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LANGUAGE SHIFT IN AN ICELANDIC CHILD:
A LONGITUDINAL CASE STUDY OF LANGUAGE
ATTRITION.

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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 subject's 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 Germanic 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 noun-declension system.
1. INTRODUCTION

1.1. 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 of group level (Andersen, 1982; Dorian, 1973, 1976, 1977, 1978, 1981, 1982; Costello, 1978; Freed, 1982; Kautzsch, 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 taping recording 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 Orian (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 (1982:67) 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;
-ær, -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. 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.

<table>
<thead>
<tr>
<th>Masc.</th>
<th>Fem.</th>
<th>Neuter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular</td>
<td></td>
<td></td>
</tr>
<tr>
<td>nom.</td>
<td>hestur</td>
<td>kinn</td>
</tr>
<tr>
<td>acc.</td>
<td>hest</td>
<td>kinn</td>
</tr>
<tr>
<td>dat.</td>
<td>hesti</td>
<td>kinn</td>
</tr>
<tr>
<td>gen.</td>
<td>hests</td>
<td>kinnar</td>
</tr>
<tr>
<td>Plural</td>
<td></td>
<td></td>
</tr>
<tr>
<td>nom.</td>
<td>hestar</td>
<td>kinnar</td>
</tr>
<tr>
<td>acc.</td>
<td>hesta</td>
<td>kinnar</td>
</tr>
<tr>
<td>dat.</td>
<td>hestum</td>
<td>kinnum</td>
</tr>
<tr>
<td>gen.</td>
<td>hesta</td>
<td>kinna</td>
</tr>
</tbody>
</table>

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 å[a], ë[e], i[i], ö[o], ü[u] and the letters ð[ð], þ[þ], ð[ð], and ð[ð].
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 hestar 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 those 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; hlifa = 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 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 proposition, 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:

mod litil ovan (with little oven)

In this context, in an Icelandic sentence the preposition "mod" 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:

mod litium (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 Galdur 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 types 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 el mundo aquí (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.

![Graph showing proportion of different code-switching types for adults and children.](image)

**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
demanded as great knowledge of the two languages as for example the Intra-Sentential Switch. She suggested that there exists 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 childrens 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. Vijman (1984) furthermore point 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 6:9, 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 cliche or formula of some sort and which appeared to strike her as the only succinct expression of her meaning", (1984:9)
2. METHOD

2.1. The subject and data collection.

The subject of this study is my son Baldur. Baldur came to England when he was 3½ 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 4½ 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 4½ 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 privat 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 4½ 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:

"pá talta ég í teacher-inn
(then I talk to the teacher)".

The sounds [ŋ] and [ɔ] 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 tape-recorders 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 (Kongræsson 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 it 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 consistent 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. Ružička-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" (1973:268).

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 afan 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.)skipð (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 "skipð" (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 nomolinguinal 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

<table>
<thead>
<tr>
<th></th>
<th>cases</th>
<th>gend.</th>
<th>numb.</th>
<th>cases+</th>
<th>gend.</th>
<th>numbers</th>
<th>cases+</th>
<th>numbers</th>
<th>gend+</th>
<th>tot.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Febr. 1982</td>
<td>32</td>
<td>5</td>
<td>7</td>
<td>9</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>8</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>86,2</td>
<td>12.8</td>
<td>9.1</td>
<td>16.4</td>
<td>1.8</td>
<td>1.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr. 1984</td>
<td>48</td>
<td>4</td>
<td>12</td>
<td>5</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>8</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td>61.5</td>
<td>18.4</td>
<td>5.1</td>
<td>6.4</td>
<td>8.9</td>
<td>1.3</td>
<td>1.3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 of 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 of 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 time-points (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

<table>
<thead>
<tr>
<th></th>
<th>1984</th>
<th>1982</th>
</tr>
</thead>
<tbody>
<tr>
<td>nominative inst. of dative</td>
<td>21</td>
<td>10</td>
</tr>
<tr>
<td>&quot; &quot; accusative</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>&quot; &quot; genitive</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>nominat. tot.</td>
<td>37 (58.7%)</td>
<td>19 (47.5%)</td>
</tr>
<tr>
<td>accusative inst. of nominative</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>&quot; &quot; dative</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>&quot; &quot; genitive</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>accusat. tot.</td>
<td>24 (38%)</td>
<td>10 (25%)</td>
</tr>
<tr>
<td>dative inst. of accusative</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>&quot; &quot; nominative</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>dative tot.</td>
<td>2 (3.2%)</td>
<td>9 (22.5%)</td>
</tr>
<tr>
<td>genitive inst. of dative</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>&quot; &quot; accusative</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>genitive tot.</td>
<td>0</td>
<td>2 (5%)</td>
</tr>
<tr>
<td>Alltogether</td>
<td>63</td>
<td>40</td>
</tr>
</tbody>
</table>

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 Auke-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 15.6% 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>
<thead>
<tr>
<th>Gender Error</th>
<th>1984</th>
<th>1982</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masculine inst. of neuter</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>&quot; &quot; &quot; feminine</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>12 (63.2%)</td>
<td>7 (41.2%)</td>
</tr>
<tr>
<td>Neuter inst. of feminine</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>&quot; &quot; &quot; masculine</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>6 (31.6%)</td>
<td>8 (47%)</td>
</tr>
<tr>
<td>Feminine inst. of neuter</td>
<td>1 (5.3%)</td>
<td>2 (11.8%)</td>
</tr>
</tbody>
</table>

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 5.3% 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.

<table>
<thead>
<tr>
<th></th>
<th>1984</th>
<th>1982</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular inst. of plural</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>Plural inst. of singular</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>14 (17.9%)</td>
<td>6 (10.9%)</td>
</tr>
</tbody>
</table>

Five of the singular instead of plural errors in 1984 are accounted for by the demonstrative pronoun hēssé (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% personalpronouns, 9 or 16.9% demonstrative pronouns, 1 or 1.9% indefinite pronoun and 1 numeral (1.9%).


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 45% 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 alltæf 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 "kringlöt" 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 5 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.


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 as when his lexicon fails him. For example, sentence 8 in appendix VII:

"hann er í daddý’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 hötum mömmunnar"

Which means literally: he+masculine,nominative, singular ending is in trousers+feminine, dative, plural ending (belonging to) possessive pronoun in masculine, genitive, singular daddy+masculine, genitive, singular ending, and hats+masculine, dative, plural ending mommy+ feminine, genitive, singular ending. The possessive pronoun "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 ESC, 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 (1978:580). 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 -æ in the other cases. The weak feminine nouns have the ending -i in nominative and -u or -i in other cases. The weak neuter nouns have -ε 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. tími
acc. tíma
dat. tíma
gen. tíma

The same can be said about the words skólí (school) and gluggí (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. lína
acc. línu
dat. línu
gen. línu

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 bill (car) are decline as following:

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</thead>
<tbody>
<tr>
<td>Singular nom.</td>
<td>eldur</td>
<td>bill</td>
<td>eldi</td>
<td>elders</td>
</tr>
<tr>
<td>acc.</td>
<td>eld</td>
<td>bil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dat.</td>
<td>eldi</td>
<td>bil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>gen.</td>
<td>elders</td>
<td>bils</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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. Konráðsson (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 brennstína(ð. nom. pl.)"
"there maybe kind off matches with brimstone"

Normally, the noun should be in dative "brennstínum" 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. next 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 which 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 pronoun
are most often the words "hað" (it) and "hann" (he) used in nominative
when other case endings would be expected. See for example, sentence
6, appendix I:

"hað er einnver svona ling 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 "hessi"
(this) seems to occur more often in the data than other words.

This word is declined like following:

<table>
<thead>
<tr>
<th></th>
<th>masculine</th>
<th>feminine</th>
<th>neuter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular nom.</td>
<td>hessi</td>
<td>hessi</td>
<td>hetta</td>
</tr>
<tr>
<td>acc.</td>
<td>hennan</td>
<td>hessa</td>
<td>hetta</td>
</tr>
<tr>
<td>dat.</td>
<td>hessum</td>
<td>hessari</td>
<td>hessu</td>
</tr>
<tr>
<td>gen.</td>
<td>hessa</td>
<td>hessarar</td>
<td>hessa</td>
</tr>
<tr>
<td>Plural</td>
<td>hessir</td>
<td>hessar</td>
<td>hessi</td>
</tr>
<tr>
<td>acc.</td>
<td>hessa</td>
<td>hessar</td>
<td>hessi</td>
</tr>
<tr>
<td>dat.</td>
<td>hessum</td>
<td>hessum</td>
<td>hessum</td>
</tr>
<tr>
<td>gen.</td>
<td>hessa</td>
<td>hessa</td>
<td>hessa</td>
</tr>
</tbody>
</table>

In 1982 the demonstrative pronoun hessi (this) occurs six times
in various forms. For example hessi masculine/feminine nominative
singular instead of hennan masculine accusative singular (see sentences
number 5 and 6 in appendix V). Then hetta, neuter nominative singular
occurs instead of hessu, neuter dative singular (see sentence 4).
The word bessum (masculine dative singular) occurs instead of pennan (masculine accusative singular) and bessara (genitive plural) instead of bessa (feminine accusative singular). Then betta (neuter) occurs instead of bessi (masculine/feminine) and bessi (singular) instead of bessir (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 "bessi", no matter in what gender, number or case the noun is. For example, sentence 11 appendix I:

"og lika bessi bilar"
"and also this car"

or sentence 21 same appendix:

"med bessi foringinn"
"with this leader"

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

"eg fekk ekki bessi mynd"
"I didn't get this picture"

Where "bessi" should agree with the noun and be in feminine, accusative singular "bessa" 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 12.3% 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 "bátíð". There are two words, in 1984, which have been assigned genders according to English rules. The words "ildur" (fire) which, in Icelandic is a
masculine word, but here assigned a neuter gender "óldið", 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 counterparts 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. Inspite
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 than 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.
References:


DORIAN, N.C. 1973 "Grammatical Change in a Dying Dialect" in Language vol. 49, No. 2 pp. 413-430


References cont.:  


sent. og kanski kemur þessi eldur úr það (3rd. ers. on. N. nom. sing.) (ref. to gat hole %)
corr. og kanski kemur þessi eldur úr því (3rd. pers. on. N. dat. sing)
transl. and maybe there comes this fire out of it

Wrong case, nom inst. of dat.

sent. kanski er inni Boba Fett hendin (F.nom. sing.) bar sem hann skjota eld (M.acc. sing)
corr. kanski er inni i hendin (F.dat. sing.) á B.F. þar sem hann skytur eldi (M.dat. sing.)
transl. maybe there is inside B.F's hand where he shoots fire

Wrong case, first nom inst. of dat., and then acc inst. of dat.
Note. acc. sing is without an ending. See also lexicon

sent. þar kanski er svona eldskútur med brennisteinar (M.nom.pl.) í
corr. þar er kanski svona eldskútur med brennisteinum (M.dat.pl.) í
transl. there are maybe a kind of matches with brimstone on

Wrong case, nom inst. of dat.

sent. og þa þeir henda ser skjota þessum eldskútur med eldini (N.nom. sing.) á a folk.
corr. og þeir henda ser skjota þessum eldskútur med eldum (M.dat. sing.) á a folk
transl. and then they throw short these matches with the fire on on people

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

sent. í hendin (N.nom. sing.) af því það skjótar ut úr hend (without an ending)
corr. í hendinni (F.dat. sing.) af því það skytur ut úr hendinni (suff. def. art. F.dat. sing)
transl. in the hand because it shoots out of the hand

Wrong gender N. inst. of F.

sent. það er einhver svona línu (F.acc. sing.) a hán (M.nom. sing.)
corr. það er einhver svona lína (F.nom. sing.) a hónum (M.dat. sing.)
transl. there is a kind of line on him

Wrong case, acc. inst. of nom.

Note. "lína" line is inflected: in sing. nom. lína; acc. línu; dat. línu; gen. línu. The latter word is nom inst. of dat.
7. sent. sona sem er a bilinn (M.acc.sing.) bars sona litill (M.nom.sing.)
corr. sona sem er a bilnum (M.dat.sing.) bars sona litil (F.nom.sing.)
transl. like the one which is on the car, just that little (one)

8. sent. sona sem er a 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 bessi bil (M.acc/dat. sing.) er þarna
corr. af því bessi bill (M.nom.sing.) er þarna
transl. because this car is there

10. sent. bessi (F.nom.sing.) fluðvølar (M.nom.pl.) (svar við sp: hvað fannst þar flottast?)
corr. bessar (F.nom.pl.) fluðvølar
transl. this or those automobiles (An answer to the quest: what did you like the best?)

11. sent. og líka bessi (M/F nom.sing.) bilar (M.nom.pl.)
corr. og líka bessir (M.nom.pl.) bilar
transl. and also this cars

12. sent. ég tók ekki hina (dem.pron. F.acc.sing.) breif (N.nom.sing.)
corr. ég tok ekki hitt (dem.pron. N.acc.sing.) breif
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 gleymdí að taka hitt bréfið
transl. I forgot to take the other letter

14. sent. leika með sithvað (indef.pron.N.nom.sing.) annan (indef.pron.M.acc.sing.)
transl. playing with someone else

15. sent. það voru margir að leika með mer (Pers.pl. dat.sing.) og buin að gleyma alla (M.acc.pl)
corr. það voru margir að leika við mig (
16. sent.  eg buin að gleyma það (3rd.pers.pl.N.nom/acc.sing.) bara strax
corr.  ég er buin að gleyma því (3rd.pers.pl.N.dat.sing.) bara strax
transl. I have forgotten it already.

17. sent.  samt er eg ekki að það (3rd.pers.pl.N.nom/acc.sing.)
corr.  samt er eg ekki a því (" " " N.det.sing.)
transl. allthesame I am not on it (refering to a reading book he was reading for himself)

18. sent.  soldið lítill (adj. M.nom.sing.) sprenging (F).barna
corr.  soldið lítli (adj. F.nom.sing.) sprenging þarna
transl. little bit small explosion over there

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

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

21. sent.  með þessi (M.nom.sing.) foringinn (M.nom.sing. def.) í nema allir hinir
corr.  með þennan (M.acc.sing.) foringja (M.acc.sing. indef.) í nema allir hinir
transl. with that leader on board except
Appendix I - 4 -

22. sent. ekki þessi saga í hann (3rd. pers pn. N.nom.sing.)
corr. ekki þessi saga í því (" " " N.dat.sing.)
transl. not the story in it

23. sent. þrjati og fimm minútur yfir fjórð (numeral M.nom.)
corr. þrjati og fimm minútur yfir fjörgur (" " N.nom/acc.)
transl. thirty-five minutes past four

24. sent. svona kall sem leikur (wrong verb) allt af spilum (N.dat.pl.)
corr. svona kall sem spilar allt af 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 fynsíð
corr. honum (" " " M.dat.sing.) fannst þetta bara fynsíð
transl. he found it funny

26. sent. á bíg (2nd. pers pn. acc. sing.)
corr. á þer (" " " dat.sing.)
transl. on you

27. sent. á bíg (see above) hendinn (M.nom.sing.def.) nei það er í gluggann (M.acc.sing.def.)
corr. á þer (" " ) hendinni (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 björ
corr. við gerdum bola (M.acc.pl.) af...
transl. we made cups of... bottles of beer
29. sent. og ef þu snuér **bessi** (M.nom.sing.) **rauda** takka (M.dat.sing.)
corr. og ef þu snyrð **bessum** (M.dat.sing.) **rauda** takka
transl. and if you turn this red button

30. sent. til þess að híta **bessi** (M/F.nom.sing.) **lítla** (F.nom.sing.) **gaffalar** (M.nom.pl.)
corr. til þess að híta **bessa** (M.acc.pl.) **lítlu** (M.acc.pl.) **gaffla** (M.acc.pl.)
transl. to heat up these little forks

31. sent. flóskur af **bjori** (M.dat.sing.)
corr. flóskur af **bjo** (M.nom.sing.)
transl. bottles of bear

32. sent. límt á **bessi** (M/F.nom.sing.) flóskur (F.nom/acc.pl)
corr. límt á **bessa** (F.acc.pl.) flóskur (F.acc.pl.)
transl. clue on these bottles

33. sent. **mer** (1st.pers.pn.dat.sing.) **langar** bara að leika með **sjalfan** (dem.pron.M.acc.sing.) **mér** (dat.sing.)
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 **myndinu** (M.nom.sing.def.)
corr. mannstu eftir **myndinu** (F.dat.sing.def.)
transl. do you remember the picture

The dem. pron. as usual is in nom. but should be in dat. 1

First, nom. sing. instead of acc., pl. Both wrong case and number infl. The adj."litill" is in sing. inst. of pl. The noun. "gafflar" in nom. inst. of acc. 3

Wrong case, dat. instead of nom. 1

Wrong case, nom. inst. of acc. 1

Wrong gender M. inst. of F. and wrong case, nom. inst. of dat. 1

Some verbs like "langar" (want) take the subj. in the acc. and obj. in acc. 2

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.
Appendix 1 - 6 -

35. sent. já tveir meiri til þess að senda fyrir eithv. . . . . . . til eithvað (N.nom.sing.) af vinunum (M.dat.pl.)  
corr. já tveir fleiri til þess að senda...............til einhverra (gen.pl.) af vinunum  
transl. yes two more to send to .............to some of the friends

Wrong gender
wrong case and number. N.
instead of R., but the gen. pl
is the same in all genders.
Nom. instead of gen. The prep.
"af" takes dat. otherwise
"vinunum" would be "vinanna" (gen.pl)
Wrong gender, M. instead of N.
and wrong case, nom. inst. of
acc. The prep. "á" takes acc.
in this context.

36. sent. og svo núna er ég á numer tveir (M.nom.)  
corr. og svo núna er ég á numer tvø (N.acc.)  
transl. and now I am an number two

Corrected
also sing. inst. of pl.
The adj. "litlar" is in nom. inst.
of dat. and similarly the noun
"myndir" nom. inst. of dat.
Singular instead of plural.

37. sent. sem eru með þessi (M.nom.sing.) litlar (R.nom.pl.) myndir (R.nom.pl.) af mer  
corr. sem eru með þessum (M.dat.pl.) litlu (R.dat.pl.) myndum (R.dat.pl.) af mer  
transl. which are with these little pictures of me

Wrong case, nom. inst. dat. 3
also sing. inst. of pl.

38. sent. Hé Þorarin, Arnøy og Egill ég sendi mynd til bin (2nd.pers.pn.gen.sing.)  
corr. Hé P., A., og E., ég sendi mynd til ykkar (2nd.pers.pn.gen.pl.)  
transl. Hey P., A., and E., I send a picture to you

39. sent. ég held að það er gaman hjá þér (2nd.pers.pn.dat.sing.) í skolann (M.acc.sing.) binn (pos.pn.M.nom.sing.)  
corr. ég held að það er gaman hjá ykkur (" " (dat.pl.) í skolunum (M.dat.sing.) ykkar (" " pl.gen.)  
transl. I think that you have fun in your school

First the 3
2nd. pers pn.
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.
Appendix I

40. sent. kansi hrædd við kista (F.nom.sing.)
corr. kansi hrædd við kisur (F.acc.sing.)
thanl. maybe scared of a cat

41. sent. Fredrick svona leyfði hana (3rd.pers.pn.F.acc.sing.) ekki
corr. " svona leyfði henni (" " F.dat.sing.) ekki
thanl. " didn't allow her

42. sent. stundum gefi eg M. smjör kexið og I. sukkulaðikexið stundum þa (dem.pn.M.acc.pl.)
baða (indef.pn.M.acc.pl.) sukkulaðikex.
corr. stundum gefi eg M. smjör kexið og I. sukkulaðikexið stundum þæim (" " f.dat.pl.)
baðum (indef.pn. dat.pl.) sukkulaðikex.
thanl. sometimes I give M. the butter biscuit and I. the chocolate biscuit, sometimes they both
chocolate biscuit.

43. sent. ef þu seti svona önnur tvö rör eg gefi I. allt af hinn (dem.pn.M.nom.sing.) seinasta
corr. ef þu setur svona önnur tvö rör eg gefi I. allt af hitt (dem.pn.M.nom.sing.) seinasta
thanl. 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
corr. þá er þessi hinn tími (M.nom.sing.) allveg að vera búinn
thanl. 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
corr. hinn tíminn (M.nom.sing.def.) fyrsti (adj.m.nom.sing.) tíminn (M.nom.sing.def.) " "
thanl. the other hour, the first hour which was before

46. sent. nei afhverju er allt af þessi lögubil (M.acc.sing.) þarna
corr. nei afhverju er allt af þessi lögubilli (M.nom.sing.) þarna
thanl. no why is always this police car there

47. sent. eg vissi ekki þetta var lögreglustöður (M.nom.sing.)
corr. eg vissi ekki að þetta var lögreglustöð (F.nom.sing.)
thanl. I didn't know this was a policeman
48. sent. begar eg var i skolann (M.acc.sing.def.) að leikja með "plastacine"
corr. begar eg var i skolanum (M.dat.sing.def.) að leikja með "plastacine"
transl. when I was at school playing with plastacine.

49. sent. hann (3rd.pers.pn.M.nom.sing.) fannst bað svo flott að hann vildi fa svoleidis
corr. honum (" " " M.dat.sing.) fannst bað svo flott að hann vildi fa svoleidis
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.) bekur (F.acc.pl)
corr. er hún ekki dugleg að gera svona margar (adj,F.acc.pl.) bekur
transl. isn't she clever making so many books

51. sent. hún þarf að skrifa eittvaka "all morning" með krakkar (M.nom.pl.)
corr. hún þarf að skrifa eittvaka "all morning" með krökkum (M.dat.pl)
transl. she has to write something all morning with kids (children)

52. sent. af því þessir (dem.pn.M.nom.pl.) her eru, þessir (M.nom.pl.) her bekur (F.nom.pl.) eru svu mjóar. Wrong gender, M. inst.
corr. af því þessar (dem.pn.F.nom.pl.) her eru, þessar (F.nom.pl.) her bekur eru svo mjöar of F.
transl. because these here are, these books here are so thin

53. sent. það (3rd.pers.pn.M.nom.sin.) toku mynd af hann (3rd.pers.pn.M.nom.sing.) með systir hans 
corr. þau (" " " N.nom.pl.) toku mynd af honum (" " " M.dat.sing.) með systir hans
transl. It (They) took picture of he and his sister

54. sent. þessi ..eða.. skóla (M.acc.sing.) rett hjá önnur (F.nom.sing.or N.nom/acc.pl.) skóla (M.acc.) First acc. inst. of nom.
corr. þessi ...... skóli (M.nom.sing.) rett hjá þessum (dem:pr:M.dat.sing:) skóla
transl. this school which is near to another (the other, that other) school

55. sent. maður fer til hana (F.acc.sing.) tek .. og tekur hana til hans skóla 
corr. maður fer til hannar (F.gen.sing.) ......og tekur hana til hans skóla
transl. one goes to her and brings her to his school

56. sent. æg Øtla að senda þessa til amma (F.nom.sing.) Jenný, Egill og Arney og Órarinn 
corr. æg Øtla að senda þessa til ummu (F.gen.sing.) Jenný, Egils, Arneyar og Órarins
transl. I am going to send this one to grandma Jenný

Wrong case, acc. inst. of dat. 1
Wrong case, nom. inst. of dat. 1
Wrong gend. N. instead of F. 1
Wrong case, nom. inst. of dat. 1
Wrong case, nom. inst. of dat. 1
Wrong gender, M. inst. 1
Singular instead of plural 2
Wrong case, acc. inst. of nom. 2
Wrong case, acc. inst. of gen. 1
Wrong case, nom. inst. of gen. 2
The pers. names stand all in nom. but should stand in gen. 2
57. sent. og þessi ámna (F.nom.sing.) María (F.nom.sing.)
corr. og þessi til Ómnu (F.gen.sing.) Mariu (F.gen.sing.)
transl. and this one to grandma María

58. sent. maður verður að segja hvær (adv. where) það er til á bakinu
corr. maður verður að segja hvers (interrog. pn. M.gen.sing.) það er til aftan á

59. sent. þessi sem stilar að vera í skólan (M.acc.sing.) altalaf
corr. þessi sem stilar að vera í skólanum (M.dat.sing.) altalaf
transl. this one which is staying always at school

60. sent. það er þessi sögu (F.acc.sing.) um þessi "monstar"
corr. það er þessi saga (F.nom.sing.) um þessi "monster"
transl. it is that story about that monster

61. sent. hínar (dem.pn. F.nom.pl) bókin (F.nom.sing.) sem er um okkur..
corr. hín (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.
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. kansi elíthvarð(indef.pn.N.nom.sing.) mynd (F.nom.sing.)
corr. kansi einhver (" " F.nom.sing.) mynd
transl. maybe some picture

64. sent. stóri (adj.M.nom.sing.)'a'(N.nom)
corr. stóra (adj.N.nom.sing.)'a'
transl. the big a

65. sent. ég sendi með mynd til þin (2nd.pers.pn.acc.sing.)
corr. ég sendi með mynd til þin (" " gen.sing.)
transl. I send a picture to you

Wrong case, nom. inst. of gen. 
The adv. "hver" where is mixed up with the interrogative pns. F 
N. hvert (nom)
Wrong case, acc. inst. of dat. 
Wrong case, acc. inst. of nom. 
Plural instead of singular 
Wrong case, nom. instead of dat. 
Wrong gender, N. instead of F. 
Wrong gender, M. inst. of N. 
Wrong case, acc. inst. of gen. 
66. sent. ..limt á bessi (m/f.nom.sing.) flöskur (f.acc.pl.)
corr. ..limt á bessar (f.acc.pl) flöskur (f.acc.pl.)
transl. ..clued on to this bottle

67. sent. nei þeir bjó til bað (pers.pl.N.acc.sing.), þeir bjó til bessir (m.nom.pl.)
        flöskur (f.acc.pl.)
corr. nei þeir bjuggu ber (pers.pl.F.acc.pl.) til, þeir bjuggu til bessar (f.acc.pl.)
        m.nom.pl instead of f.acc.pl.
transl. no they made it, they made these bottles...

68. sent. eg fékk ekki bessi (m/f.nom.sing.) mynd ....
corr. eg fékk ekki bessa (f.acc.sing.) mynd.....
transl. I didn't get this picture of this class

69. sent. stundum er M. með chicken roll inni brauðinu (N.dat.sing.) hans
        stundum er M. með chicken roll inni brauðinu (N.dat.sing.) hans
transl. sometimes M. has chicken roll in his bread

70. sent. og líka bessi (m/f.nom.sing.) American löggur (f.nom.pl.)
corr. og líka þessar (f.nom.pl.) American löggur
      "
transl. and also this American police ....
### Appendix II  

#### Cases

<table>
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<th>Cases</th>
<th>word which directs the case</th>
<th>the word</th>
<th>correct form</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. nom. inst. of acc. + def. (21)</td>
<td>prep. með - with</td>
<td>(leader) noun foringinn (M.nom.sing.) - foringja (M.acc.sing.)</td>
<td></td>
</tr>
<tr>
<td>2. &quot;</td>
<td>&quot; + no. (19) verb. take - take</td>
<td>(this) dem.pn. þessi (M/F.nom.sing.) - þessar (F.acc.pl)</td>
<td></td>
</tr>
<tr>
<td>3. &quot;</td>
<td>(21) prep. með - with</td>
<td>(this) &quot; &quot; þessi (&quot; &quot; &quot; ) - þennan (M.acc.sing.)</td>
<td></td>
</tr>
<tr>
<td>4. &quot;</td>
<td>(28) verb. gera - to do</td>
<td>(cup) noun bollar (M.nom.pl.) - bolla (M.acc.pl.)</td>
<td></td>
</tr>
<tr>
<td>5. &quot;</td>
<td>&quot; + no. (30) verb. hita - to heat</td>
<td>(this) dem.pn. þessi (M/F.nom.sing.) - þessa (M.acc.pl.)</td>
<td></td>
</tr>
<tr>
<td>6. &quot;</td>
<td>(30) &quot; &quot; &quot;</td>
<td>(forks) noun. gafflar (M.nom.pl.) - gaffla (M.acc.pl)</td>
<td></td>
</tr>
<tr>
<td>7. &quot;</td>
<td>&quot; + no. (30) &quot; &quot; &quot;</td>
<td>(little) adj. lutla (F.nom.sing.) - litlu (M.acc.pl)</td>
<td></td>
</tr>
<tr>
<td>8. &quot;</td>
<td>(40) prep. við - with</td>
<td>(cat) noun. kísa (F.nom.sing.) - kísu (F.acc.sing.)</td>
<td></td>
</tr>
<tr>
<td>9. &quot;</td>
<td>&quot; + no. (65) prep. a - on</td>
<td>(this) dem.pn. þessi (M/F.nom.sing.) - þessar (F.acc.pl)</td>
<td></td>
</tr>
<tr>
<td>10. &quot;</td>
<td>&quot; + gend. (67) prep. til - to</td>
<td>(&quot; ) &quot; &quot; þessir (M.nom.pl.) - þessar (F.acc.pl)</td>
<td></td>
</tr>
<tr>
<td>11. &quot;</td>
<td>(68) Object</td>
<td>(&quot; ) &quot; &quot; þessir (M/F.nom.sing.) - þessa (F.acc.pl)</td>
<td></td>
</tr>
</tbody>
</table>

<p>| 1. nom. inst.of dat. (1) | prep. úr - out of            | (it) pers.pn. það (N.nom.sing.) - því (N.dat.sing.) |
| 2. &quot;                  | (2) &quot; i - in                 | (hand) noun hendin (F.nom.sing.) - hendinni (F.dat.sing.) |
| 3. &quot;                  | (3) &quot; með - with             | (brimstone) noun brennisteinar (M.nom.pl) - brennisteinum (M.dat.pl) |
| 4. &quot;                  | &quot; + gend (4) &quot; &quot;             | (fire) noun eldáð (N.nom.sing.) - eldinnam (M.dat.pl) |
| 5. &quot;                  | &quot; + gend (5) prep. í - in    | (hand) noun hendin (N.nom.sing.) - hendinni (F.dat.sing.) |
| 6. &quot;                  | &quot; + gend. (14) prep. með - with | (something) indef. pn. elíthvað (N.nom.sing.) - einhverjam (M.dat.sing) |
| 7. &quot;                  | (16) verb. gleyma - forget   | (it) pers.pn. það (N.nom/acc.sing.) - því (N.dat.sing.) |
| 8. &quot;                  | (25) &quot; finnast - think       | (he) pers.pn. hann (M.nom.sing.) - hónum (M.dat.sing.) |
| 9. &quot;                  | &quot; + gend. (27) prep. á - on  | (hand) noun hendinn (M.nom.sing.) - hendinni (F.dat.sing.) |
| 10. &quot;                 | (29) verb. snúa - turn       | (this) dem.pn. þessi (M/F.nom.sing.) - þessum (M.dat.sing.) |
| 11. &quot;                 | &quot; + gend. (34) prep. aftir - after | (picture) noun myndinn (M.nom.sing.) - myndinni (F.dat.sing.) |
| 12. &quot;                 | &quot; + no. (37) prep. með - with | (this) dem.pn. þessi (M/F.nom.sing.) - þessum (F.dat.sing.) |
| 13. &quot;                 | (17) prep. á - on             | (it) pers.pn. það (N.nom/acc.sing.) - því (M.dat.sing.) |
| 14. &quot;                 | (22) prep. í - in             | (it) &quot; &quot; &quot; &quot; &quot; &quot; &quot; &quot; |
| 15. &quot;                 | (37) prep. með - with         | (little) adj. litlar (F.nom.pl) - litlu (F.dat.pl) |</p>
<table>
<thead>
<tr>
<th>Cases</th>
<th>word which directs the case</th>
<th>the word</th>
<th>correct form</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. nom. inst. of dat.</td>
<td>prep. með - with</td>
<td>(picture) noun myndir (F.nom.pl.) - myndum (F.dat.pl.)</td>
<td></td>
</tr>
<tr>
<td>17. &quot;</td>
<td>&quot;</td>
<td>(he) pers.pl. hann (M.nom.sing.) - honum (M.dat.sing.)</td>
<td></td>
</tr>
<tr>
<td>18. &quot;</td>
<td>verb. finnst - think</td>
<td>(kids) noun krakkur (M.nom.pl.) - krökkum (M.dat.pl.)</td>
<td></td>
</tr>
<tr>
<td>19. &quot;</td>
<td>&quot; af - off</td>
<td>(he) pers.pl. hann (M.nom.sing.) - honum (M.dat.sing.)</td>
<td></td>
</tr>
<tr>
<td>20. &quot;</td>
<td>prep. með - with</td>
<td>(I) pers.pl. ég (nom.sing.) - mér (dat.sing.)</td>
<td></td>
</tr>
<tr>
<td>21. &quot;</td>
<td>&quot; inn i - into</td>
<td>(bread) noun bráuðið (N.nom. sing.) - bráuðinu (N.dat.sing.)</td>
<td></td>
</tr>
<tr>
<td>1. nom. inst. of gen.</td>
<td>prep. til - to</td>
<td>(grandma) noun amma (F.nom.sing.) - ömmu (F.dat.sing.)</td>
<td></td>
</tr>
<tr>
<td>2. &quot;</td>
<td>&quot; + no.</td>
<td>(something) indef.pl. eitt hvað (N.nom.sing.) - einhverra (all gen.)</td>
<td></td>
</tr>
<tr>
<td>3. &quot;</td>
<td>prep. til - to</td>
<td>(grandma) noun amma (F.nom.sing.) - ömmu (F.gen.sing.)</td>
<td></td>
</tr>
<tr>
<td>4. &quot;</td>
<td>&quot;</td>
<td>(4 pers. names all in (nom. sing.) - should be in (gen. sing.)</td>
<td></td>
</tr>
<tr>
<td>1. acc. inst. of nom.</td>
<td>subject</td>
<td>(line) noun linu (F.acc.sing.) - linu (F.nom.sing.)</td>
<td></td>
</tr>
<tr>
<td>2. &quot;</td>
<td>&quot;</td>
<td>(car) noun bil (M.acc.sing.) - bill (M.nom.sing.)</td>
<td></td>
</tr>
<tr>
<td>3. &quot;</td>
<td>&quot; + no. + gen.</td>
<td>(all) indef.pl. alla (M.acc.pl.) - allt (N.nom.sing.)</td>
<td></td>
</tr>
<tr>
<td>4. &quot;</td>
<td>&quot;</td>
<td>(time) noun tíma (M.acc.sing.) - tím (M.nom.sing.)</td>
<td></td>
</tr>
<tr>
<td>5. &quot;</td>
<td>&quot;</td>
<td>(time) noun tímann (M.acc.sing.def) - tímann (M.nom.sing.def)</td>
<td></td>
</tr>
<tr>
<td>6. &quot;</td>
<td>&quot;</td>
<td>(first) numeral fyrsta (M.acc.sing.) - fyrsti (M.nom.sing.)</td>
<td></td>
</tr>
<tr>
<td>7. &quot;</td>
<td>&quot; + def.</td>
<td>(time) noun tíma (M.acc.sing.) - tímann (M.nom.sing.def)</td>
<td></td>
</tr>
<tr>
<td>8. &quot;</td>
<td>&quot;</td>
<td>(policecar) noun lögubíll (M.acc.sing.) - lögubíll (M.nom.sing.)</td>
<td></td>
</tr>
<tr>
<td>9. &quot;</td>
<td>&quot;</td>
<td>(school) noun skóla (M.acc.sing.) - skóli (M.nom.sing.)</td>
<td></td>
</tr>
<tr>
<td>10. &quot;</td>
<td>&quot;</td>
<td>(story) noun ság (F.acc.sing.) - saga (F.nom.sing.)</td>
<td></td>
</tr>
<tr>
<td>Cases</td>
<td>words which directs the case</td>
<td>the word</td>
<td>correct form</td>
</tr>
<tr>
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</tr>
<tr>
<td>1. acc. inst. of dat.</td>
<td>(2) verb skjota - shoot</td>
<td>(fire) noun eld (M.acc.sing.)</td>
<td>eldi (M.dat.sing.)</td>
</tr>
<tr>
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<tr>
<td>2. &quot;</td>
<td>(7) prep. á - on</td>
<td>(car) noun bilinn (M.acc.sing.)</td>
<td>bilnum (M.dat.sing.)</td>
</tr>
<tr>
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<tr>
<td>3. &quot;</td>
<td>(14) prep. með - with</td>
<td>(another) indef.pl.</td>
<td>òðrum (M.dat.sing.)</td>
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<tr>
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<td></td>
</tr>
<tr>
<td>4. &quot;</td>
<td>(15) verb gleyma - forget</td>
<td>(all) adj. alla (M.acc.sing.)</td>
<td>ållum (M.dat.sing.)</td>
</tr>
<tr>
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<td></td>
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</tr>
<tr>
<td>5. &quot;</td>
<td>(26) prep. á - on</td>
<td>(you) pers.pl. þig (acc.sing.)</td>
<td>þér (dat.sing.)</td>
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<td>6. &quot;</td>
<td>(27) prep. í - in</td>
<td>(window) noun glugann (M.acc.sing.)</td>
<td>glugganum (M.dat.sing.)</td>
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<td>7. &quot;</td>
<td>(39) &quot; &quot; &quot;</td>
<td>(school) noun skolann (M.acc.sing.)</td>
<td>skolanum (M.dat.sing.)</td>
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<td>8. &quot;</td>
<td>(41) verb. leyfa - allow</td>
<td>(she) pers.pl. hana (F.acc.sing.)</td>
<td>henni (F.dat.sing.)</td>
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<td>9. &quot;</td>
<td>(42) &quot; gefa - give</td>
<td>(they) dem.pl. þa (M.acc.pl.)</td>
<td>þeim (M.dat.pl.)</td>
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<td>10. &quot;</td>
<td>(42) &quot; &quot; &quot;</td>
<td>(both) indef.pl. baða (M.acc.pl.)</td>
<td>báðum (M.dat.pl)</td>
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<td>11. &quot;</td>
<td>(48) prep. í - in</td>
<td>(school) noun skolann (M.acc.sing.)</td>
<td>skolanum (M.dat.sing.)</td>
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<td>12. &quot;</td>
<td>(59) &quot; &quot; &quot;</td>
<td>( &quot; ) &quot; &quot; &quot; &quot; &quot; &quot;</td>
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<td>1. acc. inst. of gen.</td>
<td>(55) prep. til - to</td>
<td>(she) pers.pl. hana (F.acc.sing.)</td>
<td>hennar (F.gen.sing.)</td>
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<td>2. &quot;</td>
<td>(65) &quot; &quot; &quot;</td>
<td>(you) pers.pl. þig (acc.sing.)</td>
<td>þin (gen.sing.)</td>
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<td>1. dat. inst. of acc.</td>
<td>(24) prep. á - on</td>
<td>(cards) noun spilum (M.dat.pl.)</td>
<td>spil (M.acc.pl.)</td>
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<td>2. &quot;</td>
<td>(33) verb. langar - want</td>
<td>(I) pers.pl. mér (dat.sing.)</td>
<td>míg (acc.sing.)</td>
</tr>
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</table>
Appendix II 4. Genders

1. M. inst. of N (64) (big) adj. stóri (M.nom.sing.) - stora (N.nom.sing.)
2. " " (43) (the other) dem.pl. hinn (M.nom.sing.) - hitt (N.nom.sing.)
3. " " (36) (two) numeral tvær (M.nom.) - tvø (N.nom/acc.)
4. " " (23) (four) " fjörir (M.nom.) - fjögur (N.nom/acc.)
5. " " +case+no. (20) (the whole) indep.pl. all (M.acc.pl.) - allt (N.nom.sing)

1. M. inst.of. F (47) (policestation) noun lögreglustödur (M.end-ur) - lögreglustöð (F.nom.sing.)
2. " + case (34) (picture) noun myndinn (M.nom.sing.) - myndinni (F.dat.sing.)
3. " + case (27) (hand) noun hendinn (M.nom.sing.) - hendinni (F.dat.sing.)
4. " (18) (little) adj. litill (M.nom.sing.) - litil (F.nom.sing.)
5. " (7) (" ) adj. litill (M.nom.sing.) - litil (F.nom.sing.)
6. " (52) (these) dem.pl. 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) (another) indef.pl. einthvað (N.nom.sing.) - einhverjum (M.dat.sing.)
2. " + case (4) (fire) noun. eldið (N.nom.sing.) - eldnum (M.dat.sing.)

1. N. inst. of F (63) (something) indef.pl. eitthvað (N.nom/acc.sing.) - einhver (F.nom.sing.)
2. " (50) (many) adj. mörg (N.nom/acc.pl.) - margar (F.nom.pl)
4. " + case (5) (hand) noun. hendid (N.nom.sing.) - hendinni (F.dat.sing.)

1. F inst. of N (12) (the other) dem.pl. hina (F.acc.sing.) - hitt (N.nom/acc.sing)
### Appendix II 5. Numbers

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<tr>
<td><strong>1. Sing. inst. of pl. + case</strong></td>
<td>(19)</td>
<td>(this)</td>
<td>dem.pl. þessi (M/F.nom.sing.)</td>
<td>þessar (F.nom.pl.)</td>
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<td><strong>2. &quot;&quot;</strong></td>
<td>(11)</td>
<td>&quot; &quot;</td>
<td>&quot; &quot;</td>
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<td><strong>3. &quot;&quot; + case</strong></td>
<td>(30)</td>
<td>&quot; &quot;</td>
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<td><strong>4. &quot;&quot; + gend.</strong></td>
<td>(30)</td>
<td>&quot;l little&quot;</td>
<td>adj. lítla (F.acc.sing.)</td>
<td>lítl (M.acc.pl.)</td>
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<td><strong>5. &quot;&quot; + case</strong></td>
<td>(35)</td>
<td>(something)</td>
<td>indef.pl. eitthvarð (N.nom.sing.)</td>
<td>eihverð (pl. gen. gen)</td>
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<td>(37)</td>
<td>(this)</td>
<td>dem.pl. þessi (M/F.nom.sing.)</td>
<td>þessum (M/F.dat.pl.)</td>
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<td><strong>7. &quot;&quot;</strong></td>
<td>(38)</td>
<td>(you)</td>
<td>pers.pl. þin (gen.sing.)</td>
<td>þykkur (s. gen.pl.)</td>
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<td><strong>8. &quot;&quot;</strong></td>
<td>(39)</td>
<td>(you)</td>
<td>pers.pl. þér (dat.sing.)</td>
<td>þykkur (dat.pl.)</td>
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<tr>
<td><strong>9. &quot;&quot; + case</strong></td>
<td>(39)</td>
<td>(your)</td>
<td>pers.pl. þinn (M.nom.sing.)</td>
<td>þykkur (all.gend.pl)</td>
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<tr>
<td><strong>10. &quot;&quot; + gender</strong></td>
<td>(67)</td>
<td>(it)</td>
<td>pers.pl. það (N.acc.sing.)</td>
<td>þær (F acc.pl.)</td>
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<tr>
<td><strong>11. &quot;&quot; + case</strong></td>
<td>(60)</td>
<td>(this)</td>
<td>dem.pl. þessi (M/F.nom.sing.)</td>
<td>þessar (F.nom.pl.)</td>
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<td><strong>12. &quot;&quot;</strong></td>
<td>( )</td>
<td>(it)</td>
<td>pers.pl. það (N.nom.sing.)</td>
<td>þau (M.nom.pl.)</td>
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<tr>
<td><strong>1. Pl. inst. of Sing. + case + gend</strong></td>
<td>(20)</td>
<td>(the whole)</td>
<td>indef.pl. alla (Macc.pl.)</td>
<td>all (N.nom.sing.)</td>
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<tr>
<td><strong>2. &quot;&quot;</strong></td>
<td>(51)</td>
<td>(the other)</td>
<td>dem.pl. hínar (F.nom.pl.)</td>
<td>hín (F.nom.sing.)</td>
</tr>
</tbody>
</table>
1. flottasta fannst mér þessi stamps (I liked this stamps best)

2. kanski eftir soldið lanagan tímav, kanski byrja þeir að gera svona games (maybe after littlebit long time, maybe they start doing games like this)

3. í þessi setthvað svona, svona svona svona hesta costume (in this a kind off, kind off kind off horse`s costume)

4. í þessi music .... hobby exhibition (in this music... hobby exhibition)

5. ég gleymdi að taka hína brefíð um þessi hobby exhibition (I forgot to take the other letter about this hobby exhibition)

6. þá setti þeir þessi miða um þessi.... sama tíma þegar gefdi okkur þessi music festival (then they put this note about this... at the same time as they gave us this music festival)

7. mér fannst þessi sníðugasta þessi hedgehog (I liked best this hedgehog...)

8. ég sá tuo spiders like og það var fyrir svona skrímsl risastórir, risastórir spiders (I saw two spiders and also it was for a monster, huge huge spiders)

9. ég held að Mr. B mainti næsta thursday, næsta thursday að ná í mínna stickers (I think Mr. B. ment next thursday, next thursday to get my stickers)
10. hún sagði að hún sá mig í þessi hobby exibition (she said she saw me in this hobby exhibition)

11. hún spuruði, ég sagði eg hafði cough (she asked, I said I had cough)

12. . . .read write remember og svo gera mynd og för og að leika med sticker bricke og svo plastacine og svo læsa The Lost Starship. (. . .read write remember and then I made a picture and went playing with sticker bricks and then plastacine and then read The Lost Starship)

13. þeir voru að leita svona starship og tveir krakkar sáu að það solið litill sprenging þarna (they were looking for a kind of starship and two kids saw that there was a little bit small explosion there)

14. og þeir féru í rocket (and they went in a rocket)

15. þá sau þeir svona robots . . og þeir sagði: a man greatest on earth (then they saw robots and they said: a man greatest on earth)

16. og svo féru þeir til prison (and then they went to prison)

17. og stelpan för ut úr skaut eina af þessi robots þessi foringja robot (and the girl went out shot one of this robots this leader robot)

18. samt var það ekki sprungið í sundur og það kom news inn í (but it wasn’t exploded to pieces and there came news into it)
19. þa voru við leika cops and robbers svo eftir það voru við leika aftur þessi drunk... drinking game... eg ver kall, kall sem var alltaf var alltaf að spila spila - svona musical things og I. and B. voru fyllityttur. (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 even electric og ég notaði bjó til svona C.B. [síðbi:] (...althesame I was making a kind of even 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 flóskur af bjori með litil even til þess að steikja chips á límit þessi flóskur (no bottles of beer with little even for frying chips clued on to these bottles)

23. nei þeir bjó til það, þeir bjó til þessir flóskur 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 lollipплодies (also I was writing about lollipплодies)

26. ..og hin konan hún sagði þessi Talk About sem við erum að hófa á 1 dag það var seinasta Talk About programmía [þraugrim:í:] (..and the other lady she said this Talk About which we are watching today it was the last Talk About program)
27. ég fákk ekki þessi mynd af þessu class
   (I didn’t get this picture of this class)

28. já séðu ég gæði þetta það er paint mixing
   (yes look I did this it is paint mixing)

29. og einn enn strákur út úr class two og við vorum að
    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
    mitt annast að fara í class þrú bara annast að hinir
    feru
   (one boy from class two he is going to be in may class
    without going to class þrú, before the others go)

31. kanski af því hann er sama duglegur og class fjörir eru
    (maybe because he is as clever as class four are)

32. ég var að leika svona the drunk sailor and the drunk
    knight
   (i was playing like.. the drunk sailor and the drunk
    knight)

33. þessi 8.4 [ɪː;fɔr] ég las það fyrir hana og svo eina
    numer eitt og þessi her er numer tvö
   (this 8.4 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
    wednesday
   (no I think sums are only on monday, tuesday and
    wednesday)

35. önnur máining innf alvennni hun var með paint powder
    og við mixed - setti önnur powder innf önnur powder
    innf Óruruðinn powder - Óruruðinn lit setti vatn í
36. hræra það með paintbrush sóldið længi kanski og NOUNS 
kanski verður það inni 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 little bit long time maybe and maybe it becomes into 
one (round) when is different in different colour)

37. ég atla 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 blad og þessi date á 
islensku hún má allvæg
(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 mer hvað heitir -- hvernig á að skrifa date og name á islensku
(you must tell me what is called -- how to write date 
and name in Icelandic)

39. ó please kéyptu 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 inni brauðið hans NOUN
(sometimes M. has chicken roll into his bread)

42. á segja þer dinner time það bara in the middle of the day - in the middle of the day
(shall I tell you dinner time it is just in the middle of the day - in the middle of the day.)
43. á segja þar það er til mid night hér í Englandi
(shall I tell you there is a mid night here in
England)

44. á eg að segja þar það er til midnight hér í Englandi og
og midday það þyðir in the middle of the night og in
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
(....and also this American police they have cowboy hats)

46. á segja þér víð vorum að læra um transport
(shall I tell you we were learning about transport)

47. hún gerði bók sem heitir all kinds of transport, bók
sem heitir the green cross code -- hun bjo til the
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 eg segja þer hvað það er þessi þessi
steamcarriages það var með það var notað með steam til
þess að lêta 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
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)
Appendix III, cont.: - 7 -

50. ég las til page fjortán
     (I read to page fourteen)

51. ég las kláraði þessi tvö pages fyrir Mrs. B.
     (I read finished this two pages for Mrs. B.)

52. skrím... monsterinn minn úr monsterin monsterinn minn
     úr þessu 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...
     þessu 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)
1. sent. flottasta fannst mer þessi stampe
   Icel. flottast fannst mer þessi fríræki (M.nom.pl.
   Trans. I liked the stampe best

2. sent. kansi byrja þeir að gera svona games
   Icel. kansi byrja þeir að gera svona leiki (M.acc.pl)
   Trans. maybe they start doing games like this

3. sent. í þessi eiththvað svona,svona,svona svona hesta costume
   Icel. í þessum, einhverjum svona......... hesta þunngi (M.dat.sing.
   Trans. in this kind off,......... horse's costume

4. sent. í þessi .......... hobby's exibition
   Icel. á þessari .... tómatunda syningu (F.dat.sing.)
   Trans. in this........... hobby's exibition

5. sent. þa setti þeir þessi miða um þessi...sama time þegar gefði okkur þessi music festival
   Icel. þa setti þeir þessa miða um þessa...a sama time og þegar gafu okkur þennan um
   tónlista hátiðina (F.acc.sing.)
   Trans. then they put this note about this...at the same time as they gave us
   (the miða about) this music festival

6. sent. mer fannst þessi sniðugasta þessi hedgehog
   Icel. mér fannst þessi broddgöltur (M.nom.sing.) sniðugastur
   trans. I liked the most this hedgehog

7. sent. ég sá tuo spiders
   Icel. ég sá tuo kóngular (F.acc.pl)
   trans. I saw two spiders

8. sent. ég held að Mr. B. meinti næsta Thursday
   Icel. ég held að Mr. B. meinti næsta fimmtudag (M.acc.sing.)
   trans. I think Mr.B. ment next Thursday...

9. sent. ...að na i mina stickers
   Icel. ...að na i limmiðana (M.acc.pl.) mina

Single Noun switch. The Icel. word would have been in M.nom.pl). The demo. pn. is in sing. but the noun is pl.
The Icel. word would have been in M.acc.pl.
The Icel. word should be in M.dat.sing.
The Icel. phrase would be in F.dat.sing. The prep. í (in) takes dat. but the prep. á (in) is more appropr.
The Icel. word in M.nom.sing.
The Icel. word in F.acc.pl.
The Icel. word in M.acc.sing.
The Icel. word in M.acc.pl.
April 1984

10. sent. eg sagði eg hafði cough
   Icel. eg sagði að hafði hósta (M.acc.sing.)
   trans. I said I had cough

11. sent. og for eg að leika med sticker bricks og svo plastacine
   Icel. og svo for eg að leika med kubba (M.acc.pl.) og svo leir (M.acc.sing.)
   trans. and went playing with sticker bricks and then plastacine

12. sent. þær voru að leita svona starship
   Icel. þær voru að leita að svona námskipi (N.dat.sing)
   trans. they were looking for a kind of starship...

13. sent. og þær fóru í rocket
   Icel. og þær fóru í rekettu (F.acc.sing.)
   trans. and they went in a rocket

14. sent. þá sá þær svona robots
   Icel. þá sau þær svona velmann (M.acc.pl.)
   trans. then they saw robots

15. sent. og svo fóru þær til prison
   Icel. og svo fóru þær til fangalsinsa (N.gen.sing.)
   trans. and then they went to the prison

16. sent. ...skaut eins af þessi robots þessi foringja robot
   Icel. ...skaut eins af þessum velmannum (M.dat.pl.) þennan foringja velmann (M.acc.sing.)
   trans. ...shot one of this robots this leader robot

The first Icel. word should be demo. agree with it in gender, no. and case. The second word, should be in M.acc.sing. and the demo. should agree with it as well

17. sent. og þá kom news inn í.....
   Icel. og þá komu frættir (F.nom.pl.)
   trans. and there came news into it,.....
18. sent. samt var eg að gera svona ovæn
Icel. samt var eg að gera svona ofn (M.acc.sing.)
transl. althegame I was making a kind of ovæn

19. sent. neif þessi chips
Icel. neif þessar kartóflur (F.nom.pl.)
transl. no this chips

20. sent. neif flóskur af bjóri með litil ovæn...
Icel. neif flóskur af bjór með litlum ofni (M.dat.sing.)
transl. no.bottles of beer with little ovæn...

21. sent. þéir bjó til þessir flóskur út úr sticker-bríkka
Icel. þéir bjuggu til þessar flóskur úr kubbum (M.dat.pl.)
transl. they made these bottles out of sticker-bríkka

21. sent. eg var að leika dr. who með plastacin
Icel. eg var að leika dr. who með leir (M.dat.sing.)
transl. I was playing dr. who with plastacin

23. sent. líka eg var að skrifa um lollipopladies
Icel. líka eg var að skrifa um unferðaverði (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 bakk (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.pl. should agree with it in no.gender and case.
The dem.pl.disagre. 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.pl. agrees with it in gender no.and case. In the code-switched sent. the dem.pl.is in M.dat.sing.
25. sent. og einn ann strákur ut ur class two
Icel. og einn ann strákur ut öðrum bekk (M.dat.sing.)
transl. and one more boy out off class two
26. sent. nei eg held a sums er bara a Monday, Tuesday og Wednesday
Icel. nei eg held a reikningar (M.nom.sing.) er bara a mánudagum, brjóðagum og
iðviktudagum (M.dat.pl.)
transl. no I think sums are only on Monday, Tuesday og Wednesday

27. sent. hun var með paint powder
Icel. hún var með lita duft (N.acc.sing.)
transl. she had paint powder
28. sent. ...setti önnur powder inni önnur powder inni öðruvisinn powder.
Icel. ...setti annað duft inni annað duft inni öðruvisi duft (N.acc.sing.)
transl. put another powder into another powder into different powder

29. sent. eg stla að senda breif með dotted lines
Icel. eg stla að senda breif með punkta linum (F.dat.pl.)
transl. I am going to send a letter with dotted lines
30. sent. og þá segir name og svo segir date
Icel. og þá 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 mánudaginn (M.acc.sing.) þa er þessi tónlista hátið (F.nom.sing.)
transl. on Monday then this music festival is on
32. sent. stundum er M. með chicken roll...
Icel. stundum er M. með kjöklina rúlu (F.acc.sing.)
transl. sometimes M. has chicken roll...

33. sent. a segja per dinner time það bara in the middle of the day
Icel. a eg að segja þer matar timi (M.nom.sing.) er a miðjum degínum (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 miðnattí (N.dat.sing.) her í Englandi
transl. shall I tell you there is a midnight here in England

35. sent. á segja þer við vorum að lera um transport
Icel. á eg að segja þer við vorum að lera um flutninga (M.acc.pl)
transl. shall I tell you we were learning about transport

36. sent. á eg segja þer hvað það er þessi þessi steamcarriages
Icel. á eg að segja þer hvernig þessar gufuvélar (F.nom.pl) eru
transl. shall I tell you what it is this steamcarriages

37. sent. það ver notað með steam
Icel. þer voru notaðar með gufu (F.acc.sing.)
transl. it was used with steam

38. sent. hun þarf að skrifa eitt hvað all morning
Icel. hun þarf að skrifa eitt hvað allan morguninn (M.acc.sing.)
transl. she has to write something all morning

39. sent. eg las til page fjótán
Icel. eg las til báðsiðu (F.acc.sing.) fjortan
transl. I read to page fourteen

40. sent. eg klaraði þessi tvö pages fyrir Mrs. S.
Icel. noun 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.pl. 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.pl. disagrees with the English noun in their no. Pad = it
The Icel. phrase is in M.acc.sing.

Icel. noun in F.acc.sing.
Icel. ég kláraði þessar twoð bláðaður (F.acc.pl.) fyrir Mrs. B.

transl. I finished these 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.
1. sent. hún er bók til þess að segja sög
   corr. hún er bök til þess að segja sögu (F.acc/dat/gen.sing.)
   transl. she is a book to tell a story

2. sent. hun var tynd eitt litlì (Adjective, M nom.) barn sem slepp og kona náð í hann (nom. M)
   corr. hun var tynd eitt litlið (Adjective, N. nom.) barn sem slepp og kona náði í þáð (nom. N)
   transl. she (the book) was lost the little child who got away and a woman picked him up.

3. sent. og þá hún (F. but still ref. to the child) tynti þáð (Neuter nom sing)
   corr. og þá þáð (N) tyndi hann (F.dat. sing)
   transl. and then it (the child) lost her (the book)

4. sent. já alltaf "lollipopinn" feri með löggjarnar (F. nom. or acc. pl.)
   corr. já alltaf "lollipopinn" fer með löggunum (F. dat. pl.)
   transl. yes always the "lollipop" goes with the police

5. sent. mikil mikil mikil (N. singular) sög
   corr. margvur margvur margvur (F. Pl.) sögur
   transl. many many many stories

6. sent. og þáð er allu (N.dat/ive): Útvarp (N. nom. sing.)
   corr. og þáð eru mörg (adj. N. nom.) utvörp (N. nom. pl.) í skólanum
   transl. and there are many radios in school

7. sent. til þess að löggan að gafa Miss S. meiri (adj. comparat.) útvarp (N nom. or acc. sing.)
   meiri sjónvarpar meiri útvarp (N. nom or acc. sing.) meiri sjónvarp (N. nom or acc. sing)
   corr. til þess að löggan að gafa Miss S. fleiri (adj. comp.) utvörp (N. acc. pl.) fleiri sjónvörp, fleiri utvörp fleiri sjónvörp
   transl. because the police gave Miss S more radio more television more radio more telev.

8. sent. við var fara í bátinn og fara í kastalin (M. nom. sing.) til þess að við börða og
   fá brauð
corr. við vorum að fara í bátinn og að fara í kastalann (M. acc. sing.) til þess að við
borðum og fáum brauð
transl. we were going into the boat and going to the castle so we can eat and have some bread
9 sent. ...skoða lestinn lítla (adj. M. acc. sing.) lestinn (M. acc. sing.) dótið
corr. ...skoða lestina lítlu (adj. F. acc. sing.) lestina (F. acc. sing.) dótið
transl. looking at the little train toy
10 sent. þa flugum við til Island og þa flugum við til Lancaster (N. nom. sing.)
corr. þa flugum við til Islands og þa flugum við til Lancaster (N. gen. sing.)
transl. then we fly to Iceland and then we fly to Lancaster
11 sent. ...fara aftur til Lancaster í batið (N. acc. sing)
corr. ...fara aftur til Lancaster í batinn (M. acc. sing) í batnim
transl. go again to Lancaster and go in the boat / (go again in the boat to L.)
12 sent. við "sailum" með Egill til kastalinn (M. nom. sing.) til þess að heim í heið (Pers. pn. N. nom)
corr. við siglum með Agli til kastalans (M. gen. sing.) til þess að heim í honum (3 P. pn. M. dat.)
transl. we sailed with Egill to the castle to live in it
13 sent. riffil byssu sem Jenný gaf mér má ég sýna þer heið (3 pers. pn. N. acc.)
corr. riffil byssu sem Jenný gaf mér ma ég éyna þer hanra (3 pers. pn. F. acc.)
transl. a riflegun which Jenny gave me can I show it to you
14 sent. við kemum með nesti a morgun á saudaginum (M. dat. sing.)
corr. við kemum með nesti a morgun á sunnudaginn (M. acc. sing.)
transl. we come with some food tomorrow on Sunday
15 sent. alla (adj. M. acc. pl.) hermenn í batinN
corr. allar (adj. M. nom. pl.) hermenn í batinN
transl. all soldiers in the boat
16 sent. og vondi kallinn hann er með stora stora teppi í bakhú (N. nom. or acc. sing) sér.
corr. og vondi kallinn hann er með stort stört teppi í bakinu (N. dat. sing.) á sér.
transl. and the bad man he has a big blanket
Furthermore, it takes dat., but the noun 'bakið' stands in nom. i.e. disagr. of prep and case. and wrong prep. should be 'a' which also takes dat.
The demonstr. 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.

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. 'a' 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 N. Disagr. of pr. and case.
24 sent. og svo fara þau flugvöll (M. acc. sing.) þarna
corr. og svo fara þau á flugvöllinn (Suff. def. art. M. acc. sing.) þarna
transl. and then they go(to the)airport over there

25 sent. þetta er mynd af hann (M. nom. sing.)
corr. þetta er mynd af honum (M. dat. sing)
transl. This is a picture of he (of him)

26 sent. þetta var seta í þessum (Dem. pron. M. dat. sing.)
corr. þetta var sett í 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 sent. hann ætlar ekki að vera frendinn (M. nom. sing. Suff. def. art.) minn
corr. hann ætlar ekki að vera frendið (M. nom. sing.) minn
transl. he is not going to be the friend/cousin of mine

29 sent. bara frendinn (M. nom. sing. Suff. def art.) hans y ætlar að vera frendinn minn
corr. bara frendið (M. nom. sing.) hans y ætlar að vera frendið minn
transl. the friend of Y is going to be my friend

30 sent. ég lati þessi (dem. pron. nom. M. sing.) Y frendinn (def. art. M. nom. sing.)
corr. ég lati þennan (dem. pron. M. acc. sing.) frendið (M. acc. sing.) hans (3. pers. pron. gen.) Y
transl. I will make this friend of Y. / I will make Y’s friend...
31 setn. Öllu (adj. M.*dat.*) stráknir
corr. Allir (adj. M. nom.*) stráknir
tranl. all the boys

32 setn. Eðg var slást við öllu (adj. M. dat.*) "naughty" strákan
corr. Eðg var að slást við alla (adj. M. acc.*) "naughty" strákan
tranl. I was fighting all the naughty boys

33 setn. Og einn strákurinn sem var í nýju (unidentif. end. -i) jakka (M. dat. sing)
corr. Og einn strákurinn sem var í nyjum (M. dat. sing.) jakka (M. dat. sing.)
tranl. and one of the boys who was in a new jacket

34 setn. Öllu strákarnir slæst bara..... (adj. N.dat.pl)
corr. Allir strákarnir slæst bara..... (adj. M.nom.pl)
tranl. all the boys were fighting...

35 sent. Þær (3rd. pers pn. M. acc. pl.) vor "naughty" strakar
corr. Heir (3rd. pers. pn. M. nom. pl.) voru "naughty" strákar
tranl. They were naughty boys

36 sent. Og þá "telja" ég í "teacher"inn (Suff. def. art. M. nom. sing.)
corr. Og þá "telja" ég í kennaran (Suff. def. art. M. acc. sing.)
tranl. and then I told the teacher

37 sent. Þa tala ég í "teacher"inn (S.def.art. M.nom.sing.)
corr. Þa tala ég við kennaran (S.def.art. M.acc. sing.)
tranl. then I talk to the teacher
38 setn. farið þú frá þegar þvíjarnir þá (dem.pron. M. acc. pl.) "dangerous"
corr. farið þú frá þegar þvíjarnir koma þær (dem.pron. M. nom. pl.) eru "dangerous"
transl. you go away when the cars come they are dangerous
39 setn. þá fari strakarnir hjá bílinn (M. acc. sing.)
corr. þá fara strakarnir hjá bílinum (M. dat. sing.)
transl. then the boys are by the car
40 setn. þá (dem.pron. M. acc. pl.) vera leggja bílar (M. nom. pl.) alltaf
corr. þær (dem.pron. M. nom. pl.) eru alltaf að leggja bílum (M. dat. pl)
transl. they are always parking cars
41 setn. sem er Miss Skop's skolann (M. acc. sing.)
corr. sem er skólinn (M. nom. sing.) hennar Miss Skops
transl. which is Miss Skopes's school
42 setn. ég á besi (dem.pron. M. nom. sing.) skóla (M. acc. sing.)
corr. ég á bennan (dem.pron. M. acc. sing.) skóla
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.) minum
corr. þá legg ég honum (3rd.pers.pron. M. dat. sing.) hér hjá skólanum minum
transl. then I park him (the car) here on my school (by my school)
44 setn. með glas ekki (M. acc. sing.)
corr. ekki úr glasi (M. dat. sing.)
transl. not with a glass (someone is drinking with a glass inst. of out of a glass)
45 setn. bara með mun (M. acc. sing.)
corr. bara með munni (M. dat. sing.)
transl. only with mouth (only with his mouth)
46. setn. ...eg stór (M.nom.sing.) strakurinn (M.nom.sing. suff.def. art.) þa eg klara allt
corr. ...eg er stór strakur (M.nom.sing.) af þvi að eg klaraði allt
transl. I am a big boy because I finished up (my food)

47. setn. ...eg sari hann (M.nom.sing.) krispið
corr. ...eg sari honum (M.dat.sing.) krispið
transl. I gave (gave) him the crisps

48. sent. ...eg vill þessara (gen. pl. all g.) þessara, þessara (ref. to an orange appelsina f)
corr. ...eg vill þessa (f.acc.sing.) þessa, þessa
transl. I want thisone

49. setn. ...i raudann (M.acc.sing.) peysu (f.dat.sing.)
corr. ...i rauðri (f.dat.sing.) peysu
transl. in a red pullover

50. setn. ...betta (dem.pron. N.nom.sing.) heitir Peter
corr. ...bessi (dem.pron. M.nom.sing.) heitir Peter
transl. That one is called Peter

51. sent. ...bessi (dem.pron. M.nom.sing.) stór (adj. M.nom.sing.) strakar (M.nom.pl.)
corr. ...bessir (dem.pron. M.nom.pl.) stóru (adj. M.nom.pl.) strákar
transl. this big boys (these big boys)

52. sent. ...eg atla skrifia tver (numeral f.acc.) "a"
corr. ...eg atla að skrifia tvá (numeral N.acc.) "a"
transl. I am going to write two "a"s

53. sent. Bæ. hvað á að skrifia á það? Bæ.: stafir (M.nom. pl.)
corr. Bæ.: stafi (M.acc.pl.)
transl. Bæ.: what shall I write on it? Bæ.: 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. The plural nom/acc. lessar, gen. lessarar. 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.
Appendix V - 8 -

54. sent. Be.: hvað heitir þetta hér? Ba.: disk (M.acc.sing.)
    corr. : diskur (M.nom.sing.)
    transl. Be.: what is this thing here called? Ba.: dish

55. sent. Be.: en þetta hér? Ba.: naglí (without an end.)
    corr. : naglí (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.)
    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.)
    corr. : skapr (M.nom.sing.)
    transl. Be.: but what about this thing here? Ba.: cupboard

58. sent. þetta var seta í þessum (M.dat.sing.)
    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.
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<td>&quot;</td>
<td>(dish)</td>
<td>noun disk (M.acc.sing.) - diskur (M.nom.sing.)</td>
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<tr>
<td>6. &quot;</td>
<td>&quot;</td>
<td>(fork)</td>
<td>noun gaffal (M.acc.sing.) - gaffall (M.nom.sing.)</td>
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<td>7. &quot;</td>
<td>&quot;</td>
<td>(cubboard)</td>
<td>noun skap (M.acc.sing.) - skapur (M.nom.sing.)</td>
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<tr>
<td>1. acc. inst. of dat.</td>
<td>(39) prep. hja - at</td>
<td>(car)</td>
<td>noun bilinn (M.acc.sing.) - bilnum (M.dat.sing.)</td>
<td></td>
</tr>
<tr>
<td>2. &quot;</td>
<td>&quot;</td>
<td>(mouth)</td>
<td>noun munn (M.acc.sing.) - munni (M.dat.sing.)</td>
<td></td>
</tr>
<tr>
<td>3. &quot;</td>
<td>&quot; + gend. (49) prep. i - in</td>
<td>(red)</td>
<td>adj. rauðinn (M.acc.sing.) - rauðri (F.dat.sing.)</td>
<td></td>
</tr>
<tr>
<td>1. dat. inst. of nom.</td>
<td>(17) Subj.</td>
<td>(all)</td>
<td>adj. öllu (N.dat.pl.) - allt (N.nom.pl.)</td>
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<tr>
<td>2. &quot;</td>
<td>&quot; + gend. (31) &quot;</td>
<td>(all)</td>
<td>adj. &quot; &quot; - allir (M.nom.pl.)</td>
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</tr>
<tr>
<td>3. &quot;</td>
<td>&quot; + gend. (34) &quot;</td>
<td>&quot; &quot;</td>
<td>&quot;</td>
<td></td>
</tr>
<tr>
<td>4. &quot;</td>
<td>&quot; (23) &quot;</td>
<td>&quot; &quot;</td>
<td>&quot;</td>
<td></td>
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<tr>
<td>5. &quot;</td>
<td>&quot; (2) &quot;</td>
<td>(one)</td>
<td>indef.pn. einu (N.dat.sing.) - eitt (M.dat.sing.)</td>
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<tr>
<td>1. dat. inst. of acc.</td>
<td>(14) prep. á - on</td>
<td>(sunday)</td>
<td>noun sunnudaginn (M.dat.sing.) - sunnudaginn (M.acc. s</td>
<td></td>
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<tr>
<td>2. &quot;</td>
<td>&quot;</td>
<td>(this)</td>
<td>dem.pn. þessum (M.dat.sing.) - þennan (M.acc.sing.)</td>
<td></td>
</tr>
<tr>
<td>3. &quot;</td>
<td>&quot; + gend. (32) prep. við - with</td>
<td>(all)</td>
<td>adj. öllu (M.dat.pl.) - alla (M.acc.pl.)</td>
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</tr>
<tr>
<td>4. &quot;</td>
<td>&quot;</td>
<td>(this)</td>
<td>dem.pn. þessum (M.dat.sing.) - þennan (M.acc.sing.)</td>
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<tr>
<td>1. gen. inst. of acc. + no</td>
<td>(48) prep. vilja - want</td>
<td>(this)</td>
<td>dem.pn. þessara (gen.pl.all gend.) - þessa (F.acc.sing.)</td>
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<tr>
<td>1. gen. inst. of dat.</td>
<td>(20) prep. í - in</td>
<td>(hats)</td>
<td>noun hatta (M.gen.pl.) - höttum (M.dat.pl.)</td>
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### Appendix VI

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<tr>
<th>No.</th>
<th>Gender</th>
<th>Case</th>
<th>Word</th>
<th>Description</th>
<th>Singular Form</th>
<th>Plural Form</th>
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<tr>
<td>1.</td>
<td>M. inst. of N</td>
<td>(2)</td>
<td>(little)</td>
<td>adj.</td>
<td>litli (M.nom.sing.) - litið (N.nom.sing.)</td>
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<td>2.</td>
<td>&quot;</td>
<td>(2)</td>
<td>(he)</td>
<td>pers.pron.</td>
<td>hann (M.nom.sing.) - það (N.nom.sing.)</td>
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<td>3.</td>
<td>&quot;</td>
<td>(18)</td>
<td>(kitchen)</td>
<td>noun</td>
<td>eildusinn (M.nom.sing.) - eildusinu (N.dat.sing.)</td>
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<td>4.</td>
<td>&quot;</td>
<td>(23)</td>
<td>(houses)</td>
<td>noun</td>
<td>husar (M.nom.pl.) - husu (N.dat.pl.)</td>
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<tr>
<td>1.</td>
<td>M. inst. of F. + case</td>
<td>(9)</td>
<td>(train)</td>
<td>noun</td>
<td>lestinn (M.nom.sing.) - lestina (F.acc.sing.)</td>
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<td>(11)</td>
<td>(little)</td>
<td>adj.</td>
<td>litla (M.acc.sing.) - litlu (F.acc.sing.)</td>
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<td>3.</td>
<td>&quot;</td>
<td>(49)</td>
<td>(red)</td>
<td>adj.</td>
<td>raðann (M.acc.sing.) - raðri (F.dat.sing.)</td>
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<tr>
<td>1.</td>
<td>F. inst. of N. + case</td>
<td>(3)</td>
<td>(she)</td>
<td>pers.pron.</td>
<td>hun (F.nom.sing.) - það (N.nom.sing.)</td>
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<td>2.</td>
<td>&quot;</td>
<td>(32)</td>
<td>(two)</td>
<td>numeral</td>
<td>tvær (F.acc.sing.) - tvø (N.acc.)</td>
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<td>N. inst. of M</td>
<td>(11)</td>
<td>(boat)</td>
<td>noun</td>
<td>bátið (N.nom.sing.) - báttinn (M.nom/acc.sing.)</td>
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<td>(12)</td>
<td>(it)</td>
<td>pers.pron.</td>
<td>það (N.nom.sing.) - honum (M.dat.sing.)</td>
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<tr>
<td>3.</td>
<td>&quot;</td>
<td>(31)</td>
<td>(all)</td>
<td>adj.</td>
<td>öllu (N.dat.pl.) - allir (M.nom.pl.)</td>
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<tr>
<td>4.</td>
<td>&quot;</td>
<td>(32)</td>
<td>&quot;</td>
<td>&quot;</td>
<td>&quot;</td>
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<td>5.</td>
<td>&quot;</td>
<td>(34)</td>
<td>&quot;</td>
<td>&quot;</td>
<td>&quot;</td>
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<td>&quot;</td>
<td>(50)</td>
<td>(this)</td>
<td>dem.pron.</td>
<td>þetta (N.nom.sing.) - þessi (N.nom.sing.)</td>
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<tr>
<td>1.</td>
<td>N. inst. of F. + na</td>
<td>(5)</td>
<td>(many)</td>
<td>adj.</td>
<td>mikið (N.nom/acc.sing.) - mærgar (N.nom.acc.pl)</td>
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<td>2.</td>
<td>&quot;</td>
<td>(13)</td>
<td>(it)</td>
<td>pers.pron.</td>
<td>það (N.nom/acc.sing.) - hana (F.acc.sing.)</td>
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<tr>
<td>Number</td>
<td>Description</td>
<td>Gender</td>
<td>Example</td>
<td>Gender</td>
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<tr>
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<td>Sing. inst. of Pl + gend. (5)</td>
<td>(man)</td>
<td>adj. miki (N.nom.sing)</td>
<td>- margar (F.nom.pl)</td>
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<td>2</td>
<td>&quot;</td>
<td>(radio)</td>
<td>noun útvarp (N.nom.sing)</td>
<td>- útvörp (N.nom.pl)</td>
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<td>3</td>
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<td>- sjonvörp (N.nom.pl)</td>
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<tr>
<td>4</td>
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<td>noun bók (F.nom.sing)</td>
<td>- bækur (F.nom.pl)</td>
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<tr>
<td>5</td>
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<td>(this)</td>
<td>dem.pn. þessi (M/F.nom.sing)</td>
<td>- þessir (M.nom.pl)</td>
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<td></td>
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<tr>
<td>1</td>
<td>Pl. inst. of Sing. + case (48)</td>
<td>(these)</td>
<td>dem.pn. þessara (All gend. gen.pl)</td>
<td>- þessa (F.acc.sing)</td>
<td></td>
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</tr>
</tbody>
</table>
1. *Be.*: sagðu mömmu maðan hun væska upp, sagðu mer sögu? 
   *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 - park 
   (but comes policeman with water, water into policeman park)

3. ja alltfj lollipop*inn* [lølup opin:] feri með löggunar. 
   (yes always the lollipopman/woman goes with the police.)

4. og þá löggunar kemur og setja hausinn aft og þær sagði: 
   *thats better* 
   (and then the police comes and puts the had on again and 
   then they say: thats better)

5. hann er alltfj round [rund] og þa er hann egg 
   (he is always round and then he is an egg)

6. má ég sagja sögu the park [po:k] 
   (can I tell story (of) the park)

7. svona við sailum [sæilum] með Egill 
   (like that we sail with E.)

8. með flösku með straw [strə:] 
   (bottle with straw)

9. og þá var slökk.. og þa var el og þa var snow [snou] 
   (and then it was turned off.. and then there was heil 
   and then there was snow)

10. Mickey Mouse geri ...oh dear me.. 
    (M.M. does... oh, dear me..)

11. hann er í daddy’s trousers og í mömmunar hatta 
    (he is wearing daddy’s trousers and mommy’s hats)
12. Be.: hvað eru þeir með herna? (what have they got here?)
   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 [meltid]
   (he went downstairs to see how he melted)

15. Be.: að sjá hvort að hvað? (too see what?)
   Ba.: hvort hann melted, melted away (wether he melted, melted away)

16. braðnáði hann? (did he melt?)
   Ba.: braðnáð away (melted away)

17. hann er að fara að klæða sig í og ætla að fara að geria
   snowman [ˈsnʌəmən]
   (he is going to get dressed and is going to make a snowman)

18. svona það er round [raʊnd]
   (like this it is round)

19. og þá role [rəʊl] hann það
   and then he role it)

20. þetta og þetta og buttons [ˈbʌtənz]
   (this and this and buttons)

21. þetta er snowman [ˈsnʌəmən]
   (this is a snowman)

22. þetta var seta í þessum og þa var augun hans og hann
    snowman og hann nice [naɪs]
    (This was put into that one and there were eyes and he
    snowman and he nice)
Appendix VII cont.: - 3 -

23. Be.: òetta òetta er bara til òess-òa òita. Be.: hvað er òetta?
   Be.: òetta òetta er teeth [tiːθ]
   (Ba.: this this is for biting. Be.: what is it?
   Be.: this this is teeth)

24. ða fer hann og segir good bye ða fer hann og ða ver hann o
   than he sleep and then he wake up
   (than 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?)
   (Miss S. tells story of dragon book she has got all)
   (goes down down down and then he goes and then he melted)

26. hann melted alltaf (he always melted)

27. Miss S. segi sögu af dragon bök, hún a öllu magic dragon
   bök (Miss S. tells story of dragon book she has got all
   magic dragon book)

28. òetta er fyrir ekki snowman
   (this is for not snowman)

29. það er bara fyrir dragon he... svo gerir round og up og
   down það er fyrir dragon
   (it is just for a dragon he... and then makes round and
   up and down it is for a dragon)

30. sjáðu round og down og svo það er fyrir dragon
   (look round and down and then it is for dragon)

31. dragon er bara í cage [keidʒ]
   (dragon is only in cage)

32. ekki fat strakurinn lika - bara frændinn hans ð. ætla
   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
   (I was fighting all the naughty boys)

34. þá var naughty strakar og þa telja ég í teacherinn [tɪˈʃɛn] ADJ.
   (they were naughty boys and then I told the teacher) NOUN

35. þá tala ég í teacherinn
   (then I talk to the teacher) NOUN

36. alltaf allir naughty strákarnir er hér og þá ég slást
   við þa og þa telja ég við teacher, teacher [tɪˈʃɛn] NOUN

37. neî, ekki kennartann ég tala við, ég tal... það er teacher
   í þessum Miss Skops skolanum teacher
   (no not "kennartann 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 ségir "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. þá kemur bili þa na þeir í naughty stráka, farið þið
   fra þegar kemur bilarnir þa dangerous
   (then a car comes then they get naughty boys "move away
   when some cars they dangerous")

40. smack the bottom það heitir rasskella
   (smack the bottom that means smack the bottom (rasskella)

41. Yusaf á dangermouse, Yusaf á dangermouse, Yusaf á lika
   .... atlar borða vatn með rocket [ˈvoʊkɪt]
   (Y. has dangermouse, Y has d., Y also has.... he is
   going to eat water with a rocket) NOUN
42. Þa fer, þa Miss S. er "sandwich people stand at the chair" SENT.
þa fer öll sandwich fara na í bags þa segi eg æg þarft NOUNS
ekki þa segi æg við Miss S. æg þarf ekki far pissa og folki.,
og sandwich people fara pissa og æg þarft ekki fara að pissa
æg 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. Æg 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. Æg ætla sjá hvað þu æg counta [kœv'ta] það VERB
(I will see how you I count it)

45. hann geta hlupsa faster faster [fasta] eins og æg þessi stór ADJ.
strakar
(ho can run faster faster like me this big boys)

46. Það æ vera round og ðvona svona ADJ.
(it is supposed to be round and like that like that)

47. og hvað á við haita sem er darkinn [dœrk{i}n] 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
Sa.: spoon

49. Be.: en hvað er þetta þarna sem þæbbi var að benda á? PHRASE
Sa.: knocking at the door
(Be.: but what is it over there that daddy was pointing at? .......................
SO, teacher [ˈtiːtʃər] setti hún kennir mer had teacherin.
(teacher she teaches it to me the teacher)
Appendix VIII    Febr. 1982

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

1. sent. kemur policeman
   Icel. kemur lægregumaður (M.nom.sing.)
   transl. comes policeman

2. sent. með vatn, vatn into policemanpark
   Icel. með vatn, vatn inni lægreglu-garðinn (M.acc.sing.)
   transl. with water, water into policemanpark

3. sent. já allt af lollipop"inn (M.S.D.A. nom.sing.) fer
   Icel. já allt af umferðavörðurinn (""") fer...
   transl. yes always the lollipop..... goes

4. sent. hann er allt af round og þa er hann egg
   Icel. hann er allt af kringlstuttur (M.nom.sing.) ...........
   transl. he is always round and then he is an egg

5. sent. ma eg segja sögu the park
   Icel. ma ág segja sögu af garðinum (M.dat.sing.)
   transl. can I tell story (off) the park

6. sent. með flósku með straw
   Icel. með flósku með röri (M.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 snjör (M.nom.sing.)
   transl. ..and then there was hail and then there was snow

8. sent. hann er í daddy's trousers og í mömannar (F.gen.sing.) hatta (M.gen.pl)
   Icel. hann er í buxunum (F.dat.pl.) hans (pos.pn.M.ge.sing.) habba (M.gen.sing.)
   og í höttum (M.dat.pl.) mömannar (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 M.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 possesive pn. which is in genitive and the datives of the nouns
9. sent. ballon som fer a þetta
   Icel. bládra (F.nom.sing.) som 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 krönglott (M.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 teppur (F.nom.pl.)
    transl. these is teeth

16. sent. Miss S. ségir sögu af dragon bók
    Icel. Miss S. ségir sögu af dreka bók (F.dat.sing.)
    transl. Miss S. tells story of dragon book

17. sent. hún a öllu magic-dragon bok
    Icel. hún a margar galdra-dreka (F.acc.sing.) bækur (F.acc.pl.)
    transl. she has all (many) magic-dragon book
18. sent. þetta er fyrir ekki **snowman**
   Icel. þetta er ekki fyrir **snjókarl** (M.acc.sing.)
   transl. this is for not **snowman**
19. sent. svo gerir **round and up and down**
   Icel. svo gera **kringlott (N.acc.sing.) og upp og niður**
   transl. then do **round and up and down**
20. sent. **dragon er bara í cage**
   Icel. **dракinn (M.nom.sing.) er bara í búri (M.dat.sing.)**
   transl. **dragon is only in cage**
21. sent. ekki **fat strakurinn**
   Icel. ekki **fétt (M.nom.sing.) strakurinn**
   transl. not the **fat boy**
22. sent. eg var slást við öllu **naughty strákaná**
   Icel. eg var að slást við alla **öbekku (M.acc.pl.) strakana**
   transl. I was fighting all the **naughty boys**
23. sent. það var **naughty strakar**
   Icel. þær voru **öbekkir (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.) i skólanum hennar M. skops**
   transl. there is a **teacher in this Miss Skop’s school**
25. sent. það kemur bill þa’na þeir í **naughty stráka (M.acc.pl.)**
   Icel. það kemur bill þa’na þeir í **öbekka (M.acc.pl.) straka (M.acc.pl)**
   transl. then cars come then they get **naughty boys**
26. sent. farið það frá þegar kemur bilarnir það **dangerous**
   Icel. farið það frá þegar bilarnir koma þeir eru **hettulegir (M.nom.pl)**
   transl. go away when the cars come they are... **dangerous**

The Icel noun is in **M.acc.sing.**
The adj. is in **M.acc.sing.**
The noun drekki - **dragon is in M.nom.sing.** The noun búri - **cage is in M.dat.sing.**
The adj. has to agree with the noun strakurinn (M.nom.sing.) and stand in **M.nom.sing.**
The adj. öbekkur - **naughty stands in M.acc.pl. öbekku to agree with the noun strákar - boys. strákana M.acc.pl.**
The adj. öbekkir - **naughty has to stand in M.nom.pl. to agree with the noun strákar - boys.**
Icel. word in **M.nom.sing.**
The adj. öbekka - **naughty has to agree with the noun strákar which here stands in M.acc.pl. strakana.**
Adj. has to agree with the noun bilar - **cars, which here stands in M.nom.pl.**
27. sent. ætlar borda vatn med rocket
   Icel. ætla a borda vatn med rakettu (F.dat.sing.)
   transl. is going to eat water with a rocket

28. sent. færa na i bags
   Icel. færa a na í tæskurnar (F.acc.pl.)
   transl. go to get the bags

29 sent. og sandwich-people færa pissa
   Icel. og samloku-folkid (N.nom.pl.) fer a pissa
   transl. and the sandwich-people go to the toilet

30 sent. eg þarí bara gera na í sandwich-bag minn
   Icel. eg þarí bara a na í samluku (F.acc.sing.)-pokann (M.acc.sing.) minn.
   transl. I just have to get my sandwich-bag

31. sent. það a vera round
   Icel. það a vera kringlott (N.nom.sing.)
   transl. it should be round

32. sent. hún kenneir mer það teacher-inn (M.nom.sing.)
   Icel. hun kenneir mer það kænningar (M.nom.sing.)
   transl. she teaches it to me the teacher

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

The noun tóskur- bags has to stand in F.acc.pl. tóskurnar

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.
Proc. = Pronounced.
No. = Number.
gend. = gender.