difference are ambiguous cases and repeated occurrence of the same word with the same type of error. There were 94 words in 1984, which had an inappropriate inflection. In the data analysis in appendix II 78 of these are considered. The error analysis is concerned with error type. In 1984 as in 1982 most of the errors were case errors, 32 or 58.2% in 1982 and 48 or 61.5% in 1984. The table below shows the number of errors per set of data and grammatical categories. The first number is the amount the second, the percentage of the errors.

Table 1

	cases	gend.	numb.	cases+ gend.	cases+ numbers	cases+ numbers gend.	gend+ numbers	tot.
Febr.1982	32 58.2	7 12.8	5 9.1	9 16.4	1 1.8	0	1 1.8	55
Apr. 1984	48 61.5	12 15.4	4 5.1	5 6.4	7 8.9	1 1.3	1 1.3	78

There are 42 words (76.4%), altogether in 1982 which have an inappropriate case. Ten of these 42 have more than one grammatical category incorrect (cases+ number or gender). In 1984 62 words (79.5%) have an inappropriate case ending, of which 14 have more than one category incorrect. Only one word of all the data (both 1982 and 1984) have all three categories incorrect (see sentence 20, appendix II).

In 1982, the errors which involve gender are altogether 17 (30.9%). There off are 7 which have just inappropriate gender and 10 which involve gender and case or gender and number. In 1984 the overall gender errors are 19 (24.4%). There off 12 which have only inappropriate gender.

Considering the amount of errors the case category appears to be the weakest category, that is weaker than gender and number. These results are in line with the results Dorian (1981:148) found in her studies of East-Sutherland Gaelic. She found the case to be weaker category than gender. The number distinction seems to be strongest and very rarely are there number errors unless there are also case or gender errors (see table 1, page 29). There does not seem to be much difference between the two timepoints neither in amount of errors nor in their distribution across categories. (If the total number of errors per minute is calculated, in 1982 there are 1.13 errors per minute, and in 1984 1.15 errors per minute). On the other hand there is a difference between the two timepoints (February 1982 and April 1984) in the distribution of case errors across the four Icelandic cases. In 1982 the use of case is more widespread across the four cases although the nominative is used the most (47.5%) then the accusative (25%) and third the dative (22.5%). In 1984 the nominative and accusative are used most of the time or 58.7% of the errors are characterized by that the nominative is used when the other cases should have been used, and 38% of the errors involve the use of the accusative when other cases should have been used. Only 3.2% of the errors involve the use of the dative. The table below shows the overall distribution

of case errors over the four Icelandic cases.

Table 2

	1984	1982
nominative inst. of dative	21	10
" " " accusative	11	7
" " " genitive	<u>4</u>	<u>2</u>
nominat. tot.	37 (58.7%)	19 (47.5%)
accusative inst. of nominative	10	7
" " " dative	12	3
" " " genitive	<u>2</u>	<u>0</u>
accusat. tot.	24 (38%)	10 (25%)
dative inst. of accusative	2	4
" " " nominative	<u>0</u>	<u>5</u>
dative tot.	2 (3.2%)	9 (22.5%)
genitive inst. of dative	0	1
" " " accusative	<u>0</u>	<u>1</u>
	0	2 (5%)
Alltogether	63	40

Already in 1982 Baldur shows some tendency in over-using the nominative and accusative, but in 1984 he clearly seems to be abandoning the use of the Icelandic genitive and dative and use the nominative and accusative instead. This becomes more obvious when it is considered how often other cases are used instead of the dative. In 1982 14 times or 35% of the errors involve the omission of the dative. In 1984 33 times or 52.4% of the errors involve omission of the dative. Then the accusative is substituted by another case 12 times (19%) in 1984 and 12 times (30%) in 1982. The nominative is substituted 10 times (15%) by another case in 1984 and 12 times (30%) in 1982.

According to Ruke-Dravina (1973) and Slobin (1973) the dative is normally acquired later than the nominative accusative separation and Konráðsson(1982) has suggested that Icelandic children acquired dative later than nominative and accusative. The genitive is the least used case. This observation is in line with Konráðsson's (1982) results as he did not find any example of the genitive in his data of children aged 2-3 years old. In the 1982 data the genitive is used (inappropriately twice and 3 times omitted (see table 2, page 31). In 1984 the genitive is never used but 7 times omitted. On the other hand in 1982 the English 's genitive construction is 3 times used within an Icelandic sentence (see sentences number 19,20 and 41 in appendix V). The Icelandic genitive and expression of possession is clearly more complex than the English 's genitive. As said above, although the Icelandic genitive is used to express possession it can be used to express other meanings as well. Furthermore, sometimes possession in Icelandic is expressed with the aid of the possessive pronoun. Sentence 41 in appendix V, for example, shows an English 's genitive used in an Icelandic sentence instead of the possessive pronoun hennar (hers).

"....sem er Miss Scopes's skolann"

"....which is Miss Scopes's school"

In Icelandic the sentence would be:

"sem er skolinn hennar Miss Scopes"

"which is school (belonging to) Miss Scopes"

Baldur seems to use the English 's construction more often and more easily than the Icelandic genitive. On the other hand the number of times genitive is used, both the English and the Icelandic one, is so low that these are only suggestive conclusions.

I am only dealing with errors here but in what this concerns there

is a need for looking at correct structures as well.

Of the words which have case errors, in 1982 17 or 30.9% are nouns, 7 or 12.7% are adjectives, 9 or 16.4% personal pronouns, 6 or 10.9% demonstrative pronoun and 1 or 1.8% indefinite pronouns. Altogether 16 or 29.1% pronouns had inappropriate case ending. In 1984, 30 or 38.5% of the words which have inappropriate case endings are nouns, 3 or 3.8% are adjectives, 9 or 11.5% demonstrative pronouns, 13 or 16.6% are personal pronouns, 5 or 6.4% indefinite pronouns, 1 or 1.28% numerals and 4 personal names. Altogether 27 or 34.6% of the errors are pronouns.

In 1982 there are 17 words (30.9%) which have been assigned wrong gender. In 1984 these are 19 (24.4%). The table below shows the overall distribution of the gender errors of the two sets of data and across the three genders. The numbers in the brackets are percentages.

Table 3.

	1984	1982
Masculine inst. of neuter	5	4
"        "        "    feminine	<u>7</u>	<u>3</u>
	12 (63.2%)	7 (41.2%)
Neuter inst. of feminine	4	2
"        "        "    masculine	<u>2</u>	<u>6</u>
	6 (31.6%)	8 (47%)
Feminine inst. of neuter	1 (5.3%)	2 (11.8%)
	<hr/>	<hr/>
Altogether	19	17

The feminine gender endings appear to be the weakest of the genders. In 1982 the feminine gender was used twice instead of another gender but 5 times (29.4%) omitted. In 1984 it was used once instead of the other genders but 11 times or 57.9% of the gender errors involve the omission of the feminine gender. In 1982 the neuter gender is used most often but in 1984 the masculine gender is used most, 63.2% of the time. In general the amount of gender errors is very low, at least compared to the amount of case errors (see table 1, page 29).

In 1982, most of the words which have been assigned wrong gender are adjectives, 7 or 41.2%. There are also 4 or 23.5% nouns, 4 or 23.5% personal pronouns, 1 or 5.9% demonstrative pronouns and 1 or 5.9% numerals. In 1984, there are 5 or 26.3% nouns which have wrong gender, 4 or 21% adjectives, 4 or 21% demonstrative pronouns, 2 or 10.5% indefinite pronoun, 1 or 5.3% independent pronoun and 1 or 5.3% personal pronoun. Altogether the pronouns are 8 or 42.1%.

The number category is the strongest of these three. In 1982 10.9% of the errors were number errors and in 1984 17.9%. Table 4 below, shows the distribution of number errors.

Table 4.

	1984	1982
Singular inst. of plural	12	5
Plural inst. of singular	<u>2</u>	<u>1</u>
	14 (17.9%)	6 (10.9%)

Five of the singular instead of plural errors in 1984 are accounted for by the demonstrative pronoun *þessi* (this). Eleven of the

12 singular instead of plural errors are pronouns (4 personal pronouns, 1 indefinite pronoun, 1 possessive pronoun and 5 demonstrative pronouns). The 2 plural instead of singular errors also involve pronouns (independent pronoun and demonstrative pronoun). In 1982, on the other hand, 3 of the 5 singular instead of plural errors are nouns, one adjective and one demonstrative pronoun. (see further appendixes II and VI).

Overall, most of the errors, all grammatical categories, involve masculine words, 31 of 78 or 39.7% in 1984 and 30 of 55 or 54.5% in 1982. Feminine words are 25 of 78 or 32% in 1984 and 7 of 55 or 12.7% in 1982. Neuter words are 11 of 78 or 14.1% in 1984 and 12 of 55 or 21.8% in 1982. In 1984 31 word or 39.7% of the words are nouns, 7 or 8.9% adjectives, 14 or 17.9% demonstrative pronouns, 17 or 21.8% personal pronouns, 7 or 8.9% are indefinite pronouns. There were 1 or 1.3% independent pronoun and 1 or 1.3% possessive pronoun. In 1982 there are 21 or 39.6% nouns, 1 or 18.9% adjectives, 11 or 20.7% personal pronouns, 9 or 16.9% demonstrative pronouns, 1 or 1.9% indefinite pronoun and 1 numeral (1.9%).

Code-switching 1982.

In February 1982 there are 64 code-switches (see appendix VII). There are 8 (12.5% sentential switches of which 4 occur when Baldur is quoting someone else (see sent. 4,39,43,44 in appendix VII) and two occur when he is describing a story book which was told to him first in English (see sent. 24, 25, in appendix VII). There are 5 (7.8%) phrasal switches (see sent.

2,11,4,25,28,10 in appendix VII). Most of the switches are single word-switches or 51 (79.7%) in all. There are frequently more than one loan word within a sentence. For example, sentence 32, appendix VII:

"dragon er bara í cage"

"dragon is just in a cage"

Twenty nine or 46% of the single-word switches are nouns, 11 or 17.2% are adjectives, 8 or 12.7% are verbs, there is 1 adverb and 2 prepositions. Here, sometimes the same noun or adjective occurs more than once, and is counted more than once. This is done because the word is substituted for an Icelandic word which can be in a various form. For example, sentence 5 in appendix VII:

"hann er alltaf round og..."

"he is always round and...."

Here the adjective round is used instead of the word "kringlottur" which means round+masculine,nominative, singular ending. On the other hand, in sentence 18, appendix VII:

"svona það er round"

"like this it is round"

Here the adjective round is used instead of the word "kringlótt" which means round+neuter,nominative,singular ending.

According to Icelandic monolingual rules the code-switched items should have various gender, case and numbers. If the code-switched sentence is compared to an Icelandic equivalent sentence the omitted Icelandic morphology becomes explicit. The morphology of the Icelandic equivalent item would have been as following:



February 1982

Masculine words were 18. Of these 18 there were 7 adjectives of which 5 would have been in nominative and 2 in accusative. There were 11 nouns of which 7 would have been in nominative, 3 in accusative and 1 in dative.

Feminine words were 9. All these were nouns 3 of which should have been in nominative, 3 in accusative and 3 in dative.

Neuter words were 6. There were 3 adjectives of which 2 would have been in nominative and 1 in accusative, and 3 nouns of which 1 would have been in nominative and 2 in dative.

There are 10 adjectives and 23 nouns borrowed. Most of the nouns would have been masculine nouns in nominative if they had been Icelandic. All of these, except one, were masculine objects and therefore, the gender assignment would have clashed with the English sense of natural genders. Similarly, all but one of the feminine nouns were feminine objects which would have clashed with the English natural genders. Two of the neuter nouns agree with the English loanword in gender as in Icelandic they are neuter objects. By comparing the code-switched item to an Icelandic equivalent, it has been observed that of the 23 nouns 18 have an Icelandic counter-part which would clash with the English in gender or case.

Code-switching 1984.

In April 1984, Baldur's code-switching behaviour appears to be slightly different from what it was in 1982. There are 21 or 29.1% phrasal switches and 49 or 68% single noun switches. There

are only 2 adjectives switched and 1 verb. Altogether the single-word switches are 52 or 72.2%. The number of noun switches have increased and other word classes are not switched as much as in February 1982. Altogether there were 40 code-switched words and phrases compared to an Icelandic equivalent structure in Appendix IV. The morphology of the Icelandic equivalent structure would have been as following:

April 1984

Masculine words were 28. Of these 28 nouns 13 would have been in accusative, 12 in dative and 3 in nominative.

Feminine words were 13. Of the 13 nouns 4 would have been in nominative, 7 in accusative and 2 in dative.

Neuter words were 7. Of these 2 would have been in nominative, 2 in accusative, 2 in dative and 1 in genitive.

Most of the masculine and feminine nouns are of gender which disagrees with the English natural genders. Whereas the neuter words agree in gender with the natural gender, i.e. in Icelandic they are neuter objects.

Baldur's English lexicon is clearly much bigger than his Icelandic lexicon. This can be seen by looking at the amount code-switching and the fact that the code-switching is completely asymmetrical, i.e. he has never been heard to switch an Icelandic word into an English sentence. Because of this, one can expect that Baldur borrows words from English when words fail him in Icelandic or when the English words appear to be more salient than

the Icelandic word. Moreover, the Icelandic morphology can be seen to be more complex than the English morphology. As Baldur's exposure to Icelandic has been rather small, it has resulted in that his acquisition and maintenance of the Icelandic lexicon and morphology has been limited. This would suggest that an encounter with an difficult structure in Icelandic might trigger of code-switching as well sa when his lexicon fails him.

For example, sentence 8 in appendix VII:

"hann er í daddy's trousers of í mömmunar hatta"

"he is wearing daddy's trousers and mommy's hats"

An appropriate Icelandic sentence would be:

"hann er í buxunum hans pabba og höttum mömmunnar"

Which means literally: he+masculine,nominative, singular ending is in trousers+feminine,dative,plural ending (belonging to) possessive prounoun in masculine,genitive,singular daddy+masculine,genitive, singular ending, and hats+masculine,dative,plural ending mommy+feminine,genitive,singular ending. The possessive prounoun

"hennar"(belonging to female) is optional in the latter sentence.

The nouns "buxur" (trousers) and "hattar" (hats) stand in dative because the preposition in (in) governs dative in this context. The Icelandic words for "daddy"-"pabbi" and "trousers"-"buxur" are well known to Baldur and are a part of his daily vocabulary in Icelandic.

#### 4. DISCUSSION AND CONCLUSION

In this thesis, Baldur's language shift is placed in a frame of his language acquisition and related to what is known about language attrition in general. In studies of language contact, e.g. pidginization, creolization and language death, simplification (or elaboration) and confluence between the two languages is normally predicted. Dorian (1978) observed some simplification in structure of ESG, a dying Scottish dialect. This simplification was very much less than in classical pidginization. Same could be said about confluence of structures, they appeared to be quite limited (1978:590). For the present purpose the term simplification appears inappropriate. Although some simplification of the endings of the Icelandic noun declension system has taken place, it is also being used in a different way than normally, and great deal of complexity is kept. Considering the table on page 29, the simplification can be seen in the increased use of the nominative endings where other case endings should be used, and furthermore in the almost disappearance of the dative. In 1982 the dative is used 22.5% of the time and in 1984 only 3.2% of the time. The accusative is used 25% of the time in 1982 when other cases should be used, and its use appears to have increased as in 1984 it is used 38% of the time. There are several possible factors which could have influenced this use of the nominative and accusative. That is, the nature of the noun declension system is one of the factors which can be used to explain the characteristics of the restructuring of the case endings. In spite of the complexity and irregularity of the endings of the Icelandic noun declension system, there are some endings which occur more frequently

and more regularly than others. For example common to most strong nouns of all genders is the lack of any ending in the accusative singular (see the example hestur - horse on page 7). Furthermore in the weak declension the accusative, dative and genitive are non-distinct in the singular. For example the weak masculine nouns have the ending -i in nominative but the ending -a in the other cases. The weak feminine nouns have the ending - in nominative and -u or -i in other cases. The weak neuter nouns have -a in all cases. Of the 31 nouns, in the data in 1984, there are 14 which stand inappropriately in accusative. Eight of these 14 are nouns in singular declined according to the weak declension. One of these is the noun tími (time) which is a typical example of a weak masculine noun (see appendix II). It is declined like following.

Singular nom.	tí <u>m</u> i
acc.	tí <u>m</u> a
dat.	tí <u>m</u> a
gen.	tí <u>m</u> a

The same can be said about the words skóli (school) and gluggi (window) which both are decline this way and are always used by Baldur with the ending -a of the accusative, dative and genitive. Similarly the word lína (line), which is a weak feminine noun decline as following:

Singular nom.	lí <u>n</u> a
acc.	lí <u>n</u> u
dat.	lí <u>n</u> u
gen.	lí <u>n</u> u

Baldur always uses this word with the ending -u. The common factor of these nouns and others (see appendixes II and VI) is that their accusative, dative and genitive are non-distinctive and should be therefore grouped separately as accusative/dative/genitive instead of nominative. The other words which fill the accusative instead of...."

category (see appendixes II and VI) are always strong nouns which have the accusative singular without an ending. For example the words *eldur* (fire) or the word *bíll* (car) are decline as following:

Singular nom.	<u>eldur</u>	<u>bíll</u>
acc.	eld	bíl
dat.	eldi	bíl
gen.	elds	bíls

In 1982 all the words which fill the category "accusative inst. of...." are words declined according to this rule (see appendix VI, words like *diskur* (dish), *gaffall* (fork), *skapur* (cupboard) etc.).

Although Baldur appears to be using the nominative endings of the nouns most of the time sometimes he has taken the accusative endings as favoured suffixes. This can be seen to be because these endings are more common or occur more regularly than other endings of the nouns. Konradsson (1982) has pointed out that Icelandic children appeared to learn the weak declension earlier than the strong declension. That is his subjects always declined nouns of the **weak** declension correctly. Moreover, the acquisition sequence of the cases could be one of the explanations of why the unusual regularity of the dative and genitive plural is not taken up as a favoured suffix like these accusative suffixes above. That is, all nouns strong or weak have the endings -um in dative plural and -a in genitive plural. As mentioned earlier the acquisition sequence of the cases suggests the separation of nominative and accusative occurs before the acquisition of dative and genitive, and moreover the singular is frequently acquired before the plural. When considering Baldur's acquisition it is likely that at the time the attrition process starts, he had rather good or considerable

command of the nominative accusative distinction but the acquisition of dative and genitive probably not fully complete. This could explain why the endings of the nominative and accusative are taken up now as favoured suffix in Baldur's restructuring of the noun case endings, at the same time as the dative and genitive endings are disappearing. It should be emphasized that here I am talking about the case endings but not the meanings these endings carry. Although the endings are being generalized the meanings they carry are expressed in a prepositional phrase. As mentioned above the case endings of the noun phrase are frequently a part of a preposition - case construction, where a preposition governs a particular case ending. In the data considered here the prepositions are never missing and the meaning, normally carried by a preposition and case ending, is most of the time put forward by the preposition only. That is the meaning is dealt with by a prepositional phrase which contains an uninflected noun much like is done in English.

For example, sentence 3, appendix I:

"þar kanski er svona eldspitur með brennisteinar(M.nom.pl.)"  
"there maybe kind off matches with brimstone"

Normally, the noun should be in dative "brennisteinum" as that is the case the preposition "með" (with) governs in this context. The fact that the meaning is brought about by both preposition and inflection suggests that one of these is redundant. Moreover, other words, in the phrase, than the noun carry inflections as well. That is, if the noun stands in e.g. accusative the rest of the noun-phrase i.e. adjectives, adverbs, numerals, pronouns etc. need to stand in accusative as well. The English noun-phrase is a good reminder of the redundancy of these inflections, where adjectives, adverbs etc. never have to agree with nouns and for example

words like the demonstrative pronoun "this" only has to agree with the number of the noun.(this - these). It is therefore not surprising to find out that Baldur has a tendency to use most words in the phrase with one favoured suffix he seems to have chosen, and leave the preposition to express the meaning. For example sentence 30, appendix I:

"til þess að hita þessi litla gaffalar"

"to heat up this little forks"

The verb hita (heat up) governs accusative. The phrase should therefore be in accusative and the words þessi (this) and litla (little) should agree with the gender and number of the noun, and be in masculine plural. It would look like: þessir litlu gafflar (these little forks). Instead the demonstrative pronoun is in masculine/feminine, nominative, singular, the adjective in feminine nominative singular and the noun, although not perfectly formed, in masculine nominative plural.

On the other hand, although it can be said that Baldur shows a tendency to use the words in the noun-phrase in a constant uninflected form, like it often is in English, the changes cannot be said to be overtly influenced by English or the contact itself. If that was the case one might expect that Baldur would frequently leave the adjective uninflected or use it with a favoured ending. But contrary to what might have been expected there are not many inappropriately inflected adjectives in the data and inappropriately inflected adjectives are fewer in 1984, 8.9% than in 1982, 18.8%. Neither are adjectives the most frequently borrowed item in the code-switching data. In 1982 adjectives are 15.6% of the code-switching (see page 37). In 1984 there are only 2.7% adjectives in



the code-switched data. (see pages 37-38). The greatest word class category, of the inappropriately inflected words, is pronouns, particularly the demonstrative pronouns and the personal pronouns. In 1982, 39.6% of the words in the data are pronouns (20.7% personal pronouns; 17% demonstrative pronouns; 1.9% definite pronoun). In 1984 these are 51.3% of the data (21.8% personal pronouns; 18% demonstrative pronouns, 9% indefinite pronouns; 1.3% independent pronouns and 1.3% possessive pronouns). The personal pronouns are most often the words "það" (it) and "hann" (he) used in nominative when other case endings would be expected. See for example, sentence 6, appendix I:

"það er einhver svona línu á hann"  
"there is a kind off line on he"

The personal pronoun "hann" (he) should be in dative "honum" (him) (see further appendixes I and V). The demonstrative pronoun "þessi" (this) seems to occur more often in the data than other words.

This word is declined like following:

		masculine	feminine	neuter
Singular	nom.	þessi	þessi	þetta
	acc.	þennan	þessa	þetta
	dat.	þessum	þessari	þessu
	gen.	þessa	þessarar	þessa
Plural	nom.	þessir	þessar	þessi
	acc.	þessa	þessar	þessi
	dat.	þessum	þessum	þessum
	gen.	þessa	þessa	þessa

In 1982 the demonstrative pronoun þessi (this) occurs six times in various forms. For example þessi masculine/feminine nominative singular instead of þennan masculine accusative singular (see sentences number 3 and 6 in appendix V). Then, þetta, neuter nominative singular occurs instead of þessu, neuter dative singular (see sentence 4).

The word þessum (masculine dative singular) occurs instead of þennan (masculine accusative singular) and þessara (genitive plural) instead of þessa (feminine accusative singular). Then þetta (neuter) occurs instead of þessi (masculine/feminine) and þessi (singular) instead of þessir (plural) (see appendixes V and VI). In 1982 Baldur uses this word in at least five different forms (cases), whereas in 1984 he always uses it in masculine/feminine nominative singular "þessi", no matter in what gender, number or case the noun is. For example, sentence 11 appendix I:

"og líka þessi bílar"

"and also this cars"

or sentence 21 same appendix:

"með þessi foringinn"

"with this leader"

The phrase should be in accusative because of the preposition "með" (with), but both the demonstrative pronoun "þessi" and the noun "foringinn" (the leader) are in nominative. Sentence 68, appendix I, is another example:

"ég fékk ekki þessi mynd"

"I didn't get this picture"

Where "þessi" should agree with the noun and be in feminine, accusative singular "þessa" instead of masculine/feminine, nominative singular. Baldur has started to use this form of the demonstrative pronoun as an unmarked word, which does not need to agree with other words in the phrase in any way. If this were an overt influence from English it might have been expected that he would have kept the number distinction singular and plural like in English (this - these). In 1982 33% of the number errors involve pronouns and in 1984 the pronouns make up 92.8% of the number error category.

The disagreement of the words in the noun-phrase and Baldur's tendency to use the words with single favoured suffix (ending), does not affect the case category only. The gender category is also affected. According to the table on page 29, there are not many words which have gender errors only. In 1982, they are 12,8% of the data and in 1984 they are 15,4%. Considering the redundancy of the grammatical gender category and still considering that English, the competing language lacks a grammatical category of gender, this can be regarded as surprising resistance. Moreover, the majority of the words which contain gender errors are pronouns or adjectives. These words are different from the Icelandic nouns in the way they do not have explicit concept of gender in them but can have the various genders depending on the noun with which they have to agree. This means that when a noun can have 8 different endings (four cases in singular and four in plural), these words sometimes have up to 24 possible endings, i.e. the three genders have each four cases in singular and four in plural. In other words the genders of these words are not semantically based as are the genders of the nouns (see for example the declension of the demonstrative pronoun "þessi" on page 45). The nouns themselves are very rarely assigned wrong gender. In 1982 only one word of the "gender errors only" category (see table 1, page 29) is a noun. Similarly, in 1984 only one noun has only gender error the other nouns have also either case or number errors (see appendixes II and VI). In 1982 the only word Baldur assigns gender according to the English natural genders is in sentence 11 in appendix V, the word "batur" (masculine) which he assigns a neuter ending "bátid". There are two words, in 1984, which have been assigned genders according to English rules. The words "eldur" (fire) which, in Icelandic is a

masculine word, but here assigned a neuter gender "eldið", and the word "hendin" (hand) which is a feminine word but here used in neuter "hendið" (see sentences 4 and 5 in appendix I). On the other hand, most of the borrowed words are nouns. In 1982 46% of the code-switching were single-noun switches, and in 1984 they were 68% of the code-switching. When these words are compared to an Icelandic equivalent word it is seen that 81% of these nouns have Icelandic counter parts which have genders which clash with the notion of the natural genders in English. That is these words are masculine or feminine objects. This means, therefore that the great amount of single-noun switches, of which most are potential gender errors, lowers the number of possible gender errors. In spite of this the gender category can be regarded surprisingly strong category, much stronger than the category of case. In a same way as it can be argued that an encounter with a difficult structure can trigger off code-switching (see page 39) so can it be suggested that when the Icelandic word demands a serious breaking of Baldur's sense of natural genders, it can trigger off code-switching. Whether code-switching can sometimes be regarded as an avoidance strategy or not, it is clear that it introduces another set of rules into the sentence. As these rules do not demand the same agreement between the words of the phrase as do Icelandic rules, and therefore the presence of an English word, particularly an English noun relieves the pressure, to make every word agree in gender, case and number, off the speaker.

It can be argued that the type of changes that have taken place in Baldur's speech do not differ from the changes occurring in languages in general. The great irregularity and non-distinctiveness of the

Icelandic noun declension system, might be an indication that Icelandic itself is changing. For example Kjartanson (1979) has noticed, both in spoken and written language, a tendency to avoid the genitive case ending where dative and sometimes nominative or accusative is used (1979:88). He points out, that of many common prepositions and verbs in Icelandic, only few govern the genitive. He compares this to how the declension system of other German languages have for long time been changing towards simplification in this way. That is prepositions and verbs have stopped taking with them the genitive case. In a similar way in Baldur's Icelandic, the prepositions and verbs have stopped taking with them the various cases (see appendixes II and VI "the words which direct the case"). In Baldur's case this is on much bigger scale, as this concerns most cases and not only the genitive. Baldur's language shows a similar reduction as is found in the language of Dorian's semi-speakers. There is, for example, a great loss of vocabulary, case structures are replaced by prepositional phrases, loss of allomorphs and so on. There is though one difference. Dorian points out that the semi-speaker's knowledge of Gaelic is asymmetrical. That is their perceptive knowledge was almost perfect at the same time their productive knowledge was limited. In Baldur's case this is not so. It is clear that both his productive skills and his comprehension are limited. This is particularly because his Icelandic vocabulary is limited, and is seen in that he frequently asks what words mean and asks people what is being talked about. It may be pointed out in relation to this that his knowledge of Icelandic sociolinguistic norms is also limited. At the time he moved to England he was 3 years old and had not fully acquired sociolinguistic norms. Since then Icelandic has been

a private home language and not given many opportunities for the acquisition of Icelandic sociolinguistic norms.

It is clear that distinctions not shared by the competing language is here on its way to be given up (hence the restructuring of the case endings), as Dorian found happened in ESG. The changes which are taking place make Baldur's Icelandic more like English the competing language (words in the phrase are not made to agree with each other in gender case and number), but the nature of the changes can be seen to be caused by the characteristics of the language being lost and Baldur's language acquisition. These changes can, at the same time be seen to be of similar nature as the changes which are occurring in related languages, except on much grander scale.

Baldur's story is a story of continuing language acquisition under conditions of limited exposure, and a language attrition. At the moment his Icelandic speech is characterized by hesitation and halting and differs greatly from that of his same aged friends and relatives in Iceland. Although he is back in Iceland he is still an English dominant speaker. This can best be seen in that when he is upset or excited he switches over to English. At the moment I have started observing and recording his "recovery" or something which may probably be called re-acquisition of Icelandic.

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Cassett no. 11 A pril 1984 90 mín. 4-5 recordings. Recorded partly in the car and partly at home. Mostly discussions.

1. sent. og kanski kemur þessi eldur úr það (3rd. pers. on. N. nom. sing.) (ref. to gat hole N) Wrong case, nom inst. of 1  
 corr. og kanski kemur þessi eldur úr því (3rd. pers. on. N.dat.sing) dat.  
 transl. and maybe there comes this fire out of it
2. sent. kanski er inni Boba Fett hendin (F.nom.sing)þar sem hann skjota eld (M.acc.sing) Wrong case, first nom inst. of 2  
 corr. kanski er inni i hendinni (F.dat.sing.)á B.F. þar sem hann skýtur eldi (M.dat.sing.) dat., and then acc inst. of dat.  
 transl. maybe there is inside B.F's hand where he shoots fire Note. acc. sing is without an ending. See also Lexicon
3. sent. þar kanski er svona eldspítur með brennisteinar (M.nom.pl.) i Wrong case, nom. inst. of dat. 1  
 corr. þar er kanski svona eldspítur með brennisteinum (M.dat.pl.) i  
 transl. There are maybe a kind of matches with brimstone on
4. sent. og þa þeir henda sér skjota þessum eldspítum með eldið (N.nom.sing.) a a folk. Wrong gender N instead of M. and 1  
 corr. og þa henda þeir sér skjota þessum eldspítum með eldinum (M.dat.sing.) á á folk wrong case, nom inst. of dat.  
 transl. and then they throw shoot these matches with the fire on on people
5. sent. i hendið (N.nom.sing.) af því það skjótar ut ur hend (without an ending) Wrong gender N. inst. of F. 2  
 corr. i hendinni (F.dat.sing.) af því það skýtur út ur hendinni (suff.def.art. F.dat.sing) Wrong case, nom. inst. of dat.  
 transl. in the hand because it shoots out of the hand The latter term is without an ending. The nom. is hönd; acc. hönd; dat. hendi; gen. handar With the suff.def.art. hendi; hendina; hendinni; handa~~innar~~annar This could therefor be interpreted as nom inst. of dat where the u-shift hönd - hend and the suff.def. article is missing
6. sent. það er einhver svona linu (F.acc.sing.) a hann (M.nom.sing.) Wrong case, acc. inst. of nom. 2  
 corr. það er einhver svona lína (F.nom.sing.) a honum (M.dat.sing.) Note. lína line is inflected: in sing nom. lína; acc. línu; dat. línu; gen. línu; The latter word is nom inst. of dat.  
 transl. there is a kind of line on him

- 7 sent. sona sem er a bilinn (M.acc.sing.) bara sona litill (M.nom.sing.)  
 corr. sona sem er á bilnum (M.dat.sing.) bara sona lítill (F.nom.sing.)  
 transl. like the one which is on the car, just that little (one)
8. sent. sona sem er á bilinn (M.acc.sing.) okkar  
 corr. sona sem er a bilnum (M.dat.sing.) okkar  
 transl. like the one which is on our car
9. sent. af því þessi bil (M.acc/dat. sing.) er þarna  
 corr. af því þessi bill (M.nom.sing.) er þarna  
 transl. because this car is there
10. sent. þessi (F.nom.sing.) flugvélar (M.nom.pl.) (svar við sp: hvað fannst þer flottast?)  
 corr. þessar (F.nom.pl.) flugvelar
- transl. these airplanes (An answer to the quest: what did you like the best?)
11. sent. og líka þessi (M/F nom.sing.) bilar (M.nom.pl.)  
 corr og líka þessir (M.nom.pl.) bilar  
 transl. and also this cars
12. sent. ég tók ekki hina (dem.pron. F.acc.sing.) bréf (N.nom.sing.)  
 corr. ég tok ekki hitt (dem.pron. N.acc.sing.) bréf  
 transl. I didn't take the other letter
13. sent. ég gleymdi að taka hina (dem.pron. F.acc.sing.) brefið (N.nom.sing. def.)  
 corr. ég gleymdi að taka hitt brefið  
 transl. I forgot to take the other letter /acc.
14. sent. leika með eithvað (indef.pron. N.nom.sing.) annan (indef.pron. M.acc.sing.)  
 corr. leika með einhverjum (ind.pron. M.dat.sing.) öðrum (ind.pron. M.dat.sing.)  
 transl. playing with someone else <sup>1st</sup>
15. sent. það voru margir að leika með mer (Pers.pn. dat.sing.) ég buin að gleyma alla (M.acc.pl.)  
 corr. það voru margir að leika við mig (

- Wrong case, acc. inst. of dat. 2  
 He is referring to a line which  
 is F. and the adj. should  
 therefore be in F. "Lítill lína"  
 (F.nom.sing.)  
 See sent. above. bill (car) 1  
 in nom. is ppron. þi:d, acc. and  
 dat. is bil and gen. is bills  
 Wrong case, acc. <sup>or dat.</sup> inst. of nom 1  
 Note. the acc. is without an  
 ending  
 Singular instead of plural 1  
 Sing. instead of plural 1  
 Wrong gender, F. inst. of N. 1  
 The noun bréf (letter) should  
 be definite, i.e. have the  
 suff.def.art. "hitt brefið"  
 See the sent. above. This 1  
 came directly afterwards.  
 Wrong gender, N. inst. of M. 2  
 Wrong case, nom/acc inst. of dat.  
 The latter word acc. inst. of dat  
 Wrong case, dat. inst. of acc. 2  
 Because of wrong prep. The

transl. there were many playing with me I have forgotten they all (them all)

prep. með (with) here takes  
dat. The pron. theref. agrees  
with the prep. The prep. við  
(with) takes acc.

The latter word stands in  
wrong case, acc. inst. of dat.

Note. the word is without an  
ending in acc.

Wrong case, nom. inst. of dat. 1

16. sent. eg buin að gleyma það (3rd.pers.pn.N.nom/acc.sing.) bara strax  
corr. ég er buin að gleyma því (3rd.pers.pn.N.dat.sing.) bara strax  
transl. I have forgotten it already.

17. sent. samt er eg ekki a það (3rd.pers.pn.N.nom/acc.sing.)  
corr. samt er eg ekki a því ( " " N.dat.sing.)  
transl. althesame I am not on it ( referring to a reading book he was reading for himself)

Wrong gender, M inst. of F. 1

18. sent. soldið litill (adj. M.nom.sing.) sprenging (F.) þarna  
corr. soldið litil (adj. F.nom.sing.) sprenging þarna  
transl. littlebit small explosion over there

Wrong case and number of 1

19. sent. þeir tóku þessi (M/F. nom. sing.)byssur (F.nom/acc.pl.)  
corr. þeir tóku þessar (F.acc.pl.) byssur  
transl. they took this guns

The indef. pp. allur (M) öll (F) ,

20 sent. sprakk alltaf alla (idpn M.acc.pl) skipið (N.nom.sing.)  
corr. sprakk alltaf allt ( " N.nom.sing.) skipið  
transl. blew

allt (N) should stand in  
nom. sing. but not acc.pl.

Note. the adj. allir (all)  
is sometimes indef. pn. by  
its use. e.g. allur (M.sing.)

Wrong case, nom instead of 2

21 sent. með þessi (M.nom.sing.) foringinn (M.nom.sing. def.) i nema allir hinir  
corr. með þennan (M.acc.sing.) foringja (M.acc.sing. indef.) i nema allir hinir  
transl. with that leader on board except e

have the suff.def. art in this  
context.

- 22 sent. ekki þessi saga í það (3rd. pers pn. N.nom.sing.) 1  
 corr. ekki þessi saga í því ( " " N.dat.sing.)  
 transl. not the story in it
- 23 sent. þrjátíu og fimm mínútur yfir fjórir (numeral M.nom.) 1  
 corr. þrjátíu og fimm mínútur yfir fjögur ( " N.nom/acc.)  
 transl. thirtyfive minutes past four
- 24 sent. svona kall sem leikur (wrong verb) alltaf á spilum (N.dat.pl.) 1  
 corr. svona kall sem spilar alltaf á spil (N.acc.pl.)  
 transl. a kind of man who plays always cards
- 25 sent. hann (3rd.pers.pn.M.nom.sing.) fannst þetta bara fyndið  
 corr. honum ( " " M.dat.sing.) fannst þetta bara fyndið  
 transl. he found it funny
- 26 sent. á þig (2nd. pers pn. acc. sing.)  
 corr. á þér ( " " dat.sing.)  
 transl. on you
- 27 sent. á þig (see above) hendiinn (M.nom.sing.def.) nei það er í gluggann (M.acc.sing.def.) 2  
 corr. á þér ( " " ) hendiinni (F.dat.sing.def.) nei það er í glugganum (M.dat.sing.def.)  
 transl. on you, your hand, no it is in the window
28. sent. við gerði bollar (M.nom.pl) af... flöskur (M.nom/acc.pl.) af bjór 2  
 corr. við gerðum bolla (M.acc.pl.) af...  
 transl. we made cups of... bottles of beer
- Wrong case, nom. instead of dat. 1  
 Wrong gender, M. instead of N. also nom inst. of acc. 1  
 Note. fjögur is both nom and acc. Wrong case, dat. inst. of acc. 1  
 It is explicit from the context that he ment to say play musikal instrum. The verb. "leika" in then correct. See lexicon.  
 Wrong case, nom. instead of dat. 1  
 dat.  
 Wrong case, acc. instead of dat. 1  
 It sounded like a wrong gender 2  
 but the <sup>suuff.def.art.in</sup>nom. f. is hendiin and the suff.def.art. in M. nom. is -inn. It theref. could be nom. inst. of dat. ás the diff. betw. M. and F. is somet. diff. to distinguish. The latter word is in acc. but should stand in dat.  
 Wrong case, nom.inst. of acc. 2  
 Flöskur is alike in nom.and acc.

29. sent. og ef þú snuir þessi (M.nom.sing.) rauða takka (M.dat.sing.)  
 corr. og ef þú snýrð þessum (M.dat.sing.) rauða takka  
 transl. and if you turn this red button

30. sent. til þess að hita þessi (M/F.nom.sing.) litla (F.nom.sing.) gaffalar (M.nom.pl.)  
 corr. til þess að hita þessa (M.acc.pl.) litlu (M.acc.pl.) gaffla (M.acc.pl.)  
 transl. to heat up this little forks

31. sent. flöskur af þjori (M.dat.sing.)  
 corr. flöskur af þjor (M.nom.sing.)  
 transl. bottles of bear

32. sent. limit á þessi (M/F. nom. sing.) flöskur (F.nom/acc.pl)  
 corr. limit á þessar (F.acc.pl.) flöskur (F.acc.pl.)  
 transl. clued on these bottles

33. sent. mér (1st.pers.pn.dat.sing.) langar bara að leika með sjalfan (dem.pron.M.acc.sing.) mér  
 corr. mig ( " " acc.sing.) langar bara að leika við sjalfan mig (acc.sing.)  
 transl. I only want to play with myself

34. sent. mannstu eftir myndinn (M.nom.sing.def.)  
 corr. mannstu eftir myndinni (F.dat.sing.def.)  
 transl. do you remember the picture

The dem. pron. as usual is in  
 nom. but should be in dat.

First, nom. sing. instead of  
 acc., pl. Both wrong case and  
 number infl. The adj. "litill" (M)  
 is in sing. inst. of pl. The  
 noun. "gafflar" in nom. inst.  
 of acc.

Wrong case, dat. instead of  
 nom.

Wrong case, nom. inst. of acc.

impers.

Some verbs like  
 "langar" (want) take the subj.  
 in the acc. and obj. in acc.

The prep. "með" (with) is used  
 when one is playing with

someone, whereas the prep. "við"  
 (with) is used when referring  
 to oneself. við takes acc.

but "með" takes dat. in this cont.

Wrong gender M. inst. of F. and  
 wrong case, nom. inst. of dat.

35. sent. já tveir meiri til þess að senda fyrir eithv..... til eithvað (N.nom.sing.) af vinunum (M.dat.pl.) Wrong gender 1  
 corr. já tveir fleiri til þess að senda.....til einhverra (gen.pl.) af vinunum wrong case and number. N.  
 transl. yes two more to send to .....to some of the friends instead of M,but the gen. pl is the same in all genders.
36. sent. og svo núna er ég á numer tveir (M.nom.) Wrong gender,M,instead of N. 1  
 corr. og svo núna er ég á número tvö (N.acc.) and wrong case, nom. inst. of  
 transl. and now I am on number two acc. The prep. "á" takes acc. in this context.
37. sent. sem eru með þessi (M/nom.sing.) litlar (F.nom.pl.) myndir (F.nom.pl.) af mer Wrong case, nom. inst. dat. 3  
 corr. sem eru með þessum (M/nom.sing.) litlu (F.dat.pl.) myndum (F.dat.pl.) af mer also sing. inst. of pl.  
 transl. which are with these little pictures of me The adj. "litlar" is in nom. inst. of dat. and similarly the noun "myndir" nom. inst. of dat.
38. sent. Hæ Þórarinn, Arney og Egill eg sendi mynd til þin (2nd.pers.pn.gen.sing.) Singular instead of plural. 1  
 corr. Hæ Þ.,A., og E., eg sendi mynd til ykkar (2nd.pers.pn.gen.pl.)  
 transl. Hey Þ.,A., and E., I send a picture to you
39. sent. eg held að það er gaman hjá þér (2nd.pers.pn.dat.sing.) i skolann (M.acc.sing.) þinn (pos.pn.M/nom.sing.) First the 3  
 corr. ég held að það se gaman hjá ykkur (" " dat.pl.) i skolanum (M.dat.sing.) ykkar (" " pl.gen.) 2nd. pers pn.  
 transl. I think that you have fun in your school is in sing. inst. of pl. Similarly the possessive pn. The noun "skóli" school, is in acc. inst. dat. and the possessive pn. is nom. inst. of gen.

40. sent. kanski hrædd við kisa (F.nom.sing.) 1  
 corr. kanski hrædd við kisu (F.acc.sing.)  
 transl. maybe scared of a cat
41. sent. Fredrick svona leyfði hana (3rd.pers.pn.F.acc.sing.) ekki 1  
 corr. " svona leyfði henni (" " F.dat.sing.) ekki  
 transl. " didn't allow her
42. sent. stundum gefi eg M. smjör kexið og I. sukkulaðikexið stundum þa (dem.pn.M.acc.pl.) 2  
 baða (indef.pn.M.acc.pl.) sukkulaðikex.  
 corr. stundum gef eg M. smjör kexið og I. sukkulaðikexið stundum þeim (" " dat.pl.)  
 baðum (indef.pn. dat.pl.) sukkulaðikex.  
 transl. sometimes I give M. the butter biscuit and I. the chocolate biscuit, sometimes they both  
 chocolate biscuit.
43. sent. ef þú seti svona önnur tvö rör eg gefi I. alltaf hinn (dem.pn.M.nom.sing.) seinasta 1  
 corr. ef þu setur svona önnur tvö rör eg gef I. alltaf hitt (dem.pn.N.nom.sing.) seinasta  
 transl. if you put two straws I give I. always the other one the last one
44. sent. þá er þessi hinn tíma (M.acc.sing.) að allveg að vera búið 1  
 corr. þá er þessi hinn tími (M.nom.sing.) allveg að verða búinn  
 transl. then this other hour almost past
45. sent. hinn tímann (M.acc.sing.def.) fyrsta (adj.M.acc.sing) tíma (M.acc.sing.) sem er aður 3  
 corr. hinn tíminn (M.nom.sing.def.) fyrsti (adj.M.nom.sing.) tíminn (M.nom.sing.def.) " " "  
 transl. the other hour, the first hour which was before
46. sent. nei afhverju er alltaf þessi löggubill (M.acc.sing.) þarna 1  
 corr. nei afhverju er alltaf þessi löggubill (M.nom.sing.) þarna  
 transl. no why is always this police car there
47. sent. eg vissi ekki þetta var lögreglustöður (M.nom.sing.) 1  
 corr. eg vissi ekki að þetta var lögreglustöð (F.nom.sing.)  
 transl. I didn't know this was a police station
- Wrong case, nom. inst. of acc. 1  
 Wrong case, acc. inst. of dat. 1  
 Wrong case, acc. inst. of dat. 2  
 Wrong gender, M. inst. of N. 1  
 Wrong case, acc. inst. of nom. 1  
 Wrong case, acc. instead of 3  
 nom. When the noun "tími" (hour) occurs the second time it should be def. like the first time, not indef.  
 Wrong case, acc. instead of 1  
 nom. bill is pronounced [bi:]  
 bill is pron. [bid.ɪ]  
 Wrong gender, M. inst. of F. 1



48. sent. þegar ég var í skolann (M.acc.sing.def.) að leika með "plastacine" Wrong case, acc. inst. of dat. 1  
 corr. þegar ég var í skolanum (M.dat.sing.def.) að leika með "plastacine"  
 transl. when I was at school palying with plastacine.
49. sent. hann (3rd.pers.pn.M.nom.sing.) fannst það svo flott að hann vildi fa svoleiðis Wrong case, nom. inst. of dat. 1  
 corr. honum (" " M.dat.sing.) fannst það svo flott að hann vildi fá svoleiðis  
 transl. he liked it so much that he wanted one like it
50. sent. er hún ekki dugleg að gera svona mörg (adj.N.nom/acc.pl.) bækur (F.acc.pl.) Wrong gend. N. instead of F. 1  
 corr. er hún ekki dugleg að gera svona margar (adj.F.acc.pl.) bækur " "  
 transl. isn't she clever making so many books
51. sent. hún þarf að skrifa eitthvað "all morning" með krakkar (M.nom.pl.) Wrong case, nom. inst. of dat. 1  
 corr. hún þarf að skrifa eitthvað "all morning" með krökkum (M.dat.pl)  
 transl. she has to writer something all morning with kids (children)
52. sent. af því þessir (dem.pn.M.nom.pl.) her eru, þessir (M.nom.pl.) her bækur (F.nom.pl.) eru svo mjóar. Wrong gender, M. inst. 1  
 corr. af því þessar (dem.pn.F.nom.pl.) her eru, þessar (F.nompl.) her bækur eru svo mjoar of F.  
 tranls. because these here are, these books here are so thin
53. sent. það (3rd.pers.pn.N.nom.sin.) toku mynd af hann (3rd.pers.pn.M.nom.sing.) með systir hans Singular instead of plural 2  
 corr. þau (" " N.nom.pl.) toku mynd af honum (" " M.dat.sing.) með systir hans and nom. inst. of dat.  
 transl. It (They) took picture of he and his sister
54. sent. þessi ..eða.. skóla (M.acc.sing.) rétt hjá önnur (F.nom.sing.or N.nom/acc.pl) skóla (M.acc.) First acc. inst. of nom. 2  
 corr. þessi ..... skóli (M.nom.sing.) rétt hjá þessum (dem.pn:M.dat.sing.:} skóla then nom. inst. of dat. and  
 transl. this school which is near to another (the other, that other) school the indef. pn. 'annar' (another) is used inst. of dem. pn.  
 Wrong case, acc. inst. of gen. 1
55. sent. maður fer til hana (F.acc.sing.) tek .. og tekur hana til hans skóla Wrong case, nom. inst. of gen. 2  
 corr. maður fer til hennar (F.gen.sing.) .....og tekur hana til hans skóla  
 transl. one goes to her and brings her to his school
56. sent. eg ætla að senda þessa til amma (F.nom.sing.) Jenný, Egill og Arney og þórarinn Wrong case, nom. inst. of gen. 2  
 corr. eg ætla að senda þessa til ömmu (F.gen.sing.) Jenný, Egils, Arneyar og þórarins The pers. names stand all in  
 transl. I am going to send thisone to granma Jenný nom. but should stand in gen.

57. sent. og þessi áimna (F.nom.sing.) María (F.nom.sing.) Wrong case, nom. inst. of gen. |  
 corr. og þessi til ömmu (F.gen.sing.) Maríu (F.gen.sing.)  
 transl. and this one to grandma Maria
58. sent. meður verður að segja hvar (adv. where) það er til á bakinu The adv. "hver" where is mixed |  
 corr. maður verður að segja hvers (interrog. pn. M.gen.sing.) það er til aftan á up with the interrogative pns. F  
 hver (nom.) who; M. hver (nom.);  
 N. hvert (nom)  
 Wrong case, acc. inst. of dat. |
59. sent. þessi sem ætlar að vera í skólann (M.acc.sing.) alltaf Wrong case, acc. inst. of nom. |  
 corr. þessi sem ætlar að vera í skólanum (M.dat.sing.) alltaf  
 transl. this one which is staying always at school
60. sent. það er þessi sögu (F.acc.sing.) um þessi "monster" Wrong case, acc. inst. of nom. |  
 corr. það er þessi saga (F.nom.sing.) um þessi "monster"  
 transl. it is that story about that monster
61. sent. hinar (dem.pn. F.nom.pl) bókin (F.nom.sing.) sem er um okkur.. Plural instead of singular |  
 corr. hin (dem.pn.F.nom.sing.) bókin sem er um okkur  
 transl. the other book which is about us
62. sent. það er með I. og ég (1st.pers.pn. nom.sing.) og S.og S. Wrong case, nom.instead of dat. |  
 corr. það er með I. og mér ( " " dat.sing.) og S. og S.  
 transl. It is about Imran and I and Safras and Suel
63. sent. kanski eitthvað(indef.pn.N.nom.sing.) mynd (F.nom.sing.) Wrong gender, N. instead of F. |  
 corr. kanski einhver ( " " F.nom.sing.) mynd  
 transl. maybe some picture
64. sent. stóri (adj.M.nom.sing.)'a'(N.nom) Wrong gender, M. inst. of N. |  
 corr. stóra (adj.N.nom.sing.)'a'  
 transl. the big a
65. sent. ég sendi með mynd til þig (2nd.pers.pn.acc.sing.) Wrong case, acc. inst. of gen. |  
 corr. ég sendi með mynd til þín ( " " gen.sing.)  
 transl. I send a picture to you

66. sent. ..límt á bessi (M/F.nom.sing.) flöskur (F.acc.pl.) M/F.nom.sing. instead of F.acc.pl. 1  
 corr. ..límt á bessar (F.acc.pl) flöskur (F.acc.pl.) Both inappropriate case and no.  
 transl. .clued on to this bottles
67. sent. nei þeir bjó til bað (pers.pn.N.acc.sing.), þeir bjó til bessir (M.nom.pl.) The pers.pn. is in N.sin.instead 2  
flöskur (F.acc.pl.) of F.pl. The dem.pn. is in  
 corr. nei þeir bjuggu þær (pers.pn.F.acc.pl.) til, þeir bjuggu til bessar (F.acc.pl) M.nom.pl instead of F.acc.pl.  
 flöskur
68. sent. no they made it, they made these bottles,...  
 corr. eg fékk ekki bessi (M/F.nom.sing.) mynd .... Wrong case nom. inst. of acc. 1  
 corr. eg fékk ekki þessa (F.acc.sing.) mynd.....
69. sent. I didn't get this picture of this class  
 corr. stundum er M. með chicken roll inní brauðið (N.nom/acc.sing.) hans Inappropriate case, nom. inst of 1  
 corr. stundum er M. með chicken roll inni brauðinu (N.dat.sing.) hans dat.  
 transl.sometimes M. has chicken roll in his bread
70. sent. og líka bessi (M/F.nom.sing.) American löggur (F.nom.pl.) Singular instead of plural. 1  
 corr. og líka bessar (F.nom.pl.) American löggur "  
 transl.and also this American police ....



## Appendix II 2.

## Cases cont.

Cases	word which directs the case	the word	correct form
16. nom. inst. of dat.	(37) prep. með - with	(picture)	noun myndir (F.nom.pl.) - myndum (F.dat.pl.)
17. "	(49) verb. finnst - think	(he)	pers.pn. hann (M.nom.sing.) - honum (M.dat.sing.)
18. "	(51) prep. með - with	(kids)	noun krakkar (M.nom.pl.) - krökkum (M.dat.pl.)
19. "	(53) " af - off	(he)	pers.pn. hann (M.nom.sing.) - honum (M.dat.sing.)
20. "	(62) prep. með-with	(I)	pers.pn. ég (nom.sing.) - mér (dat.sing.)
21. "	(69) " inn i - into	(bread)	noun brauðið (N.nom. sing.) - brauðinu (N.dat.sing.)
1. nom. inst. of gen.	(57) prep. til - to	(grandma)	noun amma (F.nom.sing.) - ömmu (F.dat.sing.)
2. "	(35) " " "	(something)	indef.pn. eitthvað (N.nom.sing.) - einhverra (all gen.)
.	(56) prep. til - to	(grandm.)	noun amma (F.nom.sing.) - ömmu (F.gen.sing.)
.	(56) " " "	(4 pers. names all in (nom. sing.) - should be in (gen. sing.)	
1. acc. inst. of nom.	(6) Subject	(line)	noun línu (F.acc.sing.) - lína (F.nom.sing.)
2. "	(9) "	(car)	noun bíl (M.acc.sing.) - bíll (M.nom.sing.)
3. "	" +no.+gend.(20)	(all)	indef.pn. alla (M.acc.pl.) - allt (N.nom.sing.)
4. "	(44) "	(time)	noun tíma (M.acc.sing.) - tími (M.nom.sing.)
5. "	(45) "	(time)	noun tímann (M.acc.sing.def) - tíminn (M.nom.sing.def.)
6. "	(45) "	(first)	numeral fyrsta (M.acc.sing.) - fyrsti (M.nom.sing.)
7. "	(45) " + def.	(time)	noun tíma (M.acc.sing.) - tíminn (M.nom.sing.def.)
8. "	(46) "	(policecar)	noun löggubíl (M.acc.sing.) - löggubíll (M.nom.sing.)
9. "	(54) "	(school)	noun skóla (M.acc.sing.) - skóli (M.nom.sing.)
10. "	(60) "	(story)	noun sögu (F.acc.sing.) - saga (F.nom.sing.)

Cases	words which directs the case	the word	correct form
1. acc. inst. of dat.	(2) verb skjóta - shoot	(fire)	noun eld (M.acc.sing.) - eldi (M.dat.sing.)
2. " "	(7) prep. á - on	(car)	noun bilinn (M.acc.sing.) - bilnum (M.dat.sing.)
3. " "	(14) prep. með - with	(another)	indef.pn. <sup>annar</sup> (M.acc.sing.) - öðrum (M.dat.sing.)
4. " "	(15) verb gleyma - forget	(all)	adj. alla (M.acc.sing.) - öllum (M.dat.sing.)
5. " "	(26) prep. á - on	(you)	pers.pn. þig (acc.sing.) - þér (dat.sing.)
6. " "	(27) prep. í - in	(window)	noun glugginn (M.acc.sing.) - glugganum (M.dat.sing.)
7. " "	(39) " "	(school)	noun skólann (M.acc.sing.) - skólanum (M.dat.sing.)
8. " "	(41) verb. leyfa - allow	(she)	pers.pn. hana (F.acc.sing.) - henni (F.dat.sing.)
9. " "	(42) " gefa - give	(they)	dem.pn. þá (M.acc.pl.) - þeim (M.dat.pl.)
10. " "	(42) " "	(both)	indef.pn. báð (M.acc.pl.) - báðum (M.dat.pl.)
11. " "	(48) prep. í - in	(school)	noun skólann (M.acc.sing.) - skólanum (M.dat.sing.)
12. " "	(59) " "	( " )	" " " "
1. acc. inst. of gen.	(55) prep. til - to	(she)	pers.pn. hana (F.acc.sing.) - hennar (F.gen.sing.)
2. " "	(65) " "	(you)	pers.pn. þig (acc.sing.) - þin (gen.sing.)
1. dat. inst. of acc.	(24) prep. á - on	(cards)	noun spilum (N.dat.pl.) - spil (N.acc.pl.)
2. " "	(33) verb. langar - want	(I)	pers.pn. mér (dat.sing.) - mig (acc.sing.)

Appendix II 4. Genders

1.	M. inst. of N	(64)	adj.	stóri (M.nom.sing.) - stora (N.nom.sing.)
2.	"	(43)	dem.pn.	hinn (M.nom.sing.) - hitt (N.nom.sing.)
3.	"	(36)	numeral	tveir (M.nom.) - tvö (N.nom/acc.)
4.	"	(23)	"	fjörir (M.nom.) - fjögur (N.nom/acc.)
5.	" +case+no.	(20)	indep.pn.	all (M.acc.pl.) - allt (N.nom.sing)
1.	M. inst. of F	(47)	(police)station	noun lögreglustöður (M.end-ur) - lögreglustöð (F.nom.sing.)
2.	" + case	(34)	noun	mýndinn (M.nom.sing.) - myndinni (F.dat.sing.)
3.	" + case	(27)	noun	hendinn (M.nom.sing.) - hendinni (F.dat.sing.)
4.	"	(18)	adj.	lítill (M.nom.sing.) - lítill (F.nom.sing.)
5.	"	(7)	adj.	litill (M.nom.sing.) - lítill (F.nom.sing.)
6.	"	(52)	dem.pn.	þessir (M.nom.pl) - þessar (F.nom/acc.pl)
7.	"	(67)	"	þessir (M.nom.pl.) - þessar (F.nom/acc.pl.)
1.	N. inst. of M + case	(14)	indef.pn.	eiðhvæð (N.nom.sing.) - einhverjum (M.dat.sing.)
2.	" + case	(4)	noun	eldið (N.nom.sing.) - eldinum (M.dat.sing.)
1.	N. inst. of F	(63)	indef.pn.	eiðhvæð (N.nom/acc.sing.) - einhver (F.nom.sing.)
2.	"	(50)	adj.	mörg (N.nom/acc.pl.) - margar (F.nom.pl)
3.	" + no.	(67)	pers.pn	það (N.nom/acc.sing.) - þær (F.nom/acc.pl.)
4.	" + case	(5)	noun	hendið (N.nom.sing.) - hendinni (F.dat.sing.)
1.	F inst. of N	(12)	dem.pn.	hina (F.acc.sing) - hitt (N.nom/acc.sing)

1.	Sing. inst. of pl.	+ case	(19)	(this)	dem.pn. þessi (M/F.nom.sing.) - þessar (F.nom.pl.)
2.	"	"	(11)	( " )	" " " - þessir (M.nom.pl)
3.	"	+ case	(30)	( " )	" " " - þessa (M.acc.pl)
4.	"	+ gend.	(30)	( little)	adj. litla (F.acc.sing.) - litlu (M.acc.pl)
5.	"	+ case	(35)	( something)	indef.pn. eitthvað (N.nom.sing.) - einhverra (All gend. gen pl)
6.	"	+ case	(37)	(this)	dem.pn. þessi (M/F.nom.sing.) - þessum (M/F.dat.pl.)
7.	"	"	(38)	(you)	pers.pn. þin (gen.sing.) - ykkar (gen.pl.)
8.	"	"	(39)	(you)	pers.pn. þer (dat.sing.) - ykkur (dat.pl.)
9.	"	+ case	(39)	(your)	pos.pn. þinn (M.nom.sing.) - ykkar (all.gend.pl)
10.	"	+ gender	(67)	(it)	pers.pn. það (N.acc.sing.) - þær (F.acc.pl.)
11.	"	+ case	(66)	(this)	dem.pn. þessi (M/F.nom.sing.) - þessar (F.nom.pl)
12.	"	"	( )	(it)	pers.pn. það (N.nom.sing.) - þau (N.nom.pl.)
1.	pl. inst. of Sing.	+ case+gend	(20)	(the whole)	indep.pn. alla (Macc.pn.) - allt (N.nom.sing.)
2.	"	"	(61)	(the other)	dem.pn. hinar (F.nom.pl.) - hin (F.nom.sing.)



1. flottasta fannst mér þessi stamps [sta:mps] NOUN  
(I liked this stamps best)
2. kanski eftir soldið langan tíma, kanski byrja þeir að gera svona games [ge:ms] NOUN  
(maybe after littlebit long time, maybe they start doing games like this)
3. í þessi eitthvað svona, svona svona svona hesta costume NOUN  
(..in this a kind off, kind off kind off horse's costume)
4. ..í þessi music [mjousɪk] .... hobby exhibition PHRASE  
(..in this music.... hobby exhibition)
5. ég gleymdi að taka hina brefið um þessi hobby exhibition PHRASE  
(..I forgot to take the other letter about this hobby exhibition)
6. þá setti þeir þessi miða um þessi.... sama tíma þegar gefði okkur þessi music festival NOUN  
(then they put this note about this... at the same time as they gave us this music festival)
7. mér fannst þessi sniðugasta þessi heddehog [hetshok] NOUN  
(I liked best this heddehog...)
8. ég sá tvo spiders [spaides] líka og það var fyrir svona skrímsl risastórir, risastórir spiders NOUN  
(I saw two spiders and also it was for a monster, huge huge spiders)
9. ég held að Mr. B meinti næsta thursday, næsta thursday að ná i mína stickers NOUNS  
(I think Mr. B. ment next thursday, next thursday to get my stickers)

10. hún sagði að hún sá mig í þessi hobby exhibition  
(she said she saw me in this hobby exhibition) PHRASE
11. hún spurði, ég sagði eg hafði cough  
(she asked, I said I had cough) NOUN
12. ..read write remember og svo gera mynd og fór eg að leika  
með sticker bricks og svo plastacine og svo ~~leas~~ The  
Lost Starship. PHRASE  
(..read write remember and then I made a picture and went  
playing with sticker bricks and then plastacine and then  
read The Lost Starship) NOUNS
13. þeir voru að leita svona starship og tveir krakkar sáu  
að það soldið litill sprenging þarna NOUN  
(they were looking for a kind of starship and two kids  
saw that there was a littlebit small explosion there)
14. og þeir fóru í rocket NOUN  
(and they went in a rocket)
15. þá sau þeir svona robots.. og þeir sagðu: a man greatest on  
earth NOUN  
(then they saw robots and they said: a man greatest on  
earth) PHRASE
16. og svo foru þeir til prison [prísen] NOUN  
(and then they went to prison)
17. og stelpa fór út úr skaut eina af þessi robots þessi  
foringja robot NOUNS  
(and the girl went out shot one of this robots this  
leader robot)
18. samt var það ekki sprungið i sundur og það kom news inn í  
(but it wasn't exploded to pieces and there came news  
into it) NOUN

19. þa voru við leika cops and robbers svo eftir það voru við leika aftur þessi drunk.. drinking game eg var kall , kall sem var alltaf var alltaf að spila spila - svona musical things og I. and B. voru fyllibyttur.  
(then we were playing cops and robbers then after that we were playing again this drunk... drinking game I was a man, man which was always was always playing playing a kind of musical things and I. and B. were drunkards)
20. samt var eg að gera svona oven electric og ég notaði bjó til svona C.B. [si:bi:]  
(...althesame I was making a kind of oven electric and I used.. I made kind of C.B.)
21. til þess að hita þessi litla gaffalar, nei þessi chips  
(to heat these little forks, no this chips)
22. nei flöskur af bjori með litil oven til þess að steikja chips á limt á þessi flöskur  
(no bottles of beer with little oven for frying chips clued on to these bottles)
23. nei þeir bjó til það, þeir bjó til þessir flöskur út úr sticker-bricks  
(no they made it, they made these bottles out of sticker-bricks)
24. ég var að leika dr. Who með plastacin  
(I was playing dr. Who with plastacin)
25. líka eg var að skrifa um lollipopladies  
(also I was writing about lollipopladies)
26. ..og hin konan hún sagði þessi Talk About sem við erum að horfa á í dag það var seinasta Talk About programmið [praugram:íð]  
(..and the other lady she said this Talk About which we are watching today it was the last Talk About program)

27. ég fékk ekki þessi mynd af þessu class NOUN  
(I didn't get this picture of this class)
28. já sérðu ég gerði þetta það er paint mixing NOUN  
(yes look I did this it is paint mixing)
29. og einn enn strákur út úr class two og við vorum að NOUNS  
leika captin Zepp  
(and one boy out off class two and we were playing  
captin Zepp)
30. ..einn strákur úr class two hann ætlar að vera í classið NOUNS  
mitt annast að fara í class þrjú bara annast að hinir  
feru  
(one boy from class two he is going to be in may class  
without going to class þrjú, before the others go)
31. kanski af því hann er sama duglegur og class fjórir eru NOUN  
(maybe because he is as clever as class four are)
32. ég var að leika svona the drunk sailor and the drunk PHRASE  
knight  
(I was playing like.. the drunk sailor and the drunk  
knight)
33. þessi B 4 [bi:for] ég las það fyrir hana og svo eina NOUN  
numer eitt og þessi her er numer tvö  
(this B 4 I read it for her and then one number one and  
this one is number two)
35. nei ég held að sums er bara á monday, tuesday og NOUNS  
wednesday  
(no I think sums are only on monday, tuesday and  
wednesday)
36. önnur málning inní alverunni hun var með paint powder  
og við mixed - setti önnur powder inní önnur powder  
inní öðruvisinn powder - öðruvisinn lit setti vatn í

36. hræra það með paintbrush soldið lengi kanski og NOUNS  
 kanski verður það inní eitt (kringlóttur) þegar er  
 öðruvisinn í öðruvisinn lit.  
 (..different paint into reality she had paint powder and  
 we mixed - put different powder into another powder into  
 different powder - different colour put water in stir it with  
paintbrush littlebit long time maybe and maybe it becomes into  
 one (round) when is different in different colour)
37. ég ætla að senda bréf með dotted lines og það segir name NOUNS  
 og svo segir date til þessi amma Jenny og hún ver að  
 skrifa nafnið hennar á þessi blað og þessi date á  
 íslensku hún má allveg  
 (I am going to send a letter with dotted lines and it  
 says name and then says date so this grandma Jenny and  
 she must write her name on this paper and this date in  
 Icelandic she can)
38. þu verður að segja mér hvað heitir -- hvernig á að skrifa NOUNS  
date og name á íslensku  
 (you must tell me what is called -- how to write date  
 and name in Icelandic)
39. ó please keyptu namm? TAG  
 (ou please buy some sweets)
40. á monday þa er þessi music festival NOUN  
 (on monday then this music festival is on)
41. stundum er M með chicken roll inní brauðið hans NOUN  
 (sometimes M. has chicken roll into his bread)
42. á segja þer dinner time það bara in the middle of the PHRASES  
day - in the middle of the day NOUNS  
 (shall I tell you dinner time it is just in the middle  
of the day - in the middle of the day.)

43. á segja þer það er til mid night hér í Englandi NOUN  
(shall I tell you there is a mid night here in England)
44. á ég að segja þer það er til midnight hér í Englandi og NOUNS  
og midday það þýðir in the middle of the night og in PHRASES  
the middle of the day  
(shall I tell you there is a midnight here in England and midday it means in the middle of the night and in the middle of the day)
45. ..og líka þessi American löggur þeir er með káboj hatta ADJ  
(..and also this American police they have cowboy hats)
46. á segja þér við vorum að læra um transport NOUN  
( shall I tell you we were learning about transport)
47. hún gerði bók sem heitir all kinds of transport, bók PHRASES  
sem heitir the green cross code -- hun bjó til the ARTICLE  
bók um the red flag act  
(she made book which is called all kinds of transport, book which is called the green cross code -- she made the book about the red flag act)
48. the red flag act á ég segja þer hvað það er þessi þessi PHRASE  
steamcarriages það var með það var notað með steam til NOUN  
þess að láta það vera fara  
(the red flag act shall I tell you what it is this this steamcarriages . it had... it was used with steam so they can be made to go)
49. hún þarf að skrifa eitthvað all morning með --- krakkar PHRASES  
sem eru sem á hvenær afmælið er all all morning  
(she has to write something all morning with --- kids who are who have when birthday is all all morning)

50. ég las til page fjortán NOUN  
(I read to page fourteen)
51. ég las kláraði þessi tvö pages fyrir Mrs. B. NOUN  
(I read finished this two pages for Mrs.B.)
52. skrífm... monsterinn minn úr monsterin monsterinn minn NOUNS  
úr Begga við vorum að gera myndir um monsters og svo  
á toppinn það stendur söguna af þessu monster  
(monst... my monster out monster my monster out of..  
Begga we were making pictures about monsters and then  
on the top there is the story about this monster)
53. ...og þessi sögu hinar bokin er um okkur svona the  
treasure tree - the treasure wood  
(..and this story the other book is about us like the  
treasure tree - the treasure wood)

## Morphology of code-switched sent. compared to an Icel. sent.

1. sent. flottasta fannst mer þessi stamps  
 Icel.s.flottast fannst mer þessi frimerki (N.nom.pl.)  
 Trans. I liked the stamps best  
 Single Noun switch. The Icel. word would have been in N.nom.pl). The dem. pn. is in sing. but the noun is pl.
2. sent. kanski byrja þeir að gera svona games  
 Icel. kanski byrja þeir að gera svona leiki (M.acc.pl.)  
 Trans. maybe they start doing games like this  
 The Icel. word would have been in M.acc.pl.
3. sent. í þessi eitthvað svona, svona, svona hesta costume  
 Icel. í þessum, einhverjum svona.....hesta búningi (M.dat.sing.)  
 Trans. in this kind of,..... horse's costume  
 The Icel. word should be in M.dat.sing.
4. sent. í þessi ..... hobby's exhibition  
 Icel. á þessari .... tómstunda sýningu (F.dat.sing.)  
 Transl. in this.....hobby's exhibition  
 The Icel. phrase would be in F.dat.sing. The prep. í (in) takes dat. but the prep. á (in) is more appropriate.
5. sent. þa setti þeir þessi miða um þessi....sama tíma þegar gefði okkur þessi music festival  
 Icel. þa settu þeir þessa miða um þessa...a sama tíma og þegar gafu okkur þennan um tónlista hátíðina (F.acc.sing.)  
 Trans. then they put this note about this....at the same time as they gave us (the ~~one~~ about) this music festival  
 Icel. word in M.nom.sing.
6. sent. mer fannst þessi sniðugasta þessi hedgehog  
 Icel. mer fannst þessi broddgöltur (M.nom.sing.) sniðugastur  
 transl. I liked the most this hedgehog  
 Icel. word in F.acc.pl.
7. sent. ég sá tvo spiders  
 Icel. ég sá tvær kóngulær (F.acc.pl)  
 trans. I saw two spiders  
 Icel. word in M.acc.sing.
8. sent. ég held að Mr. B.meinti næsta Thursday  
 Icel. ég held að Mr. B. meinti næsta fimmtudag (M.acc.sing.)  
 transl. I think Mr.B. ment next Thursday...
9. sent. ...að na i mina stickers  
 Icel. ...að na i limmiðana (M.acc.pl.) mina  
 Icel. word in M.acc.pl.



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10. sent. eg sagði eg hafði cough  
 Icel. eg sagði að eg hefði hósta (M.acc.sing.)  
 trans. I said I had cough  
 Icel. word in M.acc.sing.
11. sent. og for eg að leika með sticker bricks og svo plastacine  
 Icel. og svo fór eg að leika með kubba (M.acc.pl.) og svo leir (M.acc.sing.)  
 trans. and went playing with sticker bricks and then plastacine  
 Icel. words in M.acc.pl and M.acc. sing.
12. sent. þeir voru að leita svona starship  
 Icel. þeir voru að leita að svona geimskipi (N.dat.sing)  
 transl. they were looking for a kind of starship...
13. sent. og þeir fóru í rocket  
 Icel. og þeir fóru í rakettu (F.acc.sing.)  
 transl. and they went in a rocket  
 Icel. word in N.dat.sing.
14. sent. þá sáu þeir svona robots  
 Icel. þá sáu þeir svona vélmenn (M.acc.pl.)  
 transl. then they saw robots  
 Icel. word in M.acc.pl.
15. sent. og svo fóru þeir til prison  
 Icel. og svo fóru þeir til fangelsisins (N.gen.sing.)  
 transl. and then they went to the prison  
 Icel. word in N.gen.sing.
16. sent. ..skaut eina af þessi robots þessi foringja robot  
 Icel. ..skaut einn af þessum velmönnum (M.dat.pl.) þennan foringja vélmann (M.acc.sing.)  
 trans. ..shot one of this robots this leader robot  
 The first Icel. word should be dem.pn. agree with it in gender, no. and case. The second word, should be in M.acc.sing. and the dem.pn. should agree with it as well
17. sent. og það kom news inn í.....  
 Icel. og það komu fréttir (F.nom.pl.)  
 transl. and there came news into it,.....  
 Icel. word in F.nom.pl.

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18.sent. samt var eg að gera svona oven

Icel. samt var eg að gera svona ofn (M.acc.sing.)

transl.althesame I was making a kind of oven

19.sent. néi þessi chips

Icel. nei þessar kartöflur (F.nom.pl.)

transl.no this chips

20.sent. nei flöskur af björri með litil oven...

Icel. nei flöskur af björ með litlum ofni (M.dat.sing.)

transl.no bottles of beer with little oven...

21.sent. þeir bjó til þessir flöskur út úr sticker-bricks

Icel. þeir bjuggu til þessar flöskur úr kubbum (M.dat.pl.)

transl.they made these bottles out of sticker-bricks

22.sent. eg var að leika dr. who með plastacín

Icel. eg var að leika dr. who með leir (M.dat.sing.)

transl.I was playing dr.who with plastacín

23.sent. líka eg var að skrifa um lollipopladies

Icel. líka eg var að skrifa um umferðaverði (M.acc.pl)

transl.also I was writing about lollipopladies

24.sent. eg fékk ekki þessi mynd af þessu class

Icel. eg fékk ekki þessa mynd af þessum bekk (M.dat.sing.)

transl.I didn't get this picture of this class

Icel. word in M.acc.sing.

The Icel. word should stand in F.nom.pl. and the dem.pn. should agree with it in no.gender and case. The dem.pn.disagr. with the Engl. word chips in no.

The Icel. word would be in M.dat.sing. so should the adj. litil. It stands in F.nom.sing. in the c-s. sentence.

In the Icel. sent. the word is in M.dat.pl.

Icel. word in M.dat.sing.

Icel. word in M.acc. pl.

The Icel word is in M.dat.sing. and the dem.pn. agrees with it in gender no.and case. In the code-switched sent. the dem.pn.is in N.dat.sing.

25. sent. og einn enn strákur ut ur class two

Icel. og einn enn strákur ur öðrum bekk (M.dat.sing.)  
transl. and one more boy out off class two

26. sent. nei eg held að sums er bara a Monday, Tuesday og Wednesday

Icel. nei eg held að reikningur (M.nom.sing.) er bara a mánudögum, þriðjudögum og iðvikudögum (M.dat.pl)

transl. no I think sums are only on Monday, Tuesday og Wednesday

27. sent. hún var með paint powder

Icel. hún var með lita duft (N.acc.sing.)  
transl. she had paint powder

28. sent. ...setti önnur powder inní önnur powder inni öðruvísin powder.

Ice. ...setti annað duft inní annað duft inni öðruvísi duft (N.acc.sing.)

transl. ...put another powder into another powder into dfferent powder

29. sent. eg ætla að senda bref með dotted lines

Icel. eg ætla að senda bref með punkta linum (F.dat.pl.)

transl. I am going to send a letter with dotted lines

30. sent. og það segir name og svo segir date

Icel. og það segir nafn (N.nom.sing.) og svo dagsetning (F.nom.sing.)

transl. and then it says name and then date

31. sent. a Monday þa er þessi music festival

Icel. á manudaginn (M.acc.sing.) þa er þessi tónlista hátíð (F.nom.sing.)

transl. on Monday then this music festival is on

The Icel. word is in M.dat.sing.  
both the numeral and the noun

The Icel. word reikningur - sum  
would stand in this context in  
M.nom.sing., whereas it is plural  
in English. The days in Icel. stand  
in M.dat.pl. whereas Baldur writes  
them in singular.

The Icel. word would be in N.acc. sing.

The Icel. words stand in N.acc. sing.  
and the indef.pns agree with them  
in gender, case and no. In the  
code-switched sentence the indef.pns.,  
stand in F.nom.sing. önnur or N.nom/acc  
pl. önnur. See the decl. of on page  
The Icel. NØ stands in F.dat.pl.

The first noun is in N.nom.sing. in  
the Icel. sent. The latter in  
F.nom.sing.

In the Icel.sent. manudagur - Monday  
is in M.acc.sing. The music festival  
= tónlista hátíð in F.nom.sing.

32.sent. stundum er M. með chicken roll...

Icel. stundum er M. með kjúklinga rúllu (F.acc.sing.)

transl. sometimes M. has chicken roll...

33.sent. a segja þer dinner time það bara in the middle of the day

Icel. a eg að segja þer matar tími (M.nom.sing.) er a miðjum deginum (M.dat.sing.)

transl. shall I tell you dinner time it is just in the middle of the day

34.sent. a segja þer það er til midnight hér í Englandi

Icel. a eg að segja þer það er til miðnætti (N.dat.sing.) hér í Englandi

transl. shall I tell you there is a midnight here in England

35.sent. á segja þer við vorum að læra um transport

Icel. á ég að segja þer við vorum að læra um flutninga (M.acc.pl)

transl. shall I tell you we were learning about transport

36.sent. á ég segja þér hvað það er þessi þessi steamcarriages

Icel. á ég að segja þér hvernig þessar gufuvélar (F.nom.pl) eru

transl. shall I tell you what it is this steamcarriages

37.sent. það var notað með steam

Icel. Þær voru notaðar með gufu (F.acc.sing.)

transl. it was used with steam

38.sent. hun þarf að skrifa eitthvað all morning

Icel. hun þarf að skrifa eitthvað allan morguninn (M.acc.sing.)

transl. she has to write something all morning

39.sent. eg las til page fjortán

Icel. eg las til blaðsíðu (F.acc.sing.) fjortán

transl. I read to page fourteen

40.sent. eg klaraði þessi tvö pages fyrir Mrs. B.

Icel. word in F.acc.sing.

The first N in the Icel.sent. is in M.nom.sing. The last NP is in M.dat.sing.

The Icel. noun stands in N.dat.sing.

M.acc.pl.

The Icel. NP is in F.nom.pl. The dem.pn. in the code-switched sent. is in M/F.nom.sing. and therefore disagrees in no with the English word

The Icel. noun is here in F.Acc.sing.

The pers.pn. disagrees with the

English noun in their no. það = it

The Icel. phrase is in M.acc.sing.

Icel. noun in F.acc.sing.

40 Icel. ég kláraði þessar tvær blaðsíður (F.acc.pl.) fyrir Mrs.B.

transl. I finished this two pages for Mrs.B.

The Icel Np. is in F.acc.pl.

In the code-switched sent. the

dem.pn. is in M/F.nom.sing. and

the numeral in N.acc. Disagr.

og dem.pn.and English word in no.

Cassett no. 1 February 1982 60 min. 5 recordings . Various activities: making up story, talking about his school, telling story of a picture book.

- 1 sent. hún er bók til þess að segja sögu nom. is saga, acc sögu 1  
 corr. hún er bok til þess að segja sögu (F. acc/dat/gen. sing.) wrong acc. form. Ending missing  
 transl. she is a book to tell a story
- 2 sent. hun var tynd einn litli ( Adjective, M nom.) barn sem slepp og kona na i hann (nom. M) Wrong gender. Masc. instead 3  
 corr. hun var tynd eitt litid (Adjective. N. nom.) barn sem slapp og kona náði i það ( nom.N) of Neuter.  
 transl. she (the book) was lost the little child who got away and a woman picked him up.
- 3 sent. og þa hun (F. but still ref. to the child) týnti það (Neuter nom sing) Wrong Gender Fem. instead of 2  
 corr. og þa það (N) týndi henni (F dat. sing) Neuter, and nom. instead of dat.
- 4 sent. and then it (the child) lost her (the book) Wrong case nom. or acc, instead 4  
 corr. já alltaf "lollipopinn" fer með löggunnar (F. nom. or acc. pl.) of dat.  
 transl. yes always the "lollipop" goes with the police
- 5 sent. mikið mikið mikið (N. singular) sög Disagreement of adv., and noun. 1  
 corr. margar margar margar (F. Pl.) sögur Ending missing(see 1.) Wrong gender and number  
 transl. many many many stories
- 6 sent. og það er öllu ( N. dative ) útvarp (N. nom. sing.) Uses adj. allir (all) instead of the 1  
 corr. og það eru mörg (adj. N. nom.) útvarp (N nom. pl.) i skólanum adj. margar (many) The noun stands in singular  
 transl. and there are many radios in school The word "öllu" is the only word that marks the plural.
- 7 setn. til þess að löggan að gefa Miss S. meiri (adj. comparat.) útvarp (N nom. or acc. sing.) The adj. meiri (more) marks the 2  
 corr. til þess að löggan að gefa Miss. S. fleiri (adj. comp.) útvarp (N. acc. pl.) fleiri one noun "sjónvarpar" where the 2  
 transl. because the police gave Miss S. more radio more television more radio more telev. sing. form gets a plural end - ar  
 The adj. margar fleiri-flestur (many) and the pl. form of the noun should be used instead.
- 8 sent. við var fara í bátinn og fara í kastalinn (M. nom. sing.) til þess að við borða og fá brauð 1

- corr. við vorum að fara í bátinn og að fara í kastalann (M. acc. sing.) til þess að við  
 borðum og fáum brauð Wrong case, nom. instead  
 transl. we were going into the boat and going to the castle so we can eat and have some bread acc. Disagrem. betw. prep.  
 9 sent. ...skoða lestinn litla (adj. M. acc. sing.) lestinn (M. acc. sing.) dótið Wrong gender  
 corr. ...skoða lestina litlu (adj. F. acc. sing.) lestina (F. acc. sing.) dótið  
 transl. looking at the little train toy  
 10 sent. þa fljugum við til Island/ og þa fljugum við til Lancaster (N. nom. sing.) Wrong case, nom. instead of  
 corr. þa fljugum við til Islands og þa fljugum við til Lancaster (N. gen. sing.) genit. Disagrem. betw. prep.  
 transl. then we fly to Iceland and then we fly to Lancaster and case.  
 11 sent. ...fara aftur til Lancaster í batið (N. acc. sing) Wrong gender  
 corr. ...fara aftur til Lancaster í bátinn (M. acc. sing) (í batnum)  
 transl. .. go again to Lancaster and go in the boat / (go again in the boat to L.) 3  
 12 sent. við "sailum" með Egill til kastalinn (M. nom. sing.) til þess að heim í bað (Pers. pn. N. nom) Wrong case, nom. inst. of  
 corr. við siglum með Agli til kastalans (M. gen. sing.) til þess að heim í honum (3 P. pn. M. dat.) gen. Disagr. of prep. and  
 transl. we sailed with Egill to the castle to live in it case. Wrong gender and  
 case, N inst. of M and nom. inst.  
 13 sent. riffil byssu sem Jenný gaf mér má ég sýna þér það (3 pers. pn. N. acc.) Wrong gender. N instead of F.  
 corr. riffil byssu sem Jenný gaf mér má ég sýna þer hana (3 pers. pn. F. acc.) dat.  
 transl. a riflegun which Jenny gave me can I show it to you  
 14 sent. við kemum með nesti á morgun á saudaginum (M. dat. sing.) Wrong case, dat. instead of acc.  
 corr. við komum með nesti á morgun á sunnudaginn (M. acc. sing.)  
 transl. we came with some food tomorrow on sunday  
 15 sent. alla (adj. M. acc. pl.) hermennir í batinN Wrong case of adj. acc. inst.  
 corr. allir (adj. M. nom. pl.) hermenn í batinN of nom. Wrong form of pl.  
 transl. all soldiers in the boat Probl. overgeneralizes -ir.  
 16 sent. og vondi kallinn hann er með stóra stóra teppi í bakið (N. nom. or acc. sing) sér. Disagrem. of adj. and noun.  
 corr. og vondi kallinn hann er með stórt stórt teppi á bakinu (N. dat. sing.) á sér. The adj. should not be def.  
 transl. and the bad man he has a big blanke tórt teppi a big blanket  
tóra teppi the big blanket

Furthermore 'f' takes dat. but the noun 'bakið' stands in nom. i.e. disagr. of prep and case. and wrong prep. should be 'á' which also takes dat.

The demonst. pron. þetta (this) stands in nom. instead of dat., whereas the adj. 'allt' stands in dat. (öllu) instead of nom. 'allt'. Disagr. of prep. and case. nom. instead of dat., and wrong gender 'M' instead of N. Wrong case. The noun 'hattar' should stand in dat. not gen.

English genitive instead of Icelandic genitive case.

Wrong case, nom. instead of dat. Disagr. of prep and noun case, 'f' takes dat. Wrong case nom. inst. of acc. Disagr. of verb and case.

Wrong case, adj. 'allt' stands in dat. instead of nom. The noun 'hús' stands in nom. inst. of dat., also wrong gender 'M. inst. of pr. and case.

17 sent. og spýti þetta (N. nom. sing.) úr svo taka það öllu (N. dat. pl.) öllu af  
 corr. og spýti þessu (N. dat. sing.) úr svo taka það allt (N. nom. pl.) allt af  
 transl. and spit this out and then take it all off.

18 sent. í eldhúsinu (M. nom. sing.)  
 corr. í eldhúsinu (N. dat. sing.)  
 transl. in the kitchen

19 sent. - hann er í daddý's trousers og í mömmunnar hatta (M. gen. pl.)  
 corr. hann er í daddý's trousers og í höttum (M. dat. pl.) mömmunnar  
 transl. he is wearing daddy's trousers and mommy's hats

20 sent. og þá set hann mamman's hat (English genit.) og byssuna hans.  
 corr. og þá setur hann hat mömmunnar (F. gen. sing.) a og byssuna hans.  
 transl. and then he puts mommy's hat on and his guns.

21 sent. ...er að fara sitja í það (N. nom. sing)  
 corr. ... er að fara sitja í því (M. dat. sing.)  
 transl. ... is going to sit in it

22 sent. ...láta þeir (M. nom. pl.) fara að borða  
 corr. ...láta þá (M. acc. pl.) fara að borða  
 transl. .. let them eat

23 setn. þetta er bara öllu (N. dat. pl.) fólk, öllu fólk í húsar (M. nom. pl.)  
 corr. þetta er bara allt (N. nom. pl.) fólk, allt fólk í húsum (N. dat. pl.)  
 transl. this is just all (many) people, all (many) people in houses



- 24 setn. og svo fara þau flugvöll (M. acc. sing.) barna  
 corr. og svo fara þau á flugvöllinn (Suff. def. art. M. acc. sing) barna  
 transl. and then they go (to the) airport over there
- 25 setn. þetta er mynd af hann (M. nom. sing.)  
 corr. þetta er mynd af honum (M. dat. sing)  
 transl. This is a picture of he (óf him)
- 26 sent. þetta var seta i þessum (Dem. pron. M. dat. sing.)  
 corr. þetta var sett i þennan (Dem. pron. M. acc. sing.)  
 transl. This was placed in that one
- 27 sent. hún á öllu (adj. N. dat.) "magic dragon" bók (singular)  
 corr. hún á margar (adj. F. acc.) "magic dragon" bækur (plural)  
 transl. she has all magic dragon books
- 28 setn. hann ætlar ekki að vera frændinn (M. nom. sing. suff. def. art.) minn  
 corr. hann ætlar ekki að vera frændi (M. nom. sing.) minn  
 transl. he is not going to be the friend/cousen of mine
- 29 setn. bara frændinn (M. nom. sing. Suff. def art.) hans Y ætlar að vera frændinn minn  
 corr. bara frændi (M. nom. sing.) hans Y ætlar að vera frændi minn  
 transl. the friend of Y is going to be my friend
- 30 setn. ég lati þessi (dem. pron. nom. M. sing.) Y frændinn (def. art. M. nom. sing).....  
 corr. ég lét þennan (dem. pron. M. acc. sing.) frænda (M. acc. sing.) hans (3.pers.pn.gen.) Y.  
 transl. I will make this friend of Y. / I will make Y's friend....
- The suffixed definite article  
 is missing. and the prep.  
 The noun "flugvöllur" is without  
 an ending in acc. sing.  
 Wrong case, nom. inst. of dat.  
 Disagr. betw. prep. and case.  
 Wrong case, dat. inst. of acc.  
 (Note. "þessum" is the dat. pl.  
 form of all genders.)  
 Uses the adj. "allir" all instead  
 of the adj. "margir" many. The  
 noun stands in sing. but should  
 be in plural. The adj. "öllu"  
 is the only plural marker.  
 The noun has the suffixed def.  
 article where it shouldn't.  
 The noun has the Suff. def. art.  
 where it shouldn't.  
 The dem. pronoun stands in wrong  
 case, nom. inst. of acc. The  
 noun "frændi" stands with the  
 def. article in nom., when it  
 should be without the art. and  
 in acc. The 3rd. pers. pron.  
 "hann" in gen. "hans" is omitted.

31 setn. öllu (adj. N. dat.) strákarnir  
 corr. allir (adj. M. nom.) strákarnir  
 transl. all the boys

32 setn. ég var slást við öllu (adj. N. dat.) "naughty" strákana  
 corr. ég var að slást við alla (adj. M. acc.) "naughty" strákana  
 transl. I was fighting all the naughty boys

33 setn. og einn strákurinn sem var i nýji (unidentif. end. -i) jakka (M. dat. sing)  
 corr. og einn strákurinn sem var i nýjum (M. dat. sing.) jakka (M. dat. sing.)  
 transl. and one of the boys who was in a new jacket

34 setn. öllu strákarnir slást bara..... (adj. N. dat. pl.)  
 corr. allir strákarnir slást bara..... (adj. M. nom. pl.)  
 transl. all the boys were fighting....

35 sent. þá (3rd. pers. pn. M. acc. pl.) var "naughty" strakar  
 corr. þeir (3rd. pers. pn. M. nom. pl.) voru "naughty" strakar  
 transl. They were naughty boys

36 sent. og þá telja ég i "teacher"inn (Suff. def. art. M. nom. sing.)  
 corr. og þá "telja" ég í kennarann (Suff. def. art. M. acc. sing.)  
 transl. and then I told the teacher

37 setn. þá tala eg í "teacher"inn (S. def. art. M. nom. sing.)  
 corr. þá tala eg við kennarann (S. def. art. M. acc. sing.)  
 transl. then I talk to the teacher

Wrong case and gender of the  
 adj. "allir" all. Disagr. of  
 adj. and its noun. N inst. of M  
 and dat. inst. of nom.  
 Wrong case and gender of the  
 adj. "allir". N instead of M and  
 dat. inst. of acc. Disagr. of  
 adj. and noun.

The prep. 'i' here takes dat.  
 i.e. 'jakki' dat. 'jakka' Disagr.  
 betw. adj. and noun.  
 See. sent. 31 Wrong case  
 dat. instead of nom. and wrong  
 gender.

Wrong case, acc. instead of  
 nom.

Wrong case nom. inst. of acc.  
 The prep. "í" takes acc.  
 Disagr. of prep. and case.  
 Probl: the verb. að telja i =  
 to count sth. into sth.

Wrong case. The prep. "í" takes  
 acc. The verb "tala" talk  
 takes the prep. "við" to, with,  
 which also takes acc. i.e. also  
 wrong prep. Disagr. betw.  
 the verb, the prep. and the case

- 38 setn. farið þið frá þegar kemur bílarnir þá (dem.pron. M. acc. pl.) "dangerous" 1  
 corr. farið þið frá þegar bílarnir koma þeir (dem.pron.M.nom.pl.) eru "dangerous" nom.  
 transl. you go away when the cars come they are dangero us
- 39 setn. þa ferir strákarinnir hjá bílinn (M.acc.sing.) 1  
 corr. þa fara strakarnir hjá bílnum (M.dat.sing.) nom.  
 transl. the boys are by the car
- 40 setn. þá (dem.pron. M.acc.pl.) vera leggia bílar (M.nom.pl.) alltaf 2  
 corr. þeir (dem.pron. M.nom.pl.) eru alltaf að leggja bílum (M.dat.pl) nom.  
 transl. they are always parking cars
- 41 setn. sem er Miss Skop's skólann (M.acc.sing.) 1  
 corr. sem er skólinn (M.nom.sing.) hennar Miss Skops nom.  
 transl. which is Miss Skops's school
- 42 setn. ég á þessi (dem.pron. M.nom.sing.) skóla (M.acc.sing.) 1  
 corr. ég á þennan (dem.pron.M.acc.sing.) skóla nom.  
 transl. this is my school
- 43 setn. þá legg ég hann (3rd.pers.pron. M.nom.sing) her á skólanum (def.art.M.dat.sing.) mínum 2  
 corr. þá legg ég honum (3rd.pers.pron.M.dat.sing.) hér hjá skólanum mínum nom.  
 transl. then I park him (the car) here on my school (by my school)
- 44 setn. með glas ekki (N.acc.sing.) 1  
 corr. ekki úr glasi (N.dat.sing.) nom.  
 transl. not with a glass (someone is drinking with a glass inst. of out of a glass)
- 45 setn. bara með munn (M.acc. sing.) 1  
 corr. bara með munni (M.dat.sing.) nom.  
 transl. only with mouth (only with his mouth)
- Wrong case, acc. inst. of dat. 1  
 Wrong case, acc. inst. of dat. 1  
 The dem.pron. stands in wrong case, acc. inst. of nom. The noun "bill" car pl. "bilar" should stand in dat. "bílum" Disagr. of verb and noun case. English genitive instead of the 3rd. pers. pron. "hún" she in genit. "hennar". The dem. pron. stands in wrong case, nom. inst. of acc. Disagr. of pron. and noun. The verb. "leggja" when referring to car -park a car- takes dat. Wrong case, nom. inst. of dat. Disagr. of verb and case. Disagr. of prep. and case. Correc case wrong prep. Agreement betw. prep. and case. but wrong prep and thus wrong case, acc. inst. of dat. In this context "með" takes dat. Wrong case, acc inst. of dat.

- 46 setn. ..eg stor (M.nom.sing.) strakurinn (M.nom.sing. suff.def. art.) þa eg klara allt 1  
 corr. ..eg er stor strakur (M.nom.sing.) af því að eg klaraði allt  
 transl. I am a big boy because I finished up (my food)
- 47 setn. eg gefi hann (M.nom.sing.) krispið 1  
 corr. eg <sup>(gef)</sup>gefi honum (M.dat.sing.) krispið  
 transl. I give (gave) he(him) the crisps
- 48 sent. eg vill þessara (gen. pl. all g.) þessara, þessara (ref. to an orange appelsína F) 1  
 corr. eg vil þessa (F.acc.sing.) þessa, þessa  
 transl. I want this one
- 49 setn. i rauðann (M.acc.sing ) peysu(F.dat.sing.) 1  
 corr. i rauðri (F.dat.sing.) peysu  
 transl. in a red pullover
- 50 setn. þetta (dem.pron. N.nom.sing.) heitir Peter 1  
 corr. þessi (dem.pron.M.nom.sing.) heitir Peter  
 transl. That one is called Peter
- 51 sent. þessi (dem.pron.M.nom.sing.) stór (adj.M.nom.sing.) strákar (M.nom.pl.) 2  
 corr. þessir(dem.pron.M.nom.pl.) stóru (adj.M.nom.pl.) strákar  
 transl. this big boys (these big boys)
- 52 sent. eg ætla skrifa tvær (numeral F.acc.) "a" 1  
 corr. eg ætla að skrifa tvö (numeral N.acc.) "a"  
 transl. I am going to write two "a"s
- 53 sent. Be.: hvað á eg að skrifa á það? Ba.: stafir (M.nom. pl.) 1  
 corr. stafi (M.acc.pl.)  
 transl. Be.: what shall I write on it? Ba.: letters
- Disagreement betw. adj. and noun. The noun has the suff. def.art. the adj. doesn't. Wrong case, nom inst. of dat. Disagr. betw. verb and noun.
- The dem. pron. is decl. nom. þessi; acc. þessa; dat. þessari; gen. þessarar. The plural nom/acc. þessar; dat. þessum; gen. þessara. The last two all gend. Wrong gender and case. M inst. of F. acc. inst. of dat.
- Wrong gender, N inst. of M.
- Both the dem.pron. and the adj are without their plural marker. Sing. inst. of plur. Wrong gender, F instead of N.
- Wrong case, nom. inst. of acc. Note. the acc. is without an ending.

54. sent. Be.: hvað heitir þetta hér? Ba.: disk (M.acc.sing.) 1  
 corr. : diskur (M.nom.sing.)  
 transl.Be.: what is this thing here called? Ba.: dish  
 55. sent. Be.: en þetta hér? Ba.: nagl (without an end.) 1  
 corr. : nagli (M.nom.sing.)  
 transl.Be.: but what about this one? Ba.: nail  
 56. sent. Be.: en hvað heitir þetta hér sem pabbi er með? Ba.: gaffal (M.acc.sing.) 1  
 corr. : gaffall (M.nom.sing.)  
 transl. Be.:but what is this thing here, that daddy is holding? Ba.: fork  
 57. sent. Be.: en þetta hér? Ba.: skap (M.acc.sing.) 1  
 corr. : skapur (M.nom.sing.)  
 transl.Be.: but what about this thing here? Ba.: cupboard  
 58. sent. þetta var seta í þessum (M.dat.sing.) 1  
 corr. þetta var sett í þennan (M.acc.sing.)  
 transl.this was put in that one  
 Wrong case, acc. inst. of nom. 1  
 Note. the acc. is freq. without an ending.  
 The end. of the noun is missing 1  
 Wrong case, acc. instead of nom. 1  
 Note. the acc.is without an end.  
 Wrong case, acc. instead of 1  
 nom. Note acc. is frequently without an ending.  
 The dem.pn. is in dat. instead of 1  
 acc.

Cases	nom. inst. of acc.	word which directs the case	the case	the word	correct form
1.	nom. inst. of acc.	(8) prep. í - in	(castle)	noun	kastalinn (M.nom.sing.) - kastalann (M.acc.sing.)
2.	"	(22) verb lata - let	(they)	pers.pn.	þeir (M.nom.pl.) - þá (M.acc.pl.)
3.	"	(30) " " "	(this)	dem.pn.	þessi (M/F.nom.sing.) - þennan (M.acc.pl.)
4.	"	(30) " " "	(friend)	noun	frændinn (M.nom.sing.) - frænda (M.acc.sing.)
5.	"	(36) prep. í - in	(teacher)	noun	"teacher"inn (M.nom.sing.) - kennarann (M.acc.sing.)
6.	"	(42) Prep. á - on	(this)	dem.pn.	þessi (M./F.nom.sing.) - þennan (M.acc.sing.)
7.	"	(53) verb skrifa - write	(letters)	noun	stafir (M.nom.pl.) - stafi (M.acc.pl.)
1.	nom. inst. of dat. + gend.	(3) verb. týna - loose	(it)	pers.pn.	það (N.nom.sing.) - henni (F.dat.sing.)
2.	"	" + gend. (12) prep. í - in	(it)	pers.pn.	það (N.nom.sing.) - honum (M.dat.sing.)
3.	"	(16) " " "	(back)	noun	bakið (N.nom.sing.) - bakinu (N.dat.sing.)
4.	"	(17) verb. spyta - spit	(this)	dem.pn.	þetta (N.nom.sing.) - þessu (N.dat.sing.)
5.	"	(18) " + gend. (18) prep. í - in	(kitchen)	noun	eldhusinn (M.nom.sing.) - eldhusinu (N.dat.sing.)
6.	"	(21) prep. í - in	(it)	pers.pn.	það (N.nom.sing.) - því (N.dat.sing.)
7.	"	(25) prep. af - off	(he)	pers.pn.	hann (M.nom.sing.) - honum (M.dat.sing.)
8.	"	(40) verb. leggja - lay	(cars)	noun	bílar (M.nom.pl.) - bílum (M.dat.pl.)
9.	"	(43) " " "	(he)	pers.pn.	hann (M.nom.sing.) - honum (M.dat.sing.)
10.	"	(47) verb. gefa - give	(he)	pers.pn.	hann (M.nom.sing.) - honum (M.dat.sing.)
1.	nom. inst. of gen.	(10) prep. til - to	(Iceland)	noun	ísland (N.nom.sing.) - íslands (N.gen.sing.)
2.	"	(12) " " "	(castle)	noun	kastalinn (M.nom.sing.) - kastalans (M.gen.sing.)
1.	acc. inst. of nom.	(15) Subj.	(all)	adj.	alla (M.acc.pl.) - allir (M.nom.pl.)
2.	"	(35) " "	(they)	pers.pn.	þá (M.acc.pl.) - þeir (M.nom.pl.)
3.	"	(38) " "	(they)	pers.pn.	þá (M.acc.pl.) - þeir (M.nom.pl.)

Cases	Words which direct the case	the word	correct form
4. acc. inst. of nom.	(41) Subj.	noun	skóla (M. acc. sing.) - skólinn (M. nom. sing.)
5. " " "	(54) "	noun	disk (M. acc. sing.) - diskur (M. nom. sing.)
6. " " "	(56) "	noun	gaffal (M. acc. sing.) - gaffall (M. nom. sing.)
7. " " "	(57) "	noun	skap (M. acc. sing.) - skapur (M. nom. sing.)
1. acc. inst. of dat.	(39) prep. hja - at	noun	bilinn (M. acc. sing.) - bilnum (M. dat. sing.)
2. " " "	(45) " með - with	noun	munni (M. acc. sing.) - munni (M. dat. sing.)
3. " " "	(49) prep. í - in	adj.	rauðann (M. acc. sing.) - rauðri (F. dat. sing.)
1. dat. inst. of nom.	(17) Subj.	adj.	öllu (N. dat. pl.) - allt (N. nom. pl.)
2. " " + gend.	(31) "	adj.	" " - allir (M. nom. pl.)
3. " " + gend.	(34) "	"	" " "
4. " " "	(23) "	"	" " - allt (N. nom. pl.)
5. " " "	(2) "	indef. pn.	einu (N. dat. sing.) - eitt (N. dat. sing.)
1. dat. inst. of acc.	(14) prep. á - on	noun	sunnudaginn (M. dat. sing.) - sunnudaginn (M. acc. s
2. " " "	(26) prep. í - in	dem. pn.	þessum (M. dat. sing.) - þennan (M. acc. sing.)
3. " " + gend.	(32) prep. við - with	adj.	öllu (M. dat. pl.) - alla (M. acc. pl.)
4. " " "	(59) prep. í - in	dem. pn.	þessum (M. dat. sing.) - þennan (M. acc. sing.)
1. gen. inst. of acc. + no	(48) verb. vilja - want	dem. pn.	þessara (gen. pl. all. gend.) - þessa (F. acc. sing.)
1. gen. inst. of dat.	(20) prep. í - in	noun	hatta (M. gen. pl.) - höttum (M. dat. pl.)

1.	M. inst. of N	(2)	(little)	adj.	litli (M.nom.sing.) - litlið (N.nom.sing.)
2.	"	(2)	(he)	pers.pn.	hann (M.nom.sing.) - það (N.nom.sing.)
3.	" + case	(18)	(kitchen)	noun	eldhúsin (M.nom.sing.) - eldhúsinu (N.dat.sing.)
4.	" + case	(23)	(houses)	noun	húsar (M.nom.pl.) - húsum (N.dat.pl.)
1.	M. inst. of F. + case	(9)	(train)	noun	lestinn (M.nom.sing.) - lestina (F.acc.sing.)
2.	"	(11)	(little)	adj.	litla (M.acc.sing.) - litlu (F.acc.sing.)
3.	" + case	(49)	(red)	adj.	rauðann (M.acc.sing.) - rauðri (F.dat.sing.)
1.	F. inst. of N. + case	(3)	(she)	pers.pn.	hun (F.nom.sing.) - það (N.nom.sing.)
2.	"	(52)	(two)	numeral	tveir (F.acc.) - tvö (N.acc.)
1.	N. inst. of M	(11)	(boat)	noun	bátíð (N.nom.sing.) - bátinn (M.nom/acc.sing.)
2.	" + case	(12)	(it)	pers.pn.	það (N.nom.sing.) - honum (M.dat.sing.)
3.	" + case	(31)	(all)	adj.	öllu (N.dat.pl.) - allir (M.nom.pl.)
4.	" + case	(32)	"	"	" - alla (M.acc.pl)
5.	" + case	(34)	"	"	" - allir (M.nom.pl)
6.	"	(50)	(this)	dem.pn.	þetta (N.nom.sing.) - þessi (M.nom.sing.)
1.	N. inst. of F. + no	(5)	(many)	adj.	mikið (N.nom/acc.sing.) - margar (N.nom/acc.pl)
2.	"	(13)	(it)	pers.pn.	það (N.nom/acc.sing.) - hana (F.acc.sing.)



1.	Sing. inst. of pl + gend.	(5)	(many)	adj.	mikið (N.nom.sing.) - margar (F.nom.pl.)
2.	"	"	(radio)	noun	útvarp (N.nom.sing.) - útvarp (N.nom.pl)
3.	"	"	(television)	noun	sjonvarp (N.nom.sing.) - sjonvarp (N.nom.pl)
4.	"	"	(book)	noun	bók (F.nom.sing.) - bækur (F.nom.pl)
5.	"	"	(this)	dem.pn.	þessi (M/F.nom.sing.) - þessir (M.nom.pl)
1.	pl. inst. of Sing. + case	(48)	(these)	dem.pn.	þessara (All gend. gen.pl.) - þessa (F.acc.sing.)

1. Be.: segðu mömmu meðan hun vaskar upp, segðu mér sögu? SENTENTIAL SW.  
 Ba.: once upon a time it was an old man.....  
 (Be.: tell mommy while she is doing the dishes, tell me a story?  
 Ba.: once upon a time it was an old man)
2. ...kemur policeman [pli:sman] með vatn, vatn into policeman- NOUN  
park PHRASE  
 (but comes policeman with water, water into policemanpark)
3. ja alltaf lollipopinn [lɔlpɔpɪn:] ferir með löggunar. NOUN  
 (yes always the lollipopman/woman goes with the police.)
4. og þá löggunar kemur og setja hausinn aft og þær sagði: PHRASE  
thats better  
 (and then the police comes and puts the hed on again and  
 then they say: thats better)
5. hann er alltaf round [vaund] og þa er hann egg ADJ.  
 (he is always round and then he is an egg)
6. má ég segja sögu the park [pɔ:k?] NOUN  
 (can I tell story (of) the park)
7. svona við sailum [seɪlym] með Egill VERB  
 (like that we sail with E.)
8. með flösku með straw [strɔ:] NOUN  
 (bottle with straw)
9. og þa var slökk.. og þa var el og þa var snow [snou] NOUN  
 (and then it was turned off.. and then there was heil  
 and then there was snow)
10. Mickey Mouse geri ..oh dear me.. TAG  
 (M.M. does... oh, dear me..)
11. hann er í daddy's trousers og í mömmunar hatta PHRASE  
 (he is wearing daddy's trousers and mommy's hats)

12. Be.: hvað eru þeir með herna? (what have they got here?) NOUN  
 Ba.: ballon [blu:n] sem fer á þetta (balloon which goes on this)
13. þetta er chair [tʃeə] fyrir hann til þess að sitja (this is a chair for him to sit in)
14. hann fara niður að sjá hvað hann melted [meltɪd] VERB  
 (he went downstairs to see how he melted)
15. Be.: að sjá hvort að hvað? (too see what?) VERB  
 Ba.: hvort hann melted, melted away (wether he melted, melted away)
16. braðnaði hann? (did he melt?) ADVERB  
 Ba.: braðnað away (melted away)
17. hann er að fara að klæða sig í og ætlar að fara að gera NOUN  
snowmann [snouman:]  
 (he is going to get dressed and is going to make a snowman)
18. svona það er round [vaund] ADJ  
 (like this it is round)
19. og þá role [voul] hann það VERB  
 and then he role it)
20. þetta og þetta og buttons [bʊ:tns] NOUN  
 (this and this and buttons)
21. þetta er snowman [snouman:] NOUN  
 (this is a snowman)
22. þetta var seta í þessum og þa var augun hans og hann NOUN  
snowman og hann nice [naiz] ADJ.  
 (This was put into that one and there were eyes and he snowman and he nice)

23. Ba.: þetta þetta er bara til þess að bíta. Be.: hvað er þetta? NOUN  
 Be.: þetta þetta er teeth [ti:ð]  
 (Ba.: this this is for biting. Be.: what is it?  
 Ba.: this this is teeth)
24. þá fer hann og segir good bye þá fer hann og þa ver hann o PHRASE  
then he sleep and then he wake up SENT.  
 (then he goes and says good bye then he goes and then he is  
 o: then he sleep and then he wake up)
25. Be.: hvað er hann að gera hér? (what is he doing here?) VERB  
 Ba.: far niður niður niður og þa far hann svo hann melted.  
 (goes down down down and then he goes and then he melted)
26. hann melted alltaf (he always melted) VERB
27. Miss S. segi sögu af dragon bók, hún a öllu magic dragon NOUN  
 bók (Miss S. tells story of dragon book she has got all PHRASE  
magic dragon book)
28. þetta er fyrir ekki snowman NOUN  
 (this is for not snowman)
29. það er bara fyrir dragon he... svo gerir round og up og NOUN  
down það er fyrir dragon ADJ.  
 (it is just for a dragon he... and then makes round and PREP.  
up and down it is for a dragon)
30. sjáðu round og down og svo það er fyrir dragon ADJ.  
 (look round and down and then it is for dragon) NOUN
31. dragon er bara í cage [keid<sup>3</sup>] NOUN  
 (dragon is only in cage)
32. ekki fat strakurinn líka - bara frændinn hans Y. ætlar ADJ.  
 að vera frændinn minn.  
 (not the fat boy as well - just Yusuf's friend is going  
 to be my friend.)

33. ég var slást við öllu naughty strakana ADJ.  
(I was fighting all the naughty boys)
34. þá var naughty strakar og þa telja ég í teacherinn [tɪ:tʃɪn:] ADJ.  
(they were naughty boys and then I told the teacher) NOUN
35. þá tala ég í teacherinn NOUN  
(then I talk to the teacher)
36. alltaf allir naughty strákar er hér og þa ég slást ADJ.  
við þa og þa telja eg við teacher, teacher [tɪ:tʃə] NOUN
37. nei. ekki kennarinn ég tala við, ég tal... það er teacher NOUN  
í þessum Miss Skops skolanum teacher  
(no not "kennarinn I talked to, I talk.. there is a  
teacher in this Miss S.'s school, teacher)
38. Bj.: hvað gerir hann? (what does he do?) SENT.  
Ba.: hann segir "I'll smack... I will smack the naughty  
boy's bottom" þeir þeir þeir sma... the teacher smack  
the naughty boy's bottom.  
(Ba.: he says "I'll smack... I will smack the naughty boy's  
bottom. they they they sma... the teacher smack the  
naughty boy's bottom.)
39. þa kemur bíll þa na þeir í naughty stráka, farið þið ADJ.  
fra þegar kemur bílarnir þa dangerous  
(then a car comes then they get naughty boys "move away  
when comes cars they dangerous")
40. smack the bottom það heitir rasskella SENT.  
(smack the bottom that means smack the bottom (rasskella))
41. Yúsaf á dangermouse, Yúsaf á dangermouse, Yúsaf á líka NOUN  
.... ætlar borða vatn með rocket [vɒgɪt]  
(Y. has dangermouse, Y has d., Y also has.... he is  
going to eat water with a rocket)

42. þa fer, þa Miss S. er "sandwich people stand at the chair" SENT.  
 þa fer öll sandwich fara na i bags þa segi eg eg þarft NOUNS  
 ekki þa segi ég við Miss S. ég þarf ekki far piss og folki..  
 og sandwich people fara pissa og ég þarft ekki fara að pissa  
 ég þarf bara gera na í sandwich bag minn.  
 (then goes, then Miss S. is "sandwich people stand at the  
 chair" then all sandwich go to get bags then I say I don't  
 need to then I say to Miss S. I don't have to go to the  
 toilet and people... and sandwich people go to the toilet  
 and I don't have to go to the toilet I only have to get  
 my sandwich bag.)
43. ég gefi hann krispið til þess að þa segi hann "eat it SENT.  
after playtime"says stór strákurinn  
 (I give him the crisps for then he says "eat it after playtime"  
says the big boy)
44. ég ætla sja hvað þu ég counta [kau:ta] það VERB  
 (I will see how you I count it)
45. hann geta hlaupa faster faster [fastə] eins og ég þessi stór ADJ.  
 strakar  
 (he can run faster faster like me this big boys )
46. það á vera round og svona svona ADJ.  
 (it is supposed to be round and like that like that)
47. og hvað á við heita sem er darkinn [dɔ:kɪn:] sem get ekki sjá NOUN  
 (and what is it called which is dark (Noun) which can't see)
48. Be.: en hvað heitir þetta her? (but what is this called) NOUN  
 Ba.: spoon
49. Be.: en hvað er þetta þarna sem pabbi var að benda á? PHRASE  
 Ba.: knocking at the door  
 (Be.: but what is it over there that' daddy was pointing  
 at? .....)

50. teacher [ti:tʃə] setti hún kennir mér það teacherinn NOUN  
(teacher she teaches it to me the teacher)

Morphology of code-switched sent. compared to an Icel. sent.

1. sent. kemur policeman  
Icel. kemur lögreglumaður (M.nom.sing.)  
transl. comes policeman
2. sent. með vatn, vatn into policemanpark  
Icel. með vatn, vatn inni lögreglu-garðinn (M.acc.sing.)  
transl. ..with water, water into policemanpark
3. sent. já alltaf "lollipop"inn (M.S.D.A. nom.sing.) fer!  
Icel. já alltaf umferðavörðurinn ( " " ) fer....  
transl. yes always the lollipop..... goes
4. sent. hann er alltaf round og þa er hann egg  
Icel. hann er alltaf kringlottur (M.nom.sing.) .....
- transl. he is always round and then he is an egg
5. sent. ma eg segja sögu the park  
Icel. ma ég segja sögu af garðinum (M.dat.sing.)  
transl. can I tell story (off) the park
6. sent. með flösku með straw  
Icel. með flösku með röri (N<sup>f</sup>.dat.sing.)  
transl. with bottle with straw
7. sent. ..og þá var él og þá var snow  
Icel. ..og þá var él og þá var snjór (M.nom.sing.)  
transl. ..and then there was hail and then there was snow
8. sent. hann er í daddy's trousers og i mömmunnar (F.gen.sing.) hatta (M.gen.pl)  
Icel. hann er í buxunum (F.dat.pl.) hans (pos.pn.M.ge.sing.) pabba (M.gen.sing.)  
og í höttum (M.dat.pl.) mömmunnar (F.gen.sing.)  
transl. he is wearing daddy's trousers and mommy's hats

Single Noun switch.

Phr.switch. Icel phr. would bein M.acc.  
sing.

Morphologically integrated loan word

The Engl. adj. does not have to agree  
with the pn. hann (he) but the Icel.

adj. would have an M.nom.sing. ending  
The Icel. word for park - garður -  
stands here in M.dat.sing.

The word rör - straw is here in N.dat.  
sing. The prep. með (with) takes  
dat. in this context.

Noun switch

The nouns buxur (trousers) and hattar (hats)  
are in dative in the Icel. sent.

By code-switching he has avoided the  
possessive pn. which is in genitive and  
the datives of the nouns



9. sent. ballon sem fer a þetta  
 Icel. blaðna (F.nom.sing.) sem fer á þetta  
 transl. ballon which goes on this
10. sent. þetta er chair  
 Icel. þetta er stóll (M.nom.sing.)  
 transl. this is a chair
11. sent. svona það er round  
 Icel. svona það er kringlött (N.nom.sing.)  
 transl. like this it is round
12. sent. þetta og buttons  
 Icel. þetta og tölur (F.nom.pl.)  
 transl. this and buttons
13. sent. þetta er snowman  
 Icel. þetta er snjokarl (M.nom.sing.)  
 transl. this is a snowman
14. sent. hann snowman og hann nice  
 Icel. hann er snjokarl (M.nom.sing) og hann er góður (M.nom.sing.)  
 transl. and he snowman and he nice
15. sent. þetta er teeth  
 Icel. þetta eru tennur (F.nom.pl.)  
 transl. these is teeth
16. sent. Miss. S. segir sögu af dragon bók  
 Icel. Miss S. segir sögu af dreka bók (F.dat.sing.)  
 transl. Miss. S. tells story of dragon book
17. sent. hún a öllu magic-dragon bok  
 Icel. hun a margar galdra-dreka (F.acc.sing.) bækur (F.acc.pl.)  
 transl. she has all (many) magic-dragon book

The Icel. word is in F. nom. sing.

Icel. word in M. nom. sing.

Adj. in N. nom. sing.

Icel. noun in F. nom. pl.

Icel. word in M. nom. sing.

The Icel phrases are in M. nom. sing.  
 adj. and nouns

Icel. noun in F. nom. pl

the adj. has to agree with the noun  
 bók (book) and stand in F. dat. sing.

The compound galdra-dreka (magic dragon)  
 is in F. acc. sing. in Icel.

18. sent. þetta er fyrir ekki snowman  
Icel. þetta er ekki fyrir snjokarí (M.acc.sing.)  
transl. this is for not snowman
19. sent. svo gerir round og up og down  
Icel. svo gera kringlött (N.acc.sing.) og upp og niður  
transl. then do round and up and down
20. setn. dragon er bara í cage  
Icel. drekinn (M.nom.sing.) er bara í búri (N.dat.sing.)  
transl. dragon is only in cage
21. sent. ekki fat strákurinn  
Icel. ekki feiti (M.nom.sing.) strákurinn  
transl. not the fat boy
22. sent. eg var slást við öllu naughty strákana  
Icel. eg var að slást við alla þekku (M.acc.pl.) strákana  
transl. I was fighting all the naughty boys
23. sent. þa var naughty strakar  
Icel. þeir voru þekkir (M.nom.pl.) strakar  
transl. they were naughty boys
24. sent. það er teacher í þessum Miss Skop's skolanum  
Icel. það er kennari (M.nom.sing.) í skólanum hennar M. skops  
transl. there is a teacher in this Miss Skop's school
25. sent. þá kemur bíll þá na þeir í naughty straka (M.acc.pl.)  
Icel. þa kemur bíll þá na þeir í þekka (M.acc.pl.) straka (M.acc.pl.)  
transl. then car comes then they get naughty boys
26. sent. farið þið frá þegar kemur bílarnir þa dangerous  
Icel. farið þið frá þegar bílarnir koma þeir eru hættulegir (M.nom.pl.)  
transl. go away when the cars come they
- The Icel noun is in M.acc.sing.
- The adj. is in N.acc.sing.
- the noun dreki - dragon is in M.nom.sing. The noun búri - cage is in N.dat.sing.
- the adj. has to agree with the noun strakurinn (M.nom.sing.) and stand in M.nom.sing.
- The adj. óþekkur- naughty stands in M.acc.pl. þekku to agree with the noun strakar - boys. strákana M.acc.pl.
- The adj. óþekkir -naughty has to stand in M.nom.pl. to agree with the noun strákar - boys.
- Icel. word in M.nom.sing.
- The adj. þekka - naughty has to agree with the noun strákar - which here stands in M.acc.pl. strákana Adj. has to agree with the noun bílar cars, which here stands in M.nom.pl.

27. sent. ætliar borða vatn með rocket

Icel. ætliar að borða vatn með rakettu (F.dat.sing.)

trans. ..is going to eat water with a rocket

28. sent. fara na í bags

Icel. fara að na í töskurnar (F.acc.pl.)

transl. go to get the bags

29 sent. og sandwich-people fara pissa

Icel. og samloku-folkid (N.nom.pl.) fer að pissa

transl. and the sandwich-people go to the toilet

30 sent. ég þarf bara gera ná í sandwich-bag minn

Icel. ég þarf bara að ná í samloku (F.acc.sing.)-pokann (M.acc.sing.) minn.

transl. I just have to get my sandwich-bag

31. sent. það á vera round

Icel. það á að vera kringlott (N.nom.sing.)

transl. it should be round

32. sent. hún kennir mér það teacher-inn (M.nom.sing.)

Icel. hun kennir mér það kennarinn (M.nom.sing.)

transl. she teaches it to me the teacher

The noun raketta - rocket has here to stand in F.dat.sing. rakettu

The noun töskur- bags has to stand in F.acc.pl. töskurnar

Icel. noun stands in N.nom.pl.

The first part of the noun compound is in F.acc.sing. and the second part is in M.acc.sing. Adj. in N.nom.sing.

Morphologically integrated noun.

## Appendix IX.

### List of abbreviations.

M = Masculine.

F = Feminine.

N = Neuter.

nom. = nominative.

acc. = accusative.

dat. = dative.

gen. = genitive.

Sing. = Singular.

Pl. = Plural.

M.S.D.A. = Masculine Suffixed Definite Article.

Def. = Definite.

Cont. = Context.

Pro. = Pronounced.

No. = Number.

gend. = gender.