



HÁSKÓLI ÍSLANDS

Hugvísindasvið

**Language Use by Polish Immigrants in
Iceland: English or Icelandic?**

B.A. Essay

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May 2012

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Abstract

The population of Iceland is becoming more culturally and linguistically diverse, and Poles constitute the largest of the national minorities in the country. The goal of this study was to examine the patterns of language use of Poles in Iceland, and how much English and/or Icelandic they speak - including whether this usage varies by gender, age, education and an individuals' intended length of residence in Iceland. The data was gathered by the means of 33 surveys (conducted in the form of an interview) of 17 women and 16 men. The findings indicated that English is used more often than Icelandic by Polish residents of Iceland, and that the English language is also believed to be more useful than Icelandic. The results also suggest that the English language is more prevalent than Icelandic in terms of its daily use for many Poles in Iceland - for activities such as working, shopping or socializing, and at also that the English language is being acquired by many Poles prior to Icelandic because of its regular use and high exposure in Iceland.

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1. Introduction

The position of English has strengthened in the world on the most part due to British colonial expansion, maintained by a strong American economy. There are many factors that have also contributed to the priority status of this language in mediums such as the press, advertising, broadcasting, the movie industry, popular music, the Internet, and in business and academia, where English is the dominant language. English is an official language in over 70 countries where it is either the only official language within the country, or it shares this status with other languages. In other places, English is recognized as an important language, and it is generally taught as a foreign language. In fact, it is the most widely-taught foreign language in the world. The spread of English began simultaneously with British colonial expansion, as Kachru (1985) attempted to explain in his categorization of the spread of English into three concentric circles: the Inner Circle (where English is spoken as an L1, such as in Canada or the UK, and US) , the Outer Circle (countries which were colonized and where the language has since become a part of the country's chief institutions, such as in the cases of Singapore or India) and finally, the Expanding Circle (countries that recognize the significance of English but do not provide it with any administrative status). After 10 years, Berns (1995) applied this model to the situation of English within countries that were members of EU, and due to diachronic changes Cramer (2007) revisited her work for the same purposes. English is a language that can be understood without difficulty all the world over, and it enables communication between speakers of different (lesser-spoken) languages. This is sometimes referred to as English as a Lingua Franca which a tool that allows interlocutors who are of different linguistic and cultural backgrounds to communicate, even with only a rudimentary knowledge of English. It is important for ELF users to rely rather on the explicit meaning of what is said, than on a perceived concept of shared knowledge or culture. ELF speakers should be able to accommodate to different varieties of both native and non- native English.

The expanding role of English as a Lingua Franca in the world complicates the linguistic situation of immigrants, as many may feel that they can get by with learning English alone. Iceland is a country where foreigners represent a significant proportion of the population, and Polish people are the foremost national minority within the country - this is the only case of its kind in the world. Language use and language learning is often influenced by whether immigrants intend to stay permanently. The majority of those interviewed could not declare, or had not decided, for how long they intended to stay in Iceland, which may have resulted in a motivation to acquire the local language. English as Lingua Franca plays a significant role in this situation, being a tool through which Poles who have not acquired or

never intend to acquire the local language are able to communicate with Icelanders and other immigrants. At present, very little is known about the language use of Polish people in Iceland; as a Pole living in this country myself has led me to consider how much English and Icelandic Polish people use in Iceland, and whether or not this variable is affected by gender, education, occupation, and age?

The thesis is arranged as follows. After the introduction in chapter 2, the subject literature will be reviewed. Chapter 3 contains a description of the research methodology. Chapter 4 presents the statistical results of the survey. This will be followed by a discussion of the findings in chapter 5 and finally, chapter 6 will draw conclusions.

2. Literature Review

2.1. *English as a Global Language*

English is a language used in media, tourism, business and academia all over the world. Wherever people go they can use English and they will be understood. English is, without doubt, a global language and in this chapter, I will explore and discuss the reasons for and history of its spread around the globe especially how English has gained its status first through British colonization, and then spread further by a strong American economy.

The English language has its origins in the fifth century, when the protolanguage arrived in England and spread throughout the British Isles (i.e., parts of Wales, Cornwall, Cumbria and Southern Scotland). Towards the end of the sixteenth century, English took its first significant evolutionary step when there were between five to seven million native speakers of English, the majority of which lived in the British Isles. Between the seventeenth and twentieth century this number grew to around 250 million, with the majority of that number living outside of the British Isles, most notably in North America (Crystal, 2003).

There are several major factors which contribute to the rise of English as a global language; the general consensus is that the simplicity of English grammar, the broad vocabulary, and rich literary background (both religious and secular) played important roles. David Crystal (2003), however, states that these are favourable conditions, but also that no language without a strong power base (especially political, military and economical) can become a global language.

The current dominant status of the English language is considered mainly due to colonialism, commerce, culture and technology in and around the period of the Industrial Revolution. Britain gained a significant role throughout the whole world as conqueror and formed the largest empire in history, and as this empire grew so too followed the spread of the English language. During the colonial era, it was the language brought by settlers, soldiers, merchants, administrators and missionaries and was therefore the language of dominant people in the society such as in India, Australia, South Africa and very importantly, North America. The access to the goods and riches of the colonies stimulated social and economic growth within the British Isles, which led to the industrial revolution and underpinned the progress of capitalism (Dziewanowski, 1981). However, by the end of the Second World War, Great Britain had lost most of this power and ceased to be the dominant empire in the world, in no small part due to the process of decolonization. At the same time, however, the USA maintained the global status of English with its large economy, its voice in global politics and

developments in the academic world (Crystal 2003).

The first permanent English settlement in the Americas, in Virginia, was established in 1607, after which colonists subsequently conquered nearby islands such as Bermuda. Later, a group of Puritans together with a company of other settlers arrived establishing the second colony in Massachusetts. These settlements drew from different linguistic backgrounds; the colonists in Virginia were mostly from the West of England, and those in Massachusetts were mainly from the East of the country, and traces of these original accents can still be heard in the modern dialects. During the 17th and 18th century, a large number of immigrants from various different linguistic backgrounds had begun arriving into the country, and by 1790 the population had reached around 4 million people. The most of the population lived along the Atlantic coastline, but after the opening of the western frontier a century later, the numbers grew to over 50 million. By the 1900s, the population was over 75 million, and it had doubled by 1950. Within one or two generations of their arrivals, most of non English speaking immigrant families had begun to speak English, while at the same time the number of mother tongue users of English had also been growing (Crystal,2003). The USA became the most powerful of the industrialised countries which reinforced the role of English language in international business and trade.

After WW II, several international agencies were established in the USA, and according to Crystal's estimations from 1997, 85% of international organizations used English as at least one of their working languages (Crystal, 2003). In addition, through the Marshal plan, the USA became involved in the post-war economic reconstruction of Europe, Japan and other parts of Asia Pacific region (Graddol, 2000).English became an international language on account of the historical dominance of the peoples who speak it.

With the spread of English, came a need for non native speakers to learn English, not only for commercial purposes but also for literary purposes. Already in the eighteenth century, John Wallis noticed a need to write his "Grammar of the English language" because he was aware of growing demand for it from foreigners who wanted to understand the important contemporary works in English (Crystal, 2003). English was slowly replacing Latin as the literary language.

In the sixteenth century, headmaster, Richard Mulcaster said: "I love Rome but London better. I favour Italy but England more. I honour the Latin, but I worship the English". Another early supporter of English was Jacob Grimm, who was a prominent philologist and writer in nineteenth century; commented that English is the only one of all modern languages that continued to acquire strength and vigour. Grimm concluded that "it may be called justly a

language of the world” (Crystal, 2003, p.74).

David Crystal states that English is an important language in the world of industry, and has influenced many aspects of society, in the form of the press, for example, as well as advertising, broadcasting, motion pictures and even sound recordings. The press started in Britain quite early, with *The Weekly News* first appearing in 1622. The American press was founded almost a century later with the *Boston News* in 1704. With time, the printing industry developed in tandem the English-language press and certain individual newspapers had a great influence throughout the world. In 1977, the top five global newspapers were all written in English; the famous *New York Times* was at the top, followed by *The Washington Post*, *The Wall Street Journal* and subsequently the British newspapers *The Times* and *The Sun* (Crystal, 2003). Advertising came to play a large role in the press, once American publishers realized that the income that it generated could allow them to lower the selling price of their magazines, thus increasing circulation. Advertising, therefore, became omnipresent as a media business strategy. The USA was the nation that implemented the heaviest use of advertising - by 1972, 27 out of 30 of the top-rated advertising agencies in the world were based in the USA, consequentially making English the official (or at least dominant/primary) language of international advertising bodies (Crystal, 2003).

Broadcasting has also played an important role in regard to the growth of the English language; however, Crystal states that there are no statistics that show the proportion of time devoted to English language programmes from all over the world or how much time is spent to listening to them. Broadcasting was born in the USA and, of course, advertising revenue became its chief means of support, just as it later did for television (Crystal, 2003).

The film industry had its roots in Europe and America during the nineteenth century, but its dominance soon passed into America, which, from 1915, oversaw the emergence of the feature film, the star system, the movie mogul and the grand studio, all of which were based out of Hollywood. As a result, when sound was added to technology in the 1920's, English was the language that came to preside over the movie world. English still dominates the medium - it is the language of the highest-grossing film productions, such as *The Lord of the Rings* and *Star Wars*. By the mid 1990's, the USA controlled 85% of the world film market. According to Crystal, over 80% of all feature films given a theatrical release were in English (Crystal, 2003).

English is also a dominant language for popular music. Many of the most successful recording companies in history can trace their origins to the publication and distribution of English acts. Modern popular music was almost entirely an English-speaking scene, with pop

acts from two English-speaking nations soon to dominate the recording world, e.g. Elvis Presley in America and the Beatles and Rolling Stones in the UK. No other single source has spread the English language amongst the youth of the world so rapidly and so pervasively. Radio sets around the world testify to the dominance of English in popular music today, and many people make their first contact with English in this way (Crystal, 2003).

English is an ever-present force in academia, and in many countries academics with an international readership are required to publish in English. In the 1990's, the journal "Linguistics Abstracts" reviewed the content of over 160 linguistics journals worldwide and found that nearly 70 % were published entirely in English. For physical sciences, this figure may reach 80% or more. A person is, therefore, more likely to have access to the latest thinking and research in a subject by learning English than by any other language (Crystal, 2003).

English is a language that is widely used in the realm of computing and the Internet. The role of Internet in society in recent years has been steadily increasing, and about 80% of the information stored electronically within it is presented in English (Crystal, 2003). This may be the result of the USA being the pioneers in developing and marketing computational hardware and software, and particularly since the origins of Internet is accredited to the USA. 64% of Internet hosts are found in the USA and another 12.6 % are thought to be in other English-speaking countries. David Graddol (2000), on the other hand, in his book, "The Future of English" prophesied that the significance of English would decrease greatly in the next decade, to approximately only 40% stored electronically.

2.2. The status of English

English has developed a special role that is recognized in every country. English is an official language in over 70 countries. In some educational institutions English is considered - even though it may be a second language officially - a complement to an individual's L1. English can be an official language in one of two ways; it can be either the only official language of a country or share its status jointly with another language or several other languages, becoming "semi-official" and only being used in certain domains, or taking second place to the other language whilst still performing certain specified official roles (Crystal, 2003).

In places like Canada or the USA, English is either L1 or L2. L1 is a first language learned usually at home from infancy. L2 is a language that is acquired after the first language in the environment where learners have many opportunities to use this language outside the classroom. Second language learning occurs when the speaker, often an

immigrant, is in the target-language environment. In countries where English has not been recognized as playing such significant a role, it is usually learned as a foreign language. Foreign language learning occurs in places where the language is not being spoken as L1 and access to the language is limited usually only to the classroom setting, e.g. Poland or Italy. In fact, English is currently the most widely taught foreign language in the world.

2.3. Kachru's Concentric Circles of English

The spread of English has been categorized by Kachru (1985) into three circles; the first is an Inner Circle that includes the traditional bases of English where it is the primary native language, e.g. Canada, USA, UK and Australia to name but a few. The second is an Outer Circle which involves earlier phases of the spread of English in non-native speaking countries (e.g. countries which were colonized), where the language has become a part of a country's chief institutions and has a significant L2 role in a multilingual settings, e.g. Singapore and India. The last circle is the Expanding Circle which includes those nations that recognize the significance of English as an international language, even though they were not colonized by members of the Inner Circle and do not give English any special administrative status. In these countries, English is taught as a foreign language, e.g. Poland and Iceland. However, exposure to English varies significantly in countries of the Expanding Circle, where English is supposed to be only a foreign language. In Scandinavia and Holland, for example, there is much more exposure to English than in other countries within the Expanding Circle.

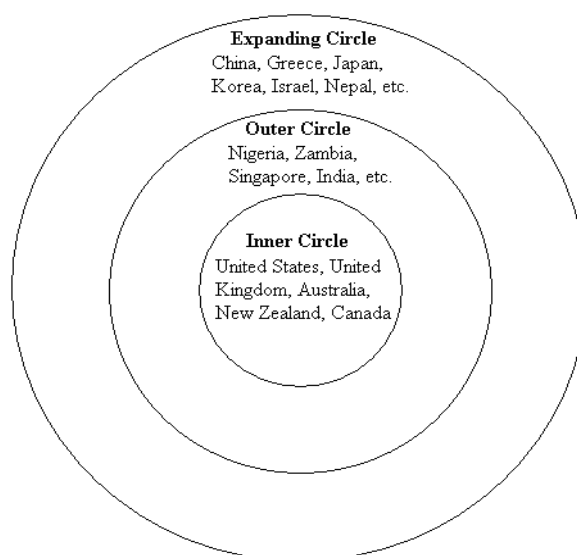


Figure 1. Example of Kachru's Three Concentric Circles (adopted from Jennifer Crammer, 2007).

2.3.1. Berns' Circles

In 1995 Margie Berns suggested an extension of Kachru's model since she thought that the acquisition and use of English in 12 countries (Belgium, Denmark, France, Germany, the Netherlands, France, Germany, Great Britain, Ireland, Greece, Italy, Luxembourg, Portugal, Spain) that were members of European Community or European Union did not fit the original notion of Expanding Circle. She proposed an extended model that provides a place for 'dual circle contexts' for Luxembourg, Germany and the Netherlands (Berns, 1995).

Berns focused on the spread, use and acquisition of English in the twelve countries that were members of European Union until 1994. She suggested the extension of Kachru's model according to the situations in Europe. She described the EU as a political and economic unit and has three main characteristics according to her work with respect to English and this situation of international unification. Firstly, English plays different roles for citizens of EU; it can either be native, or foreign and international language. Secondly, in all of these countries a process of nativization or "Europeanization" can occur, which involves a variety of linguistic processes such functional allocation (e.g. the use of English at higher education in the fields of science and technology) lexicalization or semantic extension or restriction. Thirdly, all twelve countries share the acquisition and use of English, and similar opportunities of exposure and interaction with both native and non- native speakers of English.

Europeans belong to an International speech community, and it is important to recognize a distinct European-English speech community. Those speakers use "European English" or "Euro- English", which is not British or any other native language variety, but whose uses are distinctly European, and its users are distinguished from speakers of other varieties.

Berns applied Kachru's circles of English to forms of European English. The First circle is the Inner Circle where she placed Great Britain and Ireland, countries where English is spoken by native speakers and is recognized as either the primary language or one of two. Berns was not able to use Kachru's institutionalized English, nor had they created non-native varieties, as with Indian or Singaporean English. On the other hand, in some of them English plays a significant role in the media and in interpersonal uses such as letter writing, social interaction, or job postings. Berns noticed that the Netherlands, Luxembourg and Germany are the countries that have

some features of the Expanding Circle, however the exposure and use of English is much higher than in the other non-native English speaking countries, and therefore because of these qualities they neither fit to the Expanding or the Outer Circle. Berns proposed a new circle: the Expanding/ Outer Circle, which is a combination of Kachru's original Outer and Expanding Circles that presents their respective interrelatedness in the countries mentioned. The third circle is the Expanding Circle, where English is taught as a foreign language and develops different performances amongst speakers. Learners acquire their norms of English from the users from within the Inner Circle. Berns placed 7 countries (Belgium, Denmark, France, Greece, Italy, Portugal and Spain) in this circle.

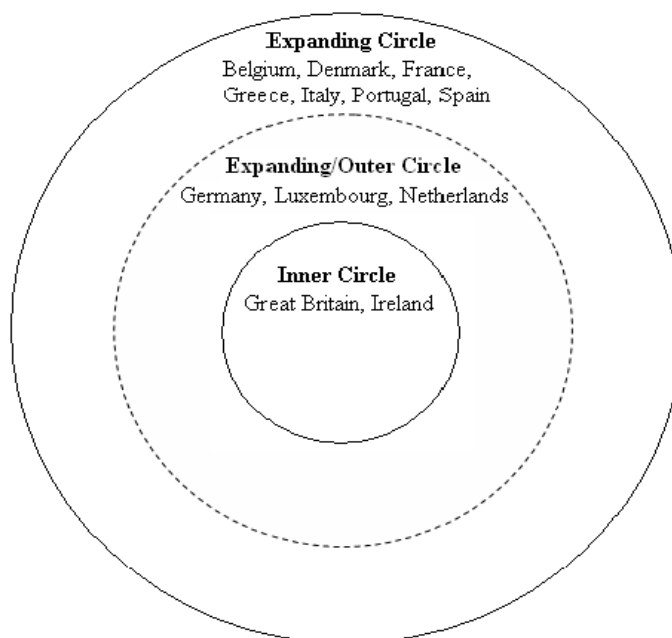


Figure 2. Example of Berns' Three Concentric Circles (adopted from Jennifer Crammer, 2007).

2.3.2. Cramer's Circles

In 2007 Jennifer Cramer examined the status of English in the European Union and her work was based on Berns' article (1995) in which a "World Englishes" framework was adopted to account for the then twelve- member EU. Cramer's goal, in her project, was to determine the status of English in the 27- member EU. After applying the Berns' model, Cramer proposed a new model where she introduced two transitional circles (similar to the Berns' Expanding/ Outer Circle), but in between

each level and also the Outer/Inner Circle. In the Expanding Circle she separated the following countries: Belgium, France, Greece, Italy, Portugal, Spain, Austria, Bulgaria, Cyprus, Estonia, Hungary, Latvia, Lithuania, Poland, Romania, Czech Republic, Slovakia and Slovenia. In the Transition Circle between the Expanding and Outer Circles she included Germany, Luxembourg, Denmark, Finland and Sweden, claiming Berns' model did not account for diachronic change in Scandinavia, where "English as foreign language" is developing into an "English as second language learners" situation. In Transition Circle 2, which is between Outer and Inner Circle, she placed Malta, where, according to her sources, native speakers of English can be found (Cramer, 2007).

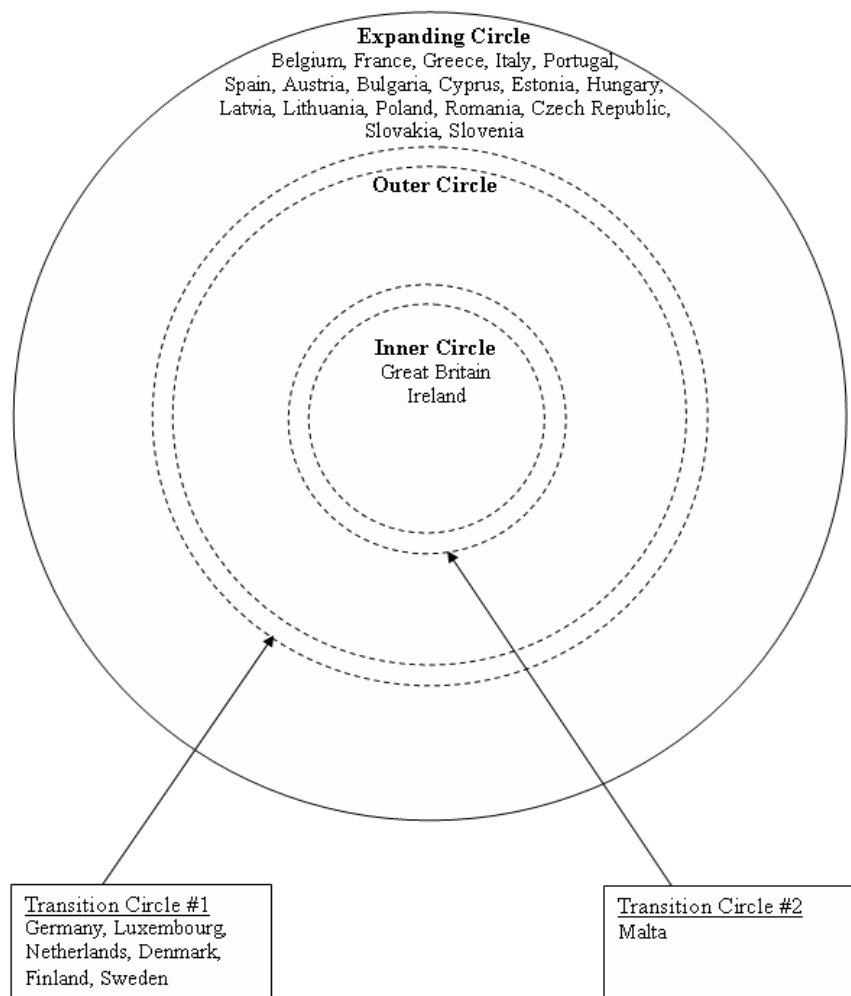


Figure 3. Example of Cramer's Three Concentric Circles (adopted from Jennifer Cramer, 2007).

Over the last twenty years, the status of English has been changing greatly, developing a much more important status all over the world. Kachru categorized the use of English and its acquisition all over the world into three circles; Berns tried to apply his model for the countries in European Union and adapted Kachru's original Outer Circle into Expanding/ Outer Circle; after 12 years, when the EU gained 15 members, Cramer used Berns' model and noticed that, due to diachronic change, the model was no longer accurate and added 2 further transition circles between Expanding and Outer, and between Outer and Inner. Iceland is in Transition Circle 1 and Poland is in the Expanding Circle.

2.4. English as Lingua Franca

English as Lingua Franca focuses on speakers of English set within Kachru's Expanding Circle. English, in this case, is used as a tool to enable interaction and conversation with other foreign speakers whilst allowing their cultural and linguistic identity to be maintained. ELF speakers are located in different geographical areas; they speak different L1s and have different cultures. Even though not all of them have a high proficiency in English, ELF speakers can still conduct communication in English with only a rudimentary knowledge (Canagarajah, 2007). The foremost focus of non-native speakers of English was found to usually be in the context of a second language (ESL) or as foreign language learners (EFL) - both of these notions of language acquisition focus on non-native speakers where traditionally the ultimate goal has been to achieve native speaker proficiency (ENL). ELF also focuses on non-native speakers, but the objective differs. ELF, in contrast to ESL and EFL, allows foreign accents, a means through which the speaker is able to express his or her national identity, as long as speech remains comprehensible. Its speakers must be able to accommodate to differences in grammar, accent, and vocabulary, since they are exposed to not only the (sometimes bad) habits of many native English speakers, but also to those of non-native speakers. "Accommodation" is a theory that explains shifts in one's style of speaking in order to sound more or less like the speech of the person that they are talking to (Giles, 1973).

The first language has been observed to influence the additional language, and that is considered why ELF is so diverse. Speakers bring to ELF use their first language and cultural background, and this may be the reason why some receivers can have a problem understanding the actual output. To make the task easier, ELF participants tend to adopt a principle of "Let it pass" (Firth, 1996) which is the tendency to gloss over the minor garbling

of phrases and idioms to focus on the content of what has been said. Meierkord found out also that ELF users employ a reduced repertoire of tokens, used shorter turns, and much more non-verbal communication in comparison to native-English speakers (House,2003). Native-English speakers appear to be aware of the need of clear and slow speech, especially in business. They also attempt to avoid colloquialism, metaphors and jargons that may not be understood by non-native speakers since they depend so much on the cultural context. It is important that ELF users rely more on the explicit meaning of what is said rather than on shared knowledge or culture.

English as Lingua Franca is a communication tool used among speakers of different native languages throughout the world. English is made up of many separate varieties, and whilst Standard English is a variety taught in schools everywhere, it has no single agreed upon pronunciation either. Until now, RP (Received Pronunciation/ “British English”) and General American English were the two designated teaching-pronunciation models, but Jenkins (2007) introduces a third model of pronunciation - Lingua Franca Core (LFC). Jenkins has found some features of pronunciation that all ELF speakers seem to share. LFC is international pronunciation based on empirical data drawn from EIL interactions. Jenkins attempted to establish which aspects of pronunciation usually cause intelligibility problems when English is spoken between speakers of different L1. According to Jenkins LFC consists of the three core areas: consonants, vowels and prosody. LFC includes all consonants except /θ,ð/ (thin, then) which can be replaced by /f,v/. Other features of LFC consonant system are: final /r/ is not dropped, e.g. here, hair; medial t is not voiced (matter), nor deleted (winter); phonemic distinctions must be maintained; aspiration of word initial voiceless stops/ p, t, k/ (p^hIn); initial clusters in word are not omitted (promise, string); medial and final clusters are omitted only according to inner circle English rule (facts=fax, bands = bans). LFC sees contrast between long and short vowels, e.g. i:- ɪ. Vowels are shortened before consonants and lengthened before voiced consonants. Correct placement and production of nuclear stress and contrastive stress (You deserve to be SACKED vs. You deSERVE to be sacked). Division of the speech stream into word groups LFC does not only introduce to all sound problems that ELF speakers may have but also teaches tolerance to foreign accent of English and different cultures. ELF users seem to find successful strategies that allow them to communicate and make comprehension more accessible (Jenkins, 2007). ELF participants also tend to borrow from each other and adopt the features of another' language in their interaction with that other interlocutor.

English as Lingua Franca simply describes the process of using a basic form of English as a tool to enable communication between those who speak different languages. English is, therefore, of significant value for immigrants, even for those who arrive to the countries where English is not a native language, since it is the most widely spoken (or at least understood) language. In many cases, when new-comers arrive at a new place of living and working, they may not be able to speak the local language. Sometimes such immigrants come to such countries in response to demand in a given work market, usually the tourist or service industry, where a passing knowledge of English is enough to obtain a job. Occasionally such immigrants plan to stay in the long-term, but do not speak the local language and therefore must use English for daily needs and purposes. English, in this kind of situation, plays a fundamental role in communication between the local population and immigrants. In some situations, immigrants will learn the local language over the course of time and then will prefer to use the language instead of English, but until then the use of English remains the most effective means of communication. In many cases of immigration for economic reasons, however, the immigrants have not determined how long they plan to remain in the country and so make no effort to learn the language. Furthermore, for a great proportion of immigrants, a working knowledge of English serves their immediate purposes, and so newcomers feel less motivation to learn the local language, which in turn causes the delay in their integration with the local community and culture (Arnbjörnsdóttir, 2011).

2.5. EF English Proficiency Index (EPI)

The role and use of English has been growing significantly all over the world to such an extent that several studies have been conducted to learn about English proficiency in forty two different countries all over the globe. The EF English Proficiency Index (EPI), measured in 2011, revealed an average proficiency of English. The data was collected from the over two million people who participated in the online test. These tests were completed for over 3 years. EF EPI may not provide results that correspond with the corresponding academic or economic realities of each country, but it does provide a standardized comparison of English of the different countries. Norway, Netherlands, Denmark, Sweden and Finland are the only countries that reach a score that puts them in the category of “very high proficiency”.

It has been believed for a long time that Scandinavians were excellent speakers of English. Iceland was not included in the EF study, but as its exposure and use of English is considered relatively similar to the other Scandinavian countries, it could be proposed that Icelandic would reach similar results. This will be discussed later in this thesis. Poland was

tenth in the rank, two categories lower than Scandinavia, being identified with “moderate proficiency” (EF, 2011, p.5).

2.6. Immigrants in Iceland and acquisition of Icelandic as a Second Language

Until the end of 20th century, Icelanders were a rather homogeneous population with foreign residents accounting for only 2%. This changed rapidly, reaching 8% in 2009 (Arnbjörnsdóttir, 2011). Initially, the majority of immigrants originated from Nordic countries, but a new wave of immigrants came from Eastern Europe, in particular from Poland, the majority of whom came seeking employment. In Iceland, there is no law requiring newcomers to speak Icelandic - however, it is a prerequisite for a residence permit or citizenship (Arnbjörnsdóttir, 2011). In order to obtain a residence visa, the applicant must demonstrate participation in a 150- hour Icelandic course. For citizenship, an Icelandic language exam must be passed (Poles and other members of the EU do not need residence or work permits because of the Schengen Treaty). The Icelandic government and other ministries provide a budget for the promotion of developing Icelandic as L2 and, in addition, trade unions typically offer to pay 75-80 % of the cost of personal courses.

In 2008, an Icelandic curriculum as L2 was published; it described a 240- hour program divided into 4 levels, each made up of 60 hours of instruction. The ultimate goal of this program is to gain:

- the ability to speak Icelandic in everyday situations (school, work and personal life),
- the ability to manage in unexpected situations,
- the ability to understand simple conversations between people,
- the ability to read and write short texts in simple language on familiar topics,
- sufficient command of vocabulary to be able to take part in discussion in familiar contexts,
- a basic knowledge of the basic customs and practices in Icelandic society,
- to grasp the main points in media, television and radio when the subject area is familiar (Arnbjörnsdóttir, 2011).

Birna Arnbjörnsdóttir notes that generally people in the Nordic countries can speak English and frequently use it when communicating with immigrants. She therefore supposes that the use of English as a primary means of communication may decrease the likelihood that newcomers learn the local languages (Arnbjörnsdóttir, 2011). There are many schools that offer Icelandic courses, and the University of Iceland also offers a program designed specifically for foreigners “Icelandic as a Second Language”. According to the data obtained from Mímir, one of the most popular language schools in Reykjavik in 2011, approximately

381 people registered for both general courses through levels 1-5 and speciality courses on behalf of Vinnumálastofnun, which combined Icelandic studies with computer studies, study skills, CV making, outdoor activities, information about society and job seeking. In the 2012 Spring semester-230 Polish people were registered taking those courses.

2.7. English in Iceland

Iceland belongs within Kachru's Expanding Circle, where English is classified as a foreign language, but David Crystal mentions in his work that the exposure to English in Expanding-Circle countries varies greatly supported by Crammer and Berns as discussed above. There are thousands of immigrants in Iceland who do not speak Icelandic, but use English in order to communicate with Icelanders and other foreign immigrants. English therefore surely plays a role as a Lingua Franca in Iceland, although English is not only a tool that allows Icelanders to communicate with immigrants and tourists - it is also a language that is frequently used in Icelandic TV (American or British shows, movies), the library (English books that were not translated to Icelandic or British/American magazines) and in university courses (Arnbjörnsdóttir, 2007). As mentioned before, Icelandic people are subjected to English in the form of popular culture that they hear or read in TV, music lyrics, computer games, magazines and the Internet (Arnbjörnsdóttir, 2007).

Icelanders have a facility with colloquial English that enables them to converse with speakers of other languages, including immigrants.

2.8. Migrations of Poles and English in Poland

2.8.1. Polish Emigration

The largest immigrant group in Iceland comes from Poland. Polish emigration has a long history and seven different migratory movements from Poland have been identified in the literature from the nineteenth century up until the present. (Holzer, 1999) The large-scale migration of Poles began in the early nineteenth century, following the loss of state independence. Each migratory period is connected to corresponding political and economic reasons. The last period began with Poland joining the European Union and the subsequent opening of the labour market. After 2004, the number of Poles emigrating to foreign countries has been increasing, reaching its peak in 2007, at approximately 2270, 000 (Kostrzewa, Nowak & Szałtys, 2010). The vast majority of Polish immigrants move abroad for work, although over time family members of Polish immigrants have been observed following later in order to reunite. Until the end of 2009, 80-90% of Poles who left remained abroad seeking

work. In 2008, a slight decrease in the number of migrants was observed following the worldwide economic crisis. As a result of the economic crisis and its consequences for the labour markets of many countries, number of Poles that returned from abroad grew steadily. Some people did not, however, return to Poland, but moved to other countries such as Norway. As a result, the number of people staying abroad temporarily at the end of 2009 decreased significantly in comparison to the previous year. It should be emphasized that, despite the observed decrease in the number of Polish immigrants in the EU countries in 2009 was much greater than in the initial period of membership in the EU, it is estimated that by the end of 2009 around 1.870.000 Polish citizens were living temporarily outside of Polish borders. The vast majority of approximately 1.870.000 Polish immigrants were residing in EU member states (Kostrzewa, Nowak & Szałtys, 2010).

2.8.2. English in Poland

Poland is situated within Kachru's Expanding Circle, and English is used and taught as a foreign language but it is not a compulsory subject. Towards the end of 18th century, German and Russian became part of the national curriculum. After World War II, Russian dominated as the primary foreign language taught in schools in Poland. In 1948, Russian was exclusive language taught in primary schools and the only one required in secondary schools. In the early sixties, also a Western language (inter alia English) became compulsory at secondary schools and in higher education. Whilst most students at that time were not interested in studying English, this kind of attitude changed towards the end of the 20th century, when children from upper classes families took up English (Reichelt, 2005). An increasing proportion of people began to follow the trend and became interested in learning English. In 1975, the British Council reported an official support for English-language teaching in Poland because of the growing needs for English in tourism, trade, technology and science. According to British Council around 60 % of secondary students opted for English with the remaining 40% choosing French or German. In addition, all students were required to take Russian lessons. Muchisky in 1985 notes that many Polish people believed that learning the English language expressed an allegiance to or sympathy for the West, and therefore a resistance to the Soviet Union. It was generally believed that English granted access to prestigious, high-salary jobs. During 1988 and 1989, as a result of democratic changes, Russian was abolished in schools. At the same time, a great number of both parents and students chose to study English as a foreign language. After 1989, English became the

dominant foreign language for academics, business, and commerce, as well as for those who desired the prestige associated with the language (Reichelt, 2005).

Learning English in Poland is generally restricted to a classroom setting, often with old-fashioned methods of teaching, with little interaction with primary sources. In his report, Muchisky described teaching English in Poland as being very formal with a heavy emphasis on pronunciation and grammar, and was frequently performed with no visual aids other than maps and posters. Despite this, Polish students develop a high level of English proficiency, arguably due to strong motivation incurred by the opportunities that the language provides for them (Muchisky, 1985).

English for Poles in contrast to Russian and German does not contain any negative historical or political associations and especially young people view the language as being prestigious and useful due to its use in popular culture and status as a global language. It is been noted that the interest in English has increased greatly due to the belief that a good level of proficiency in English can be a means to better work opportunities (Reichelt, 2005).

According to statistics from 2003, almost half (48%) of people surveyed between the age of 15-24 declared that English is the first foreign language that they would like to learn. However, because of the growing number of people who are able to speak English, many Poles started to think that a high level of proficiency in English alone may not be sufficient criteria for securing preferred employment (Reichelt, 2005).

Poland very recently begun to have enough number of English teachers, and even though that English has been an advised language to learn at schools, in some places, especially in small towns or villages it has not been possible to take English due to the lack of teachers. There are now many Poles who did not have the opportunity to study English at school and the only exposure to it was through the media.

Poles use English for scientific and other academic research or simply in order to access English- language music and literature. Even though Poland has independent music and film industries, there is still a great influx of American and British productions in the national media. Such films are subtitled when they air at the cinema, but dubbed by the time they reach TV screens. Children's movies or cartoons are either dubbed or have an entirely new voice recording in Polish. Poland also has a well-developed publishing industry, publishing books, magazines and newspapers in the local language. Therefore, books and magazines in English are not easy to come by; in order to procure such materials, one needs to go to a special retailer, such as Empik, to obtain them and pay a far higher price than for a magazine translated into Polish. Generally, this suggests that English language proficiency among older Poles may not be very high.

2.8.3. *Polish Immigrants in Iceland*

In comparison to proportions of national minorities in other countries, Poles represent a rather small community in Iceland, but it does represent the largest national minority in relation to the native population as well as other immigrants, and this is the only such case (for Poles) in the world. According to Icelandic statistics, Poles constitute 3% of the whole population and 37% of immigrants in Iceland (Wojtyńska, 2010). Positive economic conditions, together with Poland's accession to the EU and consequent opening up of the Icelandic labour market (Iceland is in the Schengen Zone) are believed to be the primary stimuli for Polish people to move to Iceland.) As mentioned before, they move to Iceland mainly for economic reasons and for other reasons, for many Poles consider Iceland to be an exotic and interesting country. Immigration to Iceland for Poles is seen as difficult because of the natural conditions and considerable distance from their home country (Budyta-Budzyńska, 2010). Immigration to Iceland is usually a temporary arrangement to start with, sometimes turning into a longer or even permanent stay. Immigration to Iceland is only a recent occurrence, having arrived not so long ago, which means that there is no elder immigrant community structure into which the new-comers can easily integrate, although the second generation of Polish immigrants is growing in number, since more Polish children are being born in Iceland (Wojtyńska, 2010).

Four main periods of migration from Poland to Iceland have been documented (Wojtyńska, 2010). Initially there were cases of individual arrivals; single people arrived often by accident. However, the majority of these pioneers were women in relationships with Icelanders, whom they met in Poland. The second period started in 1989, when Polish citizens were granted the right to travel freely. Year by year, the number of Poles in Iceland was growing at a significant rate. In May 2004, Poland became a member of the EU. In 2006, Iceland opening up the labour market to citizens of the European Union member states was a symbolic beginning of the third period. At the same time, Iceland experienced a boom in the construction sector, whereupon Polish professionals were increasingly being hired to meet work orders. Within a year, the number of Polish immigrants grew by 81%. The fourth period is identified with the economic crisis in 2008. Levels of migration drastically fell, and some long-term Polish residents decided to leave the country. During this year, more Poles repatriated than arrived (Wojtyńska, 2010).

Three different attitudes to life in Iceland have been distinguished (Tworek 2010). The first attitude is shared by people who live here in torn between enduring the post-crisis reality in Iceland and sentiment or nostalgia towards returning to Poland. The people who form this group do not feel the need to integrate with Icelanders and adaptation is limited to minimum

need for daily basis. The majority who hold this opinion live their lives almost entirely segregated from their Icelandic neighbours, and, realistically, need only meet the minimum level of integration to conduct their lives in Iceland. The second group of people is those who declare that to live in Iceland is their basic migration goal. They gradually immerse into Icelandic society in sociological, political and cultural terms. The third group constitutes of Poles who express a postponed wish to return to Poland, but they are still determining to adapt and overcome the new reality. This group, for example, might send their children to Icelandic school, so simply uprooting their children's integration and assimilation with Iceland and native Icelandic families would clearly not be the ideal solution (Tworek, 2010).

The aim of the following research was to gain insight into the learning habits and use of Icelandic and English by Poles in Iceland. One of the goals was also to learn to what extent these languages are used, and whether it varies according to age, sex and education. Another aim was to determine whether the usage correlates with Polish immigrants' intended term of residence within the country.

3. The Study

3.1. Methodology

The study was conducted in order to investigate Polish immigrants' language use in Iceland. To obtain the desired information, 33 Poles living in Iceland were personally interviewed, using a semi structured interview with 26 prepared questions. The interviews, lasting between 10 to 15 minutes each, were conducted from the end of October 2011 to the beginning of February 2012 in participants' places of work or at their homes.

The Research questions were:

- How much English and Icelandic do Polish people use in Iceland?
- How the frequencies of these uses vary by age, gender, education and intended stay in Iceland?
- What languages are used by Poles for daily needs, like shopping, when socializing or at work?

3.2. Participants

Thirty three Poles participated in the study or 17 women and of 16 men. During the initial stages of the investigation, participants were selected according to a judgement sampling method. Participants were recruited through friends and acquaintances. The aim of selecting participants was to obtain a roughly equal representation of both genders of each age category, with at least one participant from each gender having studied at a higher education institute. Unfortunately, this was not possible in case of men aged between 19 and 24 and over 56.

3.3. The Survey

The survey contained 26 questions that can be categorized into five main themes. The first set of questions asked about the participants' background. The second set of questions was centred around participants' language use for daily purposes (for example, when shopping or at the bank or post office), their language use at work, and their language use with friends. The third set of questions focused on interviewees' level of proficiency in both English and Icelandic and the fourth was concerned with their views about how often English or Icelandic

is used in Iceland and why? The last three sets dealt with research questions and were based on the participant-lead self-assessment. Some questions were divided into smaller parts. For most questions a five point Likert scale was used. On some questions, participants could mark more than one choice. Eight questions were open, where interviewees were asked to explain or justify their answer on preceding multiple choice question. The interviews were conducted in Polish, but each question had a translation in English in parenthesis on the written version of the survey.

3.4. The Analysis

The responses were analyzed first to obtain general frequency of responses. The computer program Survey Monkey was used to obtain frequencies. Then correlations were calculated 1) between usage and age, sex or education and 2) whether usage was related intended length of stay in Iceland?

4. The Results

4.1. Background Information

There were 33 participants in the survey, seventeen women and eighteen men. These will be discussed separately below.

a) Women

Of the seventeen women, two were 18 years of age, three were 19-24, four were 25-35, three were 36-45 and two were aged 56 and above. The majority of them (10) have been in Iceland from 4 to 6 years; the other significant group (4) have lived in Iceland from 1 to 3 years and one woman has lived in the country less than a year; one -7 to 10 years and one -15 and more. The female informants were of different education where the biggest number had either a degree in higher education (6) or a secondary degree (6); a smaller group (3) have completed only elementary school; one woman has technological degree and the one has both secondary and technological degrees. They reportedly came here primarily for adventure or new experience (7), to make money (6) and for family (5). A minority (2) stated that they came to Iceland for work. The majority are employed in service and tourism industries (7), the second biggest group belonged to no common category (4), three women work in education, and two in industry or the construction trade. Only one female informant is currently not working/unemployed. Almost half (8) are married, three are in a relationship and six are single. All of the couples' partners were Polish. The majority have family in Iceland, and only 4 professed that have no family members in the country. The majority had a husband (8) and children (7), four women have siblings, three women have parents and two have other relatives. This may be seen in table 1.

b) Men

The statistics for the men were similar to those for the women, varying mainly in education.

2 of them were aged 18, 4 of them between 19 and 24, 3 of them between 25 and 35, 3 of them between 36 and 45, 2 of them between 46 and 55 and 2 of them 56 and above. The majority of men (16) have been in Iceland for 4 to 6 years. The other significant group (4) has lived here for 1 to 3 years, and only one man has lived here for 7 to 10 years. Five men have secondary education, four men have both technological and secondary, and three have completed higher education degrees. Two men have only an elementary school education, and just one has an occupational education. The majority state that they also primarily came

to Iceland for adventure and new experience (9) or family (6). Four men came for work and the other four for money. The majority (7) work in service or tourism industries and six of the informants could not find a common work category. The minority work in industry and the construction trade (2) or are unemployed (1). Half of the males were married, and a quarter were in a relationship, and the other quarter were single. Almost all couples were in relationships with Poles, except for one informant who is in relationship with an Icelandic. Almost a third of the subjects were in Iceland without family, although a significant number of informants had wives (6), children (5), parents (5), siblings (4) and relatives (4).

See table 1.

Table 1- Shows the participants' background information.

Category	Women	Men	Women & Men
AGE:			
18	2	2	4
19-24	3	4	7
25-35	4	3	7
36-45	3	3	6
46-55	3	2	5
56 and above	2	2	4
YEARS SPENT IN ICELAND:			
less than a year	1	2	4
1-3 years	4	4	7
4-6 years	10	3	7
7-10 years	1	3	6
11-15 years	0	2	5
15 years or more	1	2	4
EDUCATION:			
Elementary	3	1	4
Vocational	0	1	1
Secondary	6	5	11
Technological	1	1	2
Secondary and	1	4	5

technological			
M.A. / M.Sc. / MBA (or equivalent)	6	3	9
REASONS FOR MOVING TO ICELAND:			
for work	2	4	6
for adventure, new experience	9	7	16
to make money	4	6	10
For family	5	6	11
OCCUPATION:			
Industry/ Construction	2	2	4
Service/ Tourism	7	7	14
Education	3	0	3
Work at home/ Without work	1	1	2
Other	4	6	10
MARITAL STATUS:			
Married	8	8	16
in a relationship	3	4	7
Single	6	4	10
NATIONALITY OF PARTNER:			
Polish	11	10	21
Icelandic	0	1	1
FAMILY MEMBERS IN ICELAND:			
wife/ husband	8	6	14
child/ children	7	5	12
Parents	3	5	8
Siblings	4	4	8
Relatives	2	4	8
no family in Iceland	4	5	9

4.2. The language use for daily purposes

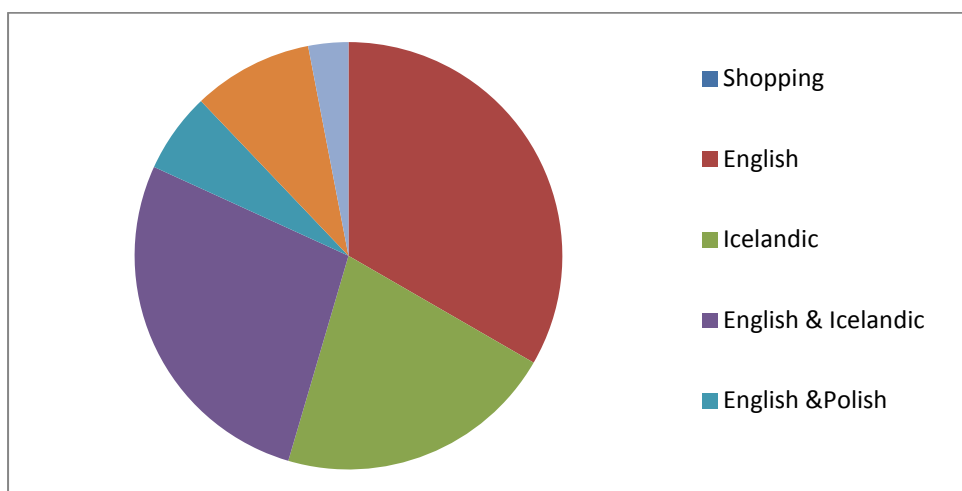
The next set of questions asked about daily language use.

Question 10- What language do you use at the bank, post office, or when shopping?

18 informants state that they use one language for these purposes. It is either English, which is used by 11 participants, or Icelandic, that is used by 7 interviewees. The rest of the informants profess to dual or use of three languages. English together with Icelandic is used by 9 participants and English together with Polish by 2. 3 interviewees declare to use all the three language: English, Icelandic and Polish. 1 informant uses Icelandic and another language (German) in these kind of situations. Polish is never used as the only language in these situations, according to the survey.

The data on the language use at the bank, post office, or when shopping is presented in figure 4.

Figure 4- What language do use at the bank, post office, or when shopping?



Question 10a- If you use more than one language please explain why you do, in what circumstances you do, and what the differences are in your use of them.

Informants who claim to use English together with Icelandic explain that they use English here as a supportive language, mainly when they are unable to express themselves in Icelandic.

Polish, on the other hand, is used out of courtesy with other Poles who are working in above mentioned places.

Question 11- What language do you use when you communicate with your friends?

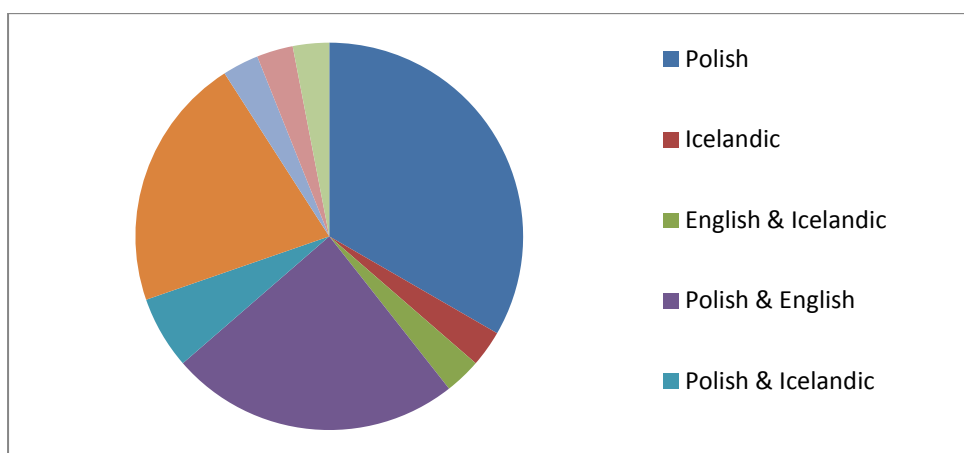
Twelve informants confess to using mostly Polish when communicating with friends, and Icelandic is reported as being used by only one interviewee. English together with Icelandic is used by one informant.

Polish along with an additional language is used by 20 people who took part in the study - 8 of them declare to use it together with English and 2 with Icelandic. A significant group of informants confess to use all three languages - Polish, English and Icelandic - for these purposes. The use of another language that was not specified in the survey was noted in three cases; one informant used German, Polish and Icelandic, one other used Italian, Polish and English, and the other used Russian, Polish, English and Icelandic.

To sum up, Polish is used by 31 informants all together, English by 18, Icelandic by 13 and “Other language” by three informants.

The data on the language use when communicating with friends is presented in figure 5.

Figure 5- What language do you use when you communicate with your friends?



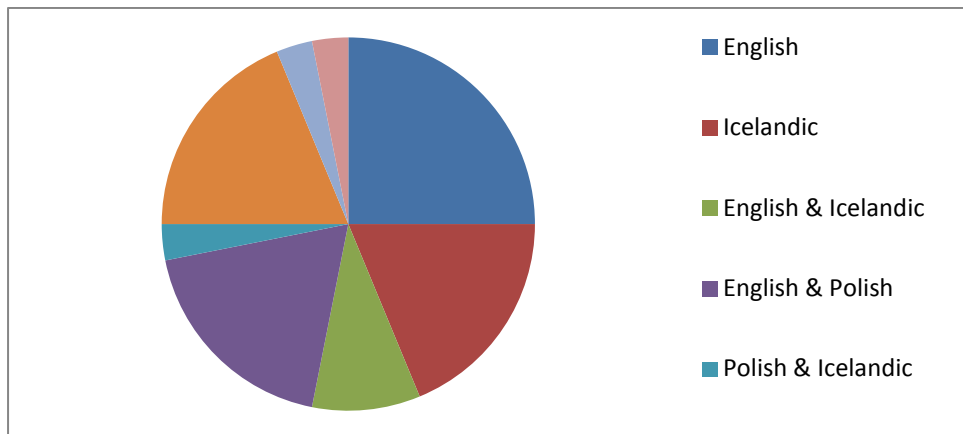
Question 12- What language do you use at work?

In this question one person was not evaluated since that person had never worked in Iceland. 32 informants were included. English and Icelandic are the two languages that are used as the only language at work by the participants. English is spoken here by 8 informants and Icelandic by 6. 11 interviewees declare dual use of languages, 6 of them use English with Polish, 3 English with Icelandic, 1 Icelandic with Polish and the last one Icelandic with German. The tri-language use was noted in the cases of 7 participants, where almost all (6)

spoke English, Icelandic and Polish, whilst the other spoke English, Icelandic and “Other language” (Italian). Polish is never spoken as the only language at work.

The data on the language use at work is presented in figure 6.

Figure 6- What language do you use at work?



Question 12a- If you use these languages at work, please distinguish how you use them and the circumstances in which you use them.

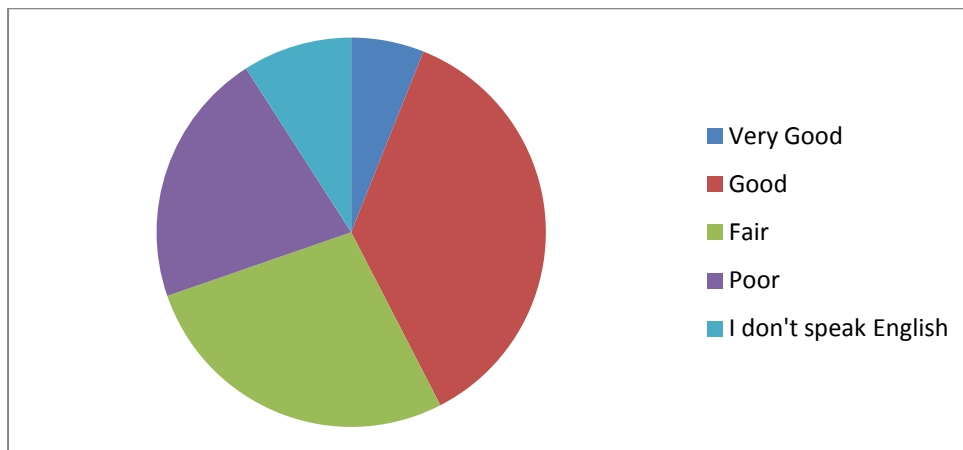
When English is used together with Icelandic, participants explained it was due to the fact that they were unable to communicate well enough in Icelandic alone, and that they needed to support their language performance with sporadic English. Polish, again, is used when talking to other Poles.

4.3. Level of Proficiency in English and Icelandic

Question 13a – What would you say was your General English Proficiency?

The largest group, consisting of 12 informants, state that their English is “good”. The second largest group is formed from 9 participants, who assess their language skill to be “fair”, and then 7 as assess their skill as “poor”. 3 interviewees do not speak English, and a minority of 2 estimate their English as “very good”. Figure 7 demonstrates the data on General English Proficiency.

Figure 7- What would you say was your General English Proficiency?

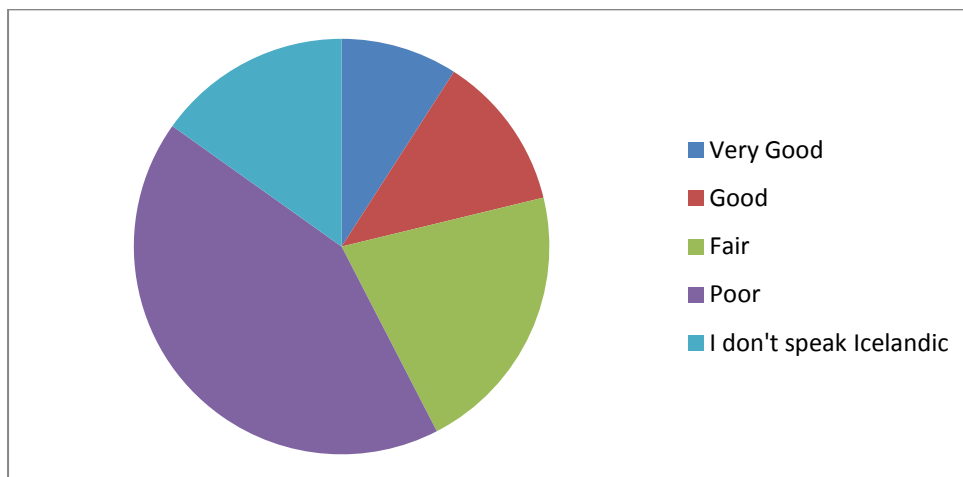


Question 13b- What would you say was your General Icelandic Proficiency?

The majority of the 14 participants estimate their Icelandic as “poor”; the other significant group consisted of 7 informants who assess their language as “fair”. 5 interviewees do not speak Icelandic at all, 4 state that their Icelandic is “good”, and 3 state that it is “very good”.

The data on General Icelandic Proficiency is presented in figure 8.

Figure 8- What would you say was your General Icelandic Proficiency?

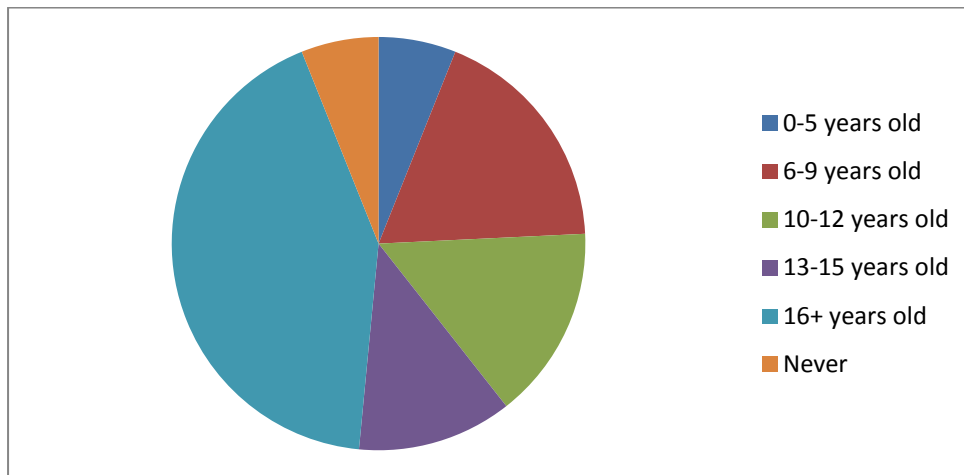


Question 14- When did you start learning English?

The majority of 14 informants started learning English at the age of 16 or above. 6 participants began at age 6-9, 5 at ages 10-12, and 4 at ages 13-15. 2 interviewees started learning English from ages '0'-5, and 2 have never started learning English. Figure 9

provides this information.

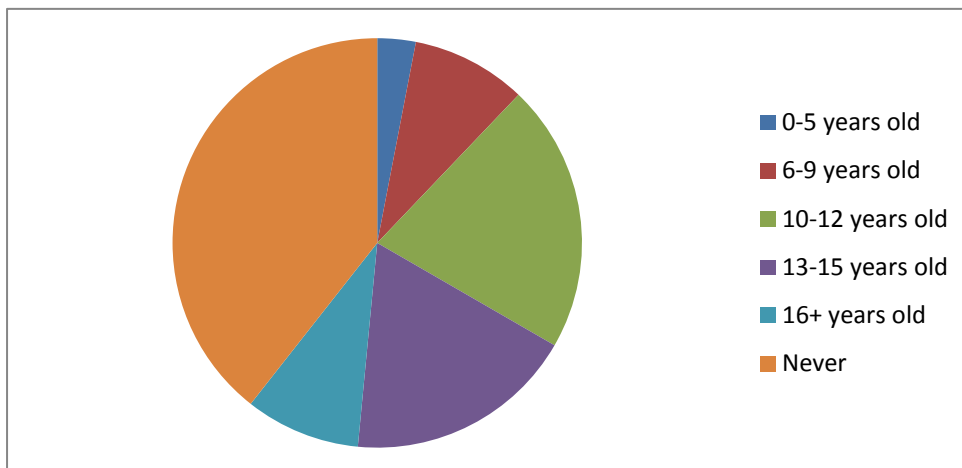
Figure 9- When did you start learning English?



Question 15- When did you start learning English at school?

13 informants report that they had never received English instruction at school, 7 participants declare that they started to learn English at school from ages 10-12, and 6 from ages 13-15, 3 interviewees began from 6- 9 years old, 3 were 16 or above, and the last one began between '0'-5 years old. The data on the age when English was initially studied at school is presented in figure 10.

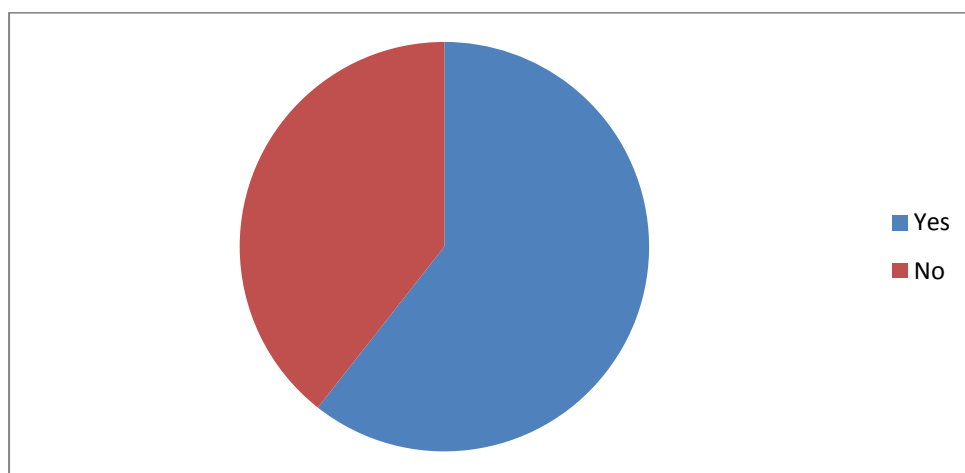
Figure 10 - When did you start learning English at school?



Question 16- Have you attended any English classes, or have you taken any English language classes in Iceland?

20 informants state that they have attended some English classes, or that they have participated in some form of English language learning in Iceland. The rest of the 13 participants have not done so. This information is pictured in figure 11.

Figure 11- Have you attended any English classes, or have you taken any English language classes in Iceland?



Question 16a- If yes, what English classes were these and where were they taken?

20 informants reported that they had not attended any English classes in Iceland. However, 8 of them, even though that have not taken part in any formal language teaching, stated that have studied alone in different ways. 13 interviewees state that they have either gone to the language school (Retor & Mímir) in order to learn English, or that they had gone to the state school where English is one of the taught subjects.

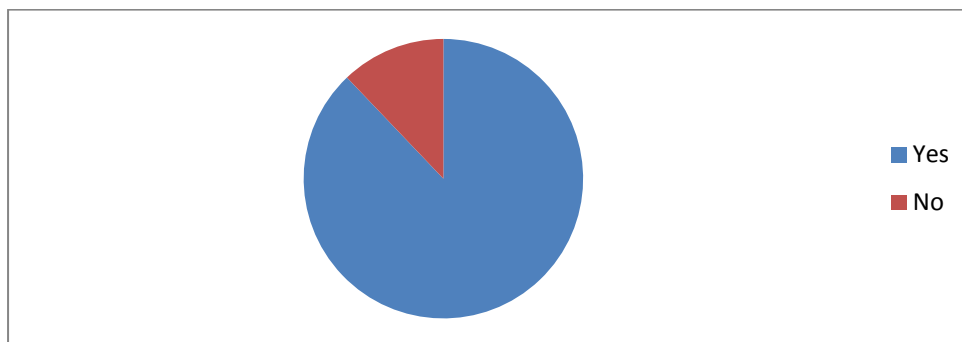
Question 16b- If yes, how did you conduct the language learning?

The informants who had taken the formal classes learn English by doing homework and general preparing for the lessons. The participants stated that they learn English most from the constant use of it in their daily lives: at work, with friends, or dealing with numerous matters in that language. The informants frequently use the internet and books to improve their English, but many underline that they also acquire it through simply watching TV or going to the cinema or listening to radio.

Question 17- Have you attended any Icelandic classes or have participated in any Icelandic language study in Iceland?

The vast majority of 29 participants stated that they have attended some Icelandic classes, or have participated in Icelandic language study in Iceland, whilst only 4 have not done so. Figure 12 demonstrates this data.

Figure 12- Have you attended any Icelandic classes or have participated in any Icelandic language study in Iceland?



Question 17a- If yes, what Icelandic classes were these and where?

26 of the participants report that they have attended Icelandic language courses, or have gone to the state school where they had to learn Icelandic for schooling purposes. The language courses were at most cases taken at Mímir or Retor school.

Question 17b- If yes, how did you conduct the Icelandic language learning?

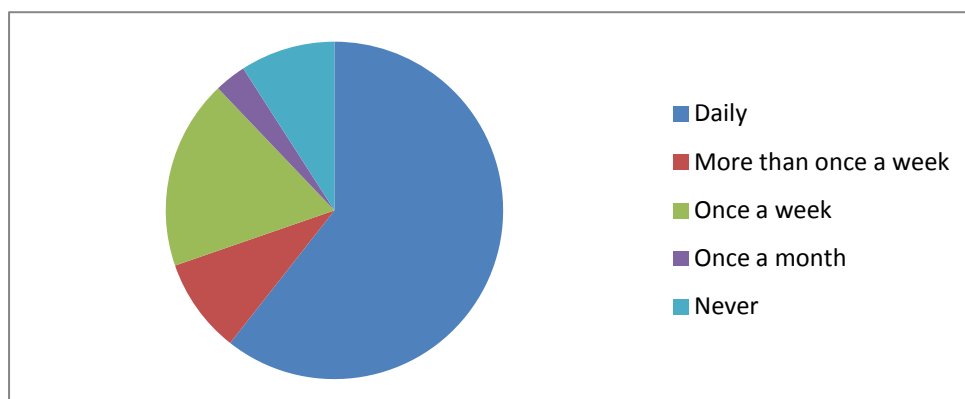
The interviewees who go to the school improve their language by doing homework or simply by revising the material from classes. The informants also profess to learn the language through constant language use at work or when talking with their peers. They also acquire specific vocabulary when they need to prepare for unique situations like a visit to the doctors or dentist. Internet, books, newspapers, and dictionaries are commonly shared sources for developing Icelandic. Some of the informants state that they use the Icelandic online website at home to work on their Icelandic.

4.4. The views on how often English and Icelandic is used in Iceland

Question 18a - How often do you use English?

The majority group of 20 informants stated that they use English every day. 6 participants profess to use English once a week and 3 more than once a week. 1 interviewee speaks English once a month and 3 claim that they never use English. The information on the English language use is presented in figure 13.

Figure 13- How often do you use English?



4.4.1. Use of English by gender, education, age and intended stay in Iceland

a) Use of English by gender:

A majority of 11 informants who use English every day were female, along with a following 9 male participants, claimed to use the language daily. 1 woman and 2 men claimed to use this language more than once a week. 3 females and 3 males professed to use English around once a week. Only 1 male claimed to use English no more than once a month. 2 females and 1 male claimed to have never used English in Iceland.

b) Use of English by education:

A majority of 7 informants that used English every day had a master's degree level of education. A slightly smaller group that used this language with the same frequency consisted of 6 participants with secondary degrees. Two interviewees had elementary degrees, 2 had received technological degrees, and 2 participants with both secondary and technological degrees used English every day in Iceland. One person with a vocational degree also claimed to use English daily in Iceland. The majority that claimed to use English more than once a week consisted of two participants with elementary degrees, and only one person with both secondary and technological degrees used this language with the same frequency. English is being used once a week by 3 of the informants with secondary degrees, 2 with master's

degrees, and 1 with an elementary degree. English is used around once a month by only one interviewee who had both secondary and technological degrees. A majority of 2 participants that never used English have completed secondary degrees, and one person that also confessed not to use this language in Iceland has both a secondary and a technological degree.

c) Use of English by age:

Two of the most numerous, yet equal in number, groups that use English everyday consisted of informants of ages 19-24 and 25-35. Then, 3 participants of ages 36-45, 2 of ages 46-55, and 1 of age 18, claimed to use this language with the same frequency. A majority of 2 informants of age 18, and one of '56 or above' claimed that they used English more than once a week. A group of 2 interviewees of ages 35-45, and another group of 2 in the age group, '56 or above', and also one informant of age 18, professed to use English around once a week. Only one person of an age of 36-45 claimed to use this language no more than once a month. English is never used by 2 of the informants of ages 46-55, and one of an age of 56 or above.

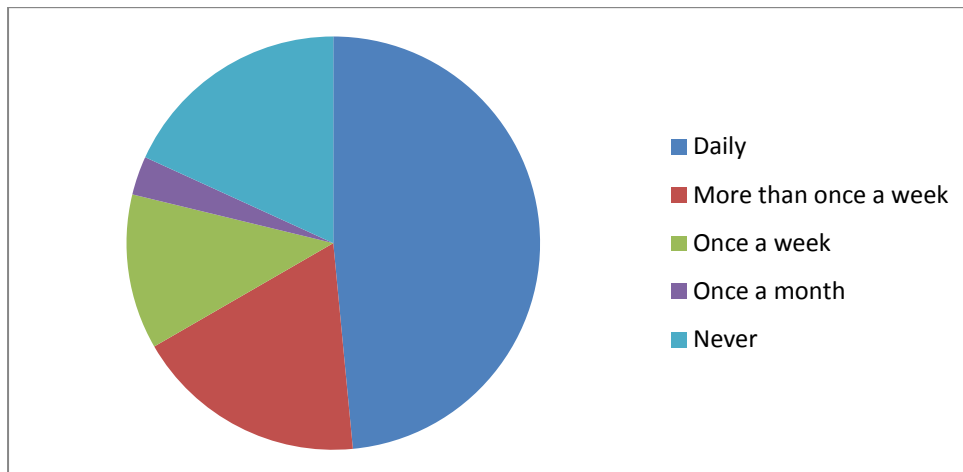
d) Use of English by intended stay in Iceland:

A majority of 12 informants that use English everyday were unable to estimate for how long they intended to stay in Iceland. The following two groups both consisted of 3 participants, and claimed that they planned to stay in the country permanently or for between 1-5 years. One interviewee who planned to remain in Iceland from between 1-3 months, and one from between 1-6 years, claimed to use English every day. English is used more than once a week by two of the interviewees, who both planned to stay in Iceland permanently, and by one interviewee who could not estimate the intended duration of their stay in the country. The largest group of informants that used English around once a week consisted of people who planned to stay in Iceland permanently. A slightly smaller group, comprising of 2 interviewees that had difficulty determining how long they would remain in Iceland, used this language with the same frequency. Only one person used English around once a month that was unable to declare for how long they intended to remain within the country. A majority of participants who never used English was formed by 2 people who planned to stay in Iceland permanently, and from one person (who also claimed not to use English) who was unable to declare for how long that they wanted to stay in the country.

Question 18b – How often do you use Icelandic?

A half of the participants (16 people) use Icelandic every day, 6 informants use this language more than once a week, and 4 once a week. 1 interviewee states that they use Icelandic once a month and 6 never do. Figure 14 demonstrates this data.

Figure 14 – How often do you use Icelandic?



4.4.2. Use of Icelandic by gender, education, age and intended stay in Iceland

a) Use of Icelandic by gender:

Eight of the female and 8 of the male participants confessed to using Icelandic every day; 4 of the women and 2 of the men claimed to use Icelandic more than once a week; 2 of the females and 2 of the males professed to have used Icelandic approximately once a week, and only one female claimed that she used the language little more than once a month. 2 of the women and 4 of the men confessed to never use this language in their day-to-day lives.

b) Use of Icelandic by education:

Icelandic was found to be being used most by informants with either elementary education, both secondary and/or technological degrees, and those with an M. A. (or an equivalent degree). All three of these groups, numbering 4 people each, confessed to use Icelandic on a daily basis. Icelandic is also used every day by 3 of the interviewees who held a secondary degree, and one who held a technological degree. The largest group which used Icelandic more than once a week consisted of participants who held secondary degrees (3 people). The second largest group consisted of 2 informants with master-level degrees, who claimed to use this language with the same frequency. One interviewee with both secondary and technological degrees also confessed

to use Icelandic more than once a week on a regular basis. Icelandic was used at least once a week by 2 of the participants with secondary degrees, and also by 2 with master-level degree. Only 1 informant with an elementary degree uses Icelandic around once a month. The largest group of participants who state that they never use Icelandic consists of 3 people who also hold a secondary degree. One informant from each education category (vocational, secondary and master's degree) also claimed that they never used Icelandic.

c) Use of Icelandic by age:

The largest proportion of those using Icelandic every day are represented between two groups (one of age 18 and one of age 46-55), consisting of 4 participants each. The second largest group consisted of 3 informants of ages between 36-45, and then two participants of ages between 19-24, and also 2 participants of ages between 25-35. Icelandic used more than once a week is primarily observed in the cases of people of age 19-24 (3 informants), and by one participant of age 25-35, one of 36-45 and one of 56 or above. The majority that uses Icelandic once a week is of ages 36-45 (2 people), and then one interviewee of age 46-55, and one of 56 years of age or above professed to use this language in the same frequency. Only one participant of an age between 25-35 professed to use Icelandic around only once a month. The most numerous group (of 3 informants) who claim that they never used the local language is of ages between 25-35. A slightly smaller group (2 people) that claim never to use Icelandic is of ages between 25-35, and one participant of the age 56 and above never uses Icelandic.

d) Use of Icelandic by intended stay in Iceland:

The largest group of people that claimed to use Icelandic every day consisted of people who were unable to estimate for how long they intended to stay/reside in Iceland. The second largest group of participants who wanted to stay in the country on a permanent basis stated that they used the language every day; 2 interviewees who plan to stay from six - 10 years also use Icelandic every day. Groups of 2 people each, respectively, who wanted to stay in the country from one to five years, for good, or 'cannot estimate for how long' confessed to use Icelandic little more than once a week. Icelandic is used up to once a month by only one person who does not know for how long they wanted to stay in the country. A majority of 4 participants that never used Icelandic did not know for how long they intended to stay in Iceland. 1 informant that plans to stay in the country from between one to three months, and 1 from between one to five years, claimed that they never used Icelandic.

4.4.3. Summary of use of English and Icelandic by gender, education, age and intended stay in Iceland

1) Summary of use of English:

a) Education:

The most numerous group of participants who use English every day are those with a master's degree, and this group is formed of 7 out of 9 informants with such a degree. English was never used in the case of 3 interviewees, 2 of them had only finished their education in secondary school, whilst the third held a high school degree with addition in technological.

b) Age:

The most significant groups that use English every day are formed by participants of age 19-24 and 25-35 - all informants of that age confess to use English every day.

c) Intended stay:

According to their declared, intended stay in Iceland⁶, the most numerous group is formed from 12 interviewees who were unable to declare for how long they wanted to stay in Iceland, and this represented 75% of the total participants with such unspecified plans. All 3 out of the 3 people who wanted to stay in Iceland from between 1-5 years stated that they used English every day, and the only one person who planned to remain in the country from between 1-3 years also used English every day. As can be seen from the results, all the informants who planned to leave Iceland in less than 6 years and a majority of those who had difficulty declaring how long they wanted to stay in the country use English every day. According to gender, English is used more often by women; this was the case for 11 out of 17 female informants (64%), whilst only 9 of 16 men (56%) declare to use English every day.

2) Summary of use of Icelandic:

a) Education:

Icelandic, on the other hand, is used every day by an equal number within the subject-groups - with elementary degrees, both secondary and technological and master's degrees. 80 % of participants with both secondary and technological degrees and elementary degrees use Icelandic every day, whilst 44.44% of participants with master degrees used Icelandic every day. What is significant is the 4 participants of elementary school-level of education are of

age 18 and still pursue education with their local peers (4 interviewees in age of 18 participated in the study).

b) Age:

The other significant age group that used Icelandic every day is of ages 46- 55, and 80% of people in this age confessed to use the language every day.

c) Intended stay in Iceland:

According to the 'intended stay in Iceland' analysis, the most numerous group of 8 interviewees is formed from people who cannot determine how long they plan to stay in Iceland, but it is 47% of the total number who also have difficulty with making this determination. The second most numerous groups consists of 6 informants who plan to remain in Iceland permanently, and this group is 60% of the total number of people that have these same plans. The smallest group is made up of 2 participants who plan to stay in the country from 6 to 10 years, but they are the only 2 with plans like that.

The most significant in the percentages of participants amongst all of the different groups are those who plan to remain in the country for more than 6 years and use Icelandic every day.

According to the gender variable, Icelandic is used more by men, 8 out of 16 male informants (50%), while only 8 of 17 women (47%) declare to use Icelandic every day. As illustrated below, the use of Icelandic in the every day does not vary very much

18c – How often do you use Polish?

All participants state that they use Polish every day.

4.5. Language skills in Icelandic and English

4.5.1. Language skills in Icelandic

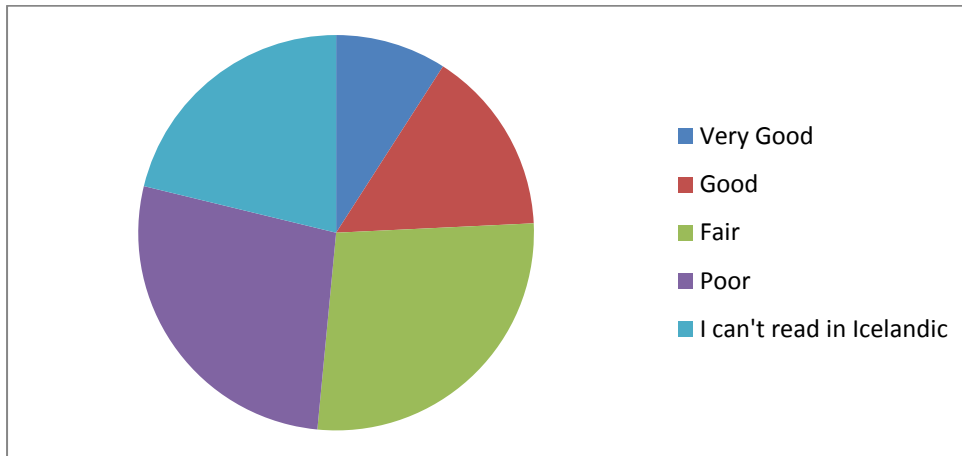
19- Rate your skill in Icelandic from 1 to 5. (1- I can't, 2- Poor, 3- Fair, 4 – Good, 5 – Very Good)

Reading:

The same number of informants (9 and 9 people) rated their reading in Icelandic as “fair” and “poor”. 5 participants assess this skill as “good”, and 3 as “very good”. 7 interviewees

estimate that they cannot read in Icelandic at all. Information on the reading skills in Icelandic is provided in figure 15.

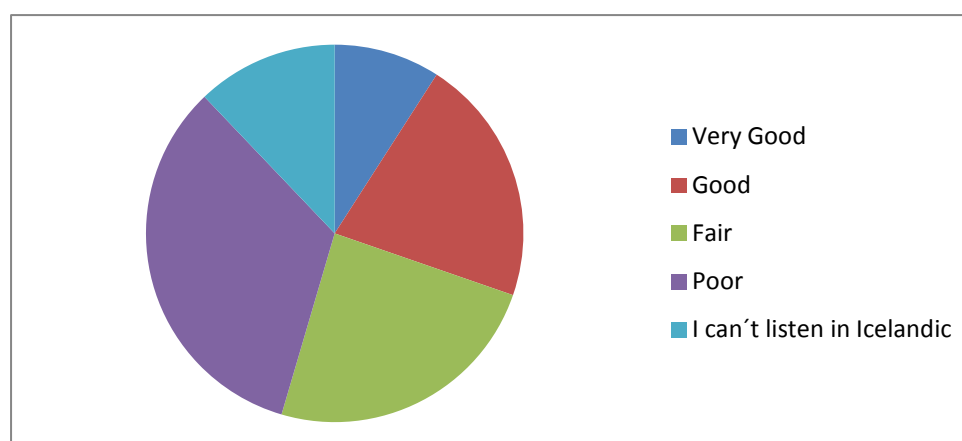
Figure 15- Shows the reading skills in Icelandic.



Listening:

The majority of 11 informants assess their listening in Icelandic as “poor” and 8 as “fair”. Seven interviewees estimate this skill as “good”, and 3 as “very good”. 4 participants cannot understand spoken Icelandic. The data on listening comprehension in Icelandic is presented figure 16.

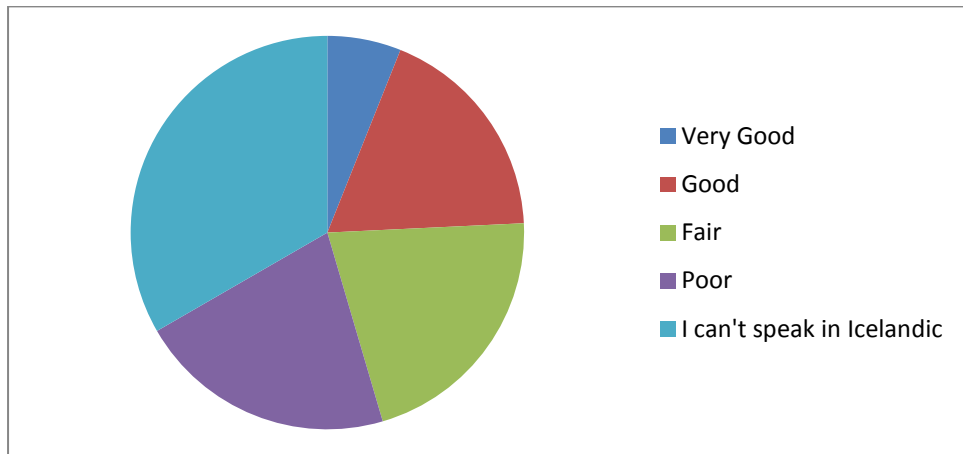
Figure 16- Provides information on listening comprehension in Icelandic



Speaking:

The majority of 11 participants claim that they cannot speak Icelandic. 7 informants report that their speaking skill in Icelandic is “poor”, and 7 estimate it as “fair”. 6 interviewees assess their speaking as “good”, and 2 as “very good”. Figure 17 demonstrates the information on speaking skills in Icelandic.

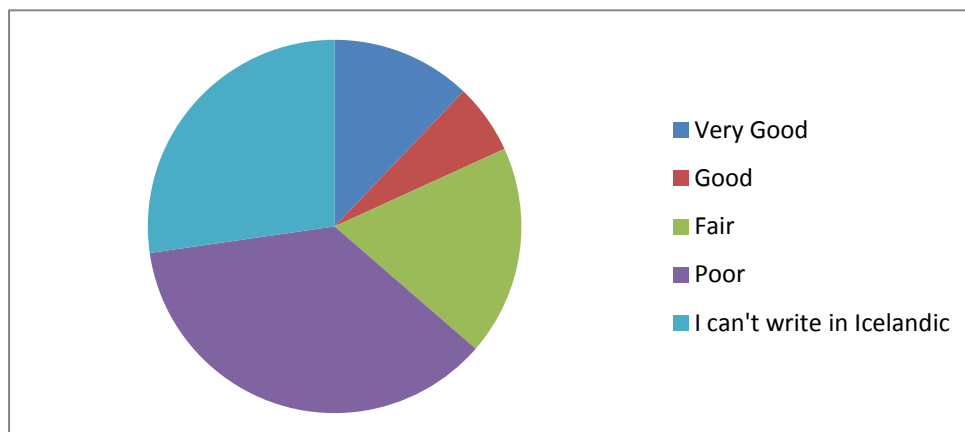
Figure 17- Shows the data on speaking skills in Icelandic.



Writing:

12 informants assess their writing in Icelandic as “poor” and 9 state that they cannot do so in Icelandic. 6 participants estimate their writing skills as “fair”, 2 as “good”, and 4 as “very good”. The data on writing in Icelandic is presented in figure 18.

Figure 18- The data on writing in Icelandic.



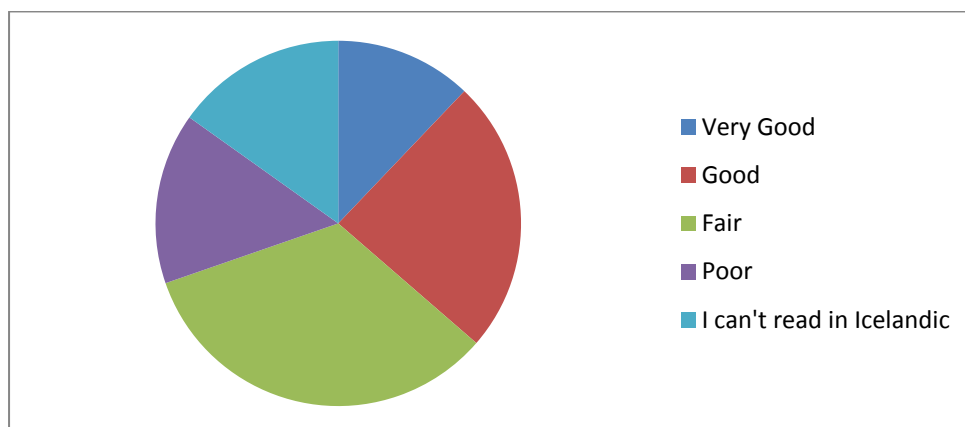
4.5.2. Language skills in English

Question 20- Rate you skills from 1 to 5 in English. (1 I can't, 2 - Poor, 3 - Fair, 4 - Good, 5 - Very Good)

Reading:

The majority of 11 informants assess their reading in English as “fair”. 8 participants estimate their skill as “good”, and 4 as “very good”. 5 interviewees state that their reading is “poor”, and 5 cannot read English. Figure 19 demonstrates the information on reading in English.

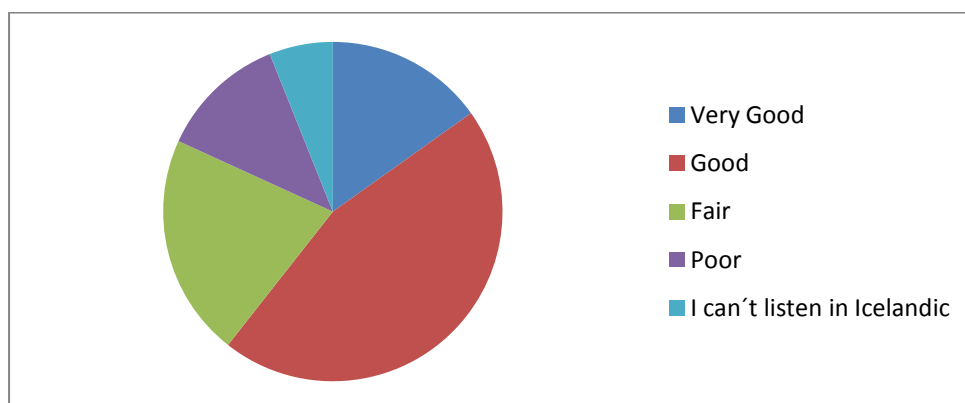
Figure 19- Provides the information on reading in English.



Listening:

Almost half of the test group (15 people) assessed their listening capability in English as “good”, and 5 participants as “very good”. 7 informants state that their skills were “fair”, 4 that they were “poor”, and 2 cannot understand spoken English. The information on the listening in English is presented in figure 20.

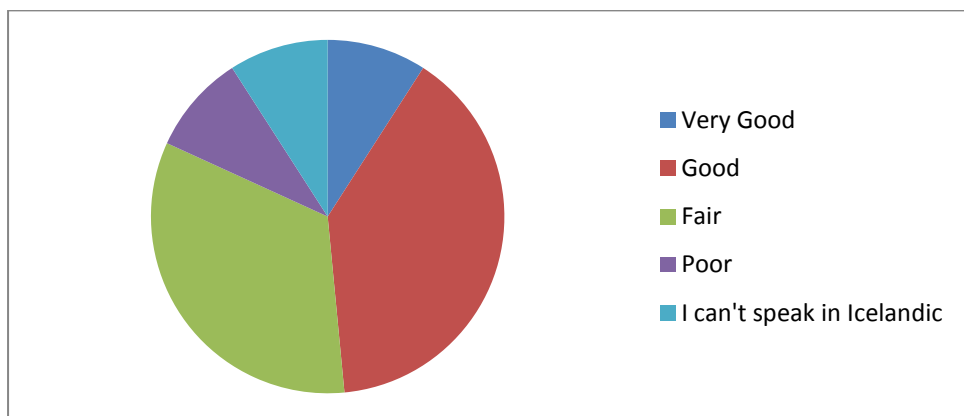
Figure 20- Shows the data on the listening in English.



Speaking:

The majority of 13 informants stated that their speaking standard of English was “good”, and 3 as “very good”. 11 participants assessed that they can speak in English “fairly” and 3 “poorly”. 3 interviewees confess that they cannot speak English. Figure 21 provides the information on speaking in English.

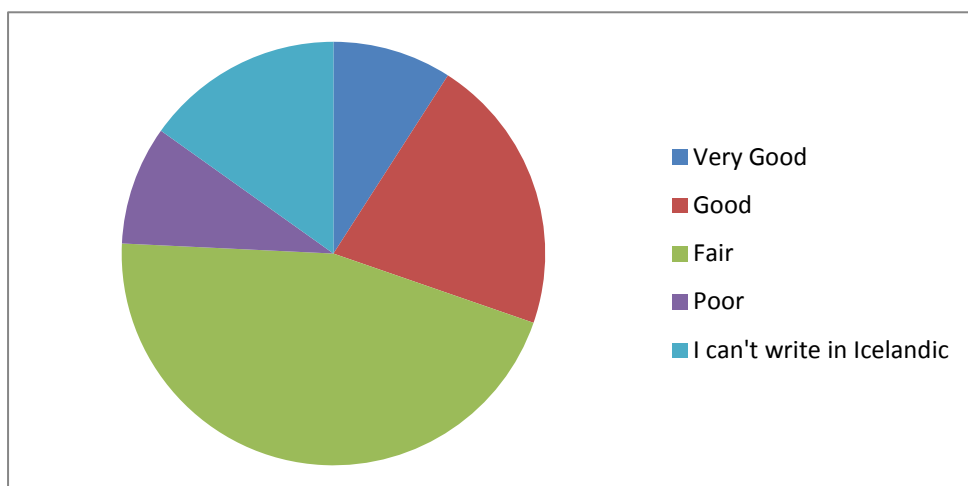
Figure 21- The information on speaking in English.



Writing:

Almost half of the test group (15 interviewees) assessed their writing in English as “fair”. 3 participants think that they write “poorly” in English, and 5 cannot write in English at all. 7 informants estimate their writing skill to be “good”, and 3 as “very good”. The data on writing in English is presented in figure 22.

Figure 22- Provides the data on writing in English



Listening seems, according to these results, to be the most-developed skill found in our participants, since 20 of them assessed it as “good” or “very good”, whilst writing appeared to be the least-developed skill since so few informants (10 people) estimated it as “good” or “very good”.

4.5.3. The summary of skills in English and Icelandic

Whilst only 7 informants stated that their Icelandic was “good” or “very good”, 14 of the participants estimated their English as “good” or “very good”. All language skills - including reading, speaking, listening, and writing - in English are estimated by the informants as much better than the respective skills in Icelandic. In both languages, listening seems to be the most developed skill. Whilst 20 participants can understand spoken English well (15 people) or very well (5 participants), only 6 have difficulties (4 interviewees claimed “poorly”, & 2 “cannot”). Spoken Icelandic can be well (7) or very well (3) understood by 10 informants, whilst 15 have difficulties (11 “poorly” and 4 “cannot”). Writing in both languages, however, seems to be the least developed skill: 12 interviewees can read well (4) or very well (8) in English, whilst 5 do “poorly” and 5 “cannot at all”. In Icelandic, it has been reported that only 2 informants can write well and 2 very well, whereas 12 write “poorly” and 9 “cannot”.

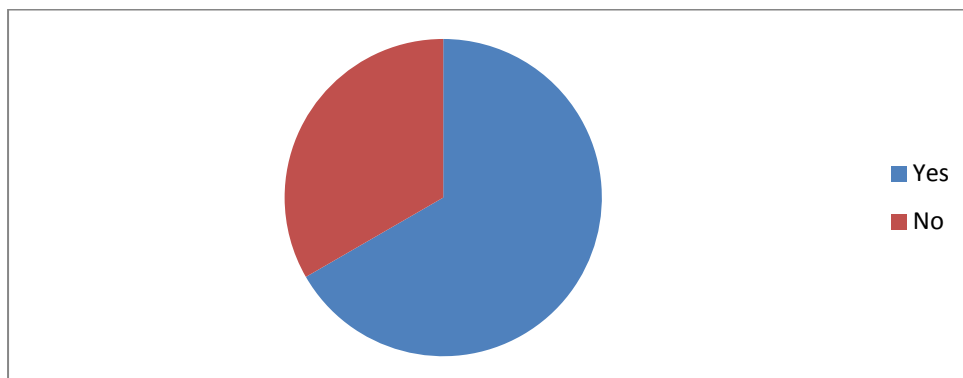
4.6. The effect of English on the use of Icelandic and how living in Iceland had affected English

The last set of questions concerned the effect of English on the use of Icelandic and how living in Iceland had affected their English skills.

Question 21 – Do you think that knowing English has effected your learning/ using of Icelandic?

The majority (22 informants) stated that English has affected their learning or using of Icelandic, and 11 participants think that it has not. The data on English having an effect on learning or using Icelandic is presented in figure 23.

Figure 23 – Do you think that knowing English has effected your learning/ using of Icelandic?

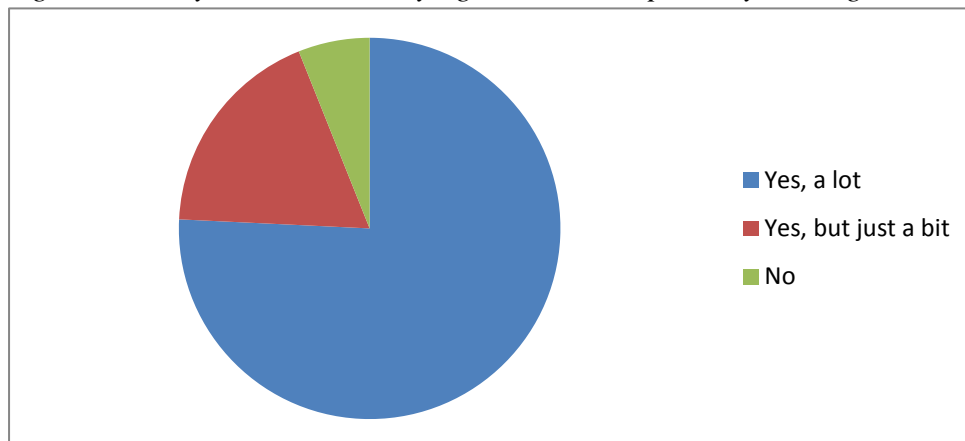


Those interviewees who stated that English has affected their learning or using Icelandic also report that they learn the local language through their use of English. Some of the participants find similarities between English and Icelandic, which makes the task of learn Icelandic easier. One of the informants thinks that translations of vocabulary to Polish are often not accurate enough and thinks that it is better to translate into English. A significant number also profess that they felt that if they did not speak English at all, they would learn Icelandic with much more success. 3 informants state that they do not feel a need to learn Icelandic since they felt they could get by with their English; however one of them notes that this attitude has been changing due to economic crisis, one of which is the increasingly common requirement to speak Icelandic.

Question 22- Do you think that staying in Iceland improved your English?

25 interviewees stated that living in Iceland had improved their English a lot, 6 that it had improved it a little, and only 2 confess that it had not. Figure 24 provides the information on stay in Iceland having improved English.

Figure 24- Do you think that staying in Iceland improved your English?



Question 22a- If you felt your stay in Iceland has improved your English, could you please explain in what way you felt your English was improved.

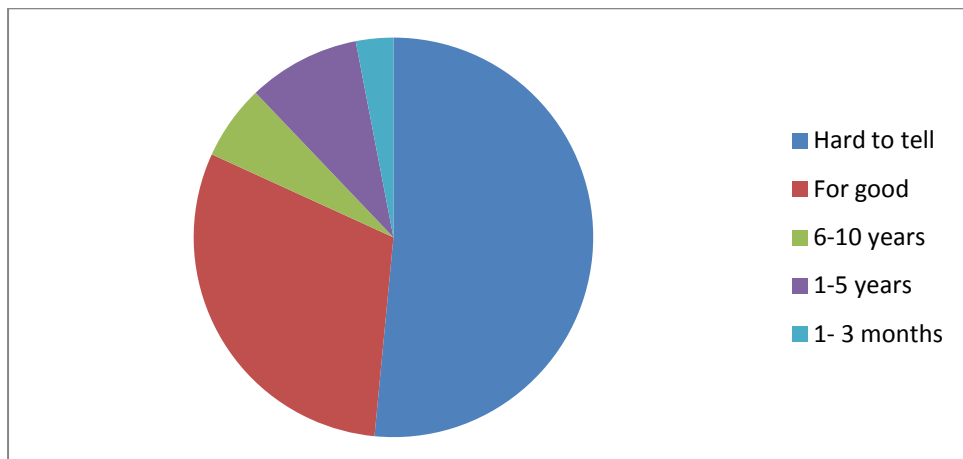
A great majority stated that their English was much improved thanks to the frequency with which they have had to use the language. Many of them indicated that there were more opportunities to practice the language in Iceland than were available in Poland. 5 interviewees informed that they only began learning English the moment that they arrived in Iceland. All participants believe that Iceland is much more exposed to English, and that it is much more comfortable speaking English as an L2 than other countries. They consolidate their proficiency in this language by regularly repeating phrases, formulating structures for commonly reoccurring situations.

Question 23- For how long do you plan to stay in Iceland?

More than half of the informants (17 people) were unable to declare how long they intended to stay in Iceland. The second largest group of participants (10 people) plan to stay in Iceland in the long-term. 2 intend to live in Iceland for between 6 to 10 years, 3 intend to remain for between 1 to 5 years, and one intends to remain for between only 1 to 3 months.

The data on the plans for staying in Iceland (in years) is presented in figure 25.

Figure 25- For how long do you plan to stay in Iceland?

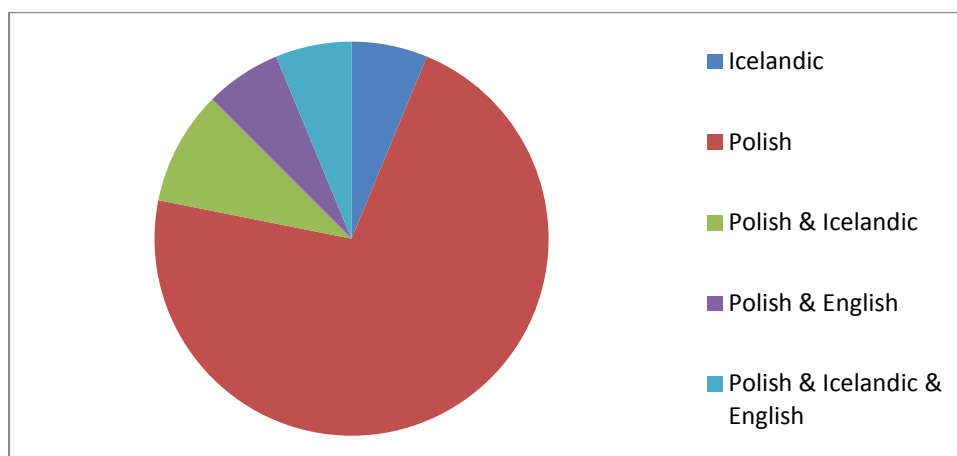


Question 24- In what language do you speak or would you speak to your child/ children?

32 informants were included in the analysis, since one of them is single and is not thinking of having children. In this question it was possible to tick more than one answer.

Polish and Icelandic are the two languages that would be used as the only language to speak to a child/ children. Only 2 people would use Icelandic as the only language for communication with their child. 30 informants use or would use Polish or Polish together with different language/ languages; 23 informants would speak only in Polish, 3 in Polish with Icelandic, 2 in Polish with English and 2 in all three languages : Polish, Icelandic and English. Figure 26 demonstrates this data.

Figure 26- In what language do you speak or would you speak to your child/ children?



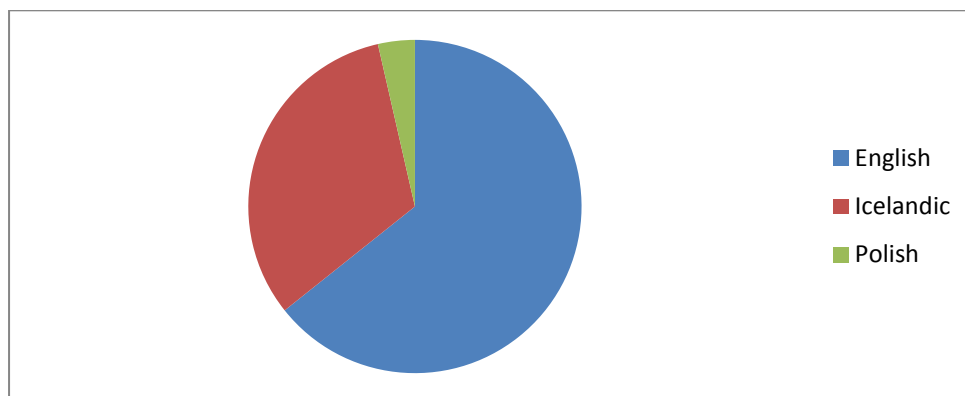
All the 28 informants who declare using Polish to communicate with their child/ children give the same reason, which is namely their desire to cultivate the native language and culture in the next generation. Some of them also explain this choice as due to the fact that the Polish language is the easiest and most accurate language in which they can communicate themselves. One informant considers language to play an important role in shaping one's view of the world and the reality. Those who would use both Polish and Icelandic reason that this is due to their wish for also cultivating the mother language and culture, whilst learning Icelandic would naturally make the life of the child easier by providing access to more opportunities and a better future in Iceland. The same reason for speaking in Icelandic to a child/ children was given by the participant who chose this language as the only use that would be used for this purpose. The interviewees who decided to speak their child/ children in English explain that this decision was due to all the benefits that come from possessing this global language, as well as preparing their child for bilingualism. The participant who would like to use all three languages - Polish, Icelandic and English - stated that they thought it was good for the young in their youth, and in their future, to be able to speak many languages.

Question 25- What language is the most useful for you in Iceland?

In this question the participants were asked to choose only one answer, 5 of them ticked more than one answer, so therefore they were not taken into the analysis. 28 informants were evaluated for this inquiry.

18 informants reported that English was the most useful language for them in Iceland. Icelandic was found to be most useful by 9 participants, and Polish by only one person. This data is presented in figure 27.

Figure 27- What language is the most useful for you in Iceland?



According to the participants' experience, English appears to be the most useful language for the immigrant, since it can be understood everywhere and by everyone (both other foreign immigrants and Icelanders). These informants called English a 'universal language' in Iceland, since it is the easiest means of communication for many foreigners.

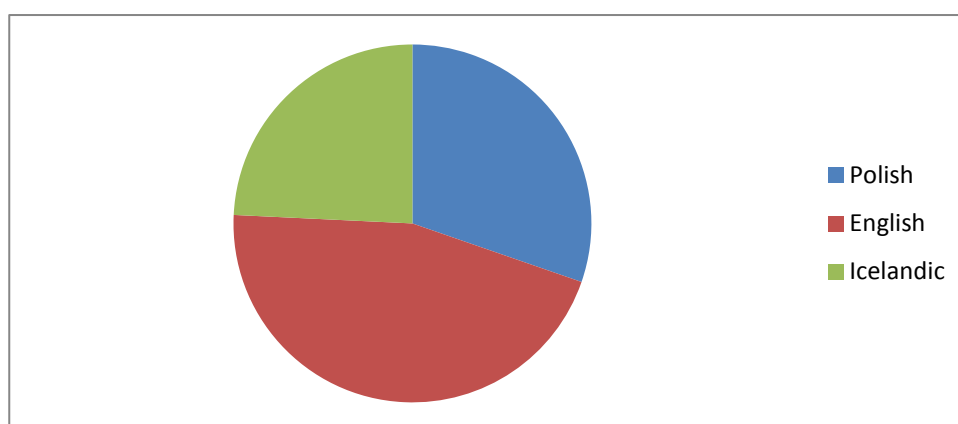
Those who chose Icelandic give the simple reason of it being the official language of the country, and furthermore, one of them explained that a proficient Icelandic speaker has a much higher chance of securing work.

Only one informant considers Polish to be the most useful language, due to the fact that the informant's friends are Polish and therefore this language is the most useful to the individual.

Question 26- To sum up, what language do you use the most in Iceland?

Almost a half (15 informants) states that they use English at most in Iceland. Polish in this status is noted by 10 participants and Icelandic by 8. Figure 28 demonstrates the information on the most language used the most in Iceland.

Figure 28- To sum up, what language do you use the most in Iceland?



5. Discussion

The primary goal of this study was to obtain insight into the language use of English and Icelandic by Polish immigrants in Iceland. Through this research we wanted to reveal which languages they use at work, with friends, and when dealing with official situations like visiting the bank or when simply shopping. One of the aims was also to find out with what frequency Icelandic and English is used, and how it varies by gender, age, education and one's intended stay in Iceland. It is been commonly known that English plays a significant role in Iceland, and using the results of this research we hoped to discover what its role and position is for Poles in Iceland.

The findings of this study suggest that even though a large number of Poles have attempted to learn Icelandic, they still have a higher proficiency in English, and so use this language more often than the local one.

It must be stressed that these findings were all based on interviewees' self-assessments and their individual language performance may be understood in different terms. For some, even saying 'goðan daginn' in Icelandic, or 'hello' in English, once a day was considered as a daily speech activity. Conversely, for others it was not, and by 'daily language use' they took the answer as referring to a longer conversation. These are also only 33 informants divided by gender, age and education which means that this is a very low sample and can only give indications and is not statistically significant.

Participants with secondary and technological degree showed the highest frequency of daily use of Icelandic (4 out of 5) possible because informants with higher education levels know and use more English. Same with informants of age of 18 they all confess to use Icelandic everyday and they are the only group of participants that all have the same language use. This may be because they went to school in Iceland giving them more proficiency. This despite 26 of the participants having attended an Icelandic language course or had been involved in another form of language learning.

Four out of five interviewees from age 46-55 confess to use Icelandic every day. The largest group that use Icelandic everyday consists of 8 informants who are not able to declare for how long they want to stay here but it is only 8 out of 17 people who belong to this category, so intended length of stay did not seem to play a large part in the choice to use Icelandic. There is not a large difference in the use of Icelandic by sex.

Masters degree students showed the highest frequency of English (7 out of 9 participants use English everyday in Iceland). Same with the youngest age groups 19-24 and 25-35 where in both cases 7 out of 7 informants confess to use English every day. People who are not able to declare for how long they want to stay in Iceland are the most numerous group of speakers that use English every day (12 out of 16). There is a similar language use of English by gender. The relatively high proportion of English-use shows a trend of developing Poles' English-language skills whilst living in Iceland - proficiency in this language has grown significantly as 31 of the 33 informants stated that staying in Iceland had improved their English, whilst 25 of them informed that it had improved a lot and 6 'just a little bit'. English is also found to be 'more useful' than the local language, in that 18 participants opted for English as the most useful language to have as a L2 in Iceland, whilst only 9 opted for Icelandic being the most useful. Many of them underlined that before they had moved from Poland, they had not had any contact with English-speakers, and that with their arrival to Iceland they were put into a situation in which this language is commonly used almost everywhere. The interviewees said that they could hear English in the TV, radio, on the streets, and, as mentioned before, that they use this language every day. Moreover, they chose to call this language a 'universal' one, since it is a medium between Icelanders and other immigrants; as such, they say it is the easiest language for communication. Below the implications of these results is discussed.

6. Conclusion

The findings of this study indicate that English currently is (at least considered) a highly valuable language skill for Poles in Iceland. As it is described below, this language is more often used in Iceland than Icelandic, even though it is not the official language of the country. Polish immigrants seem to have a higher proficiency in English than Icelandic, and the majority of them had acquired these language skills in Iceland through their constant use of and high exposure to English. Only the youngest informants, and almost all (except for 1) of ages 46-55, use Icelandic every day and also more often than English, whereas the rest of the participants use English with a higher frequency. Those who are in the process of learning Icelandic frequently state that they need to use English as supporting language when they are not able to fully express themselves in the local language, such that English plays the role of the medium by which Icelandic is currently being taught. The youngest and participants over forty use Icelandic the most often. These conclusions suggest that English is used as a lingua franca between Polish immigrants and native Icelanders. Possibly Icelandic workplaces are becoming multilingual and English becomes by default, the language of communication. This trend has implications for teaching Icelandic as a second language as the findings suggest that immigrants can get by using English decreasing motivation to spend long hours studying Icelandic, which again has implications for integration and participation of immigrants in all areas of Icelandic life. Surprisingly length of stay does not seem to affect motivation to learn Icelandic. The majority of the respondents said that they were not sure how long they would be staying, which suggests that they do intend to return home. Because of the small number of participants, the findings of this study are not conclusive. For this we would need a much larger sample. It does suggest however, that English plays a vital role in Icelandic life and its changing status needs to be considered in language and educational policy.

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Appendix A

Ankieta jest anonimowa. Jest realizowana w celu zbadania statusu języka angielskiego, islandzkiego i polskiego wśród Polaków na Islandii. W imieniu Uniwersytetu Islandzkiego chciałabym podziękować za poświęcony czas by wypełnić ankietę.

(The survey is anonymous. It is being realized in order to examine the status of English, Icelandic and Polish among Polish people in Iceland. On behalf of University of Iceland, I would like to thank for the time you devoted to complete the survey.)

1) Jaki jest Twój wiek? (What is your age?)

- 18 lat (years)
- 19-24 lat (years)
- 25-35 lat (years)
- 36-45 lat (years)
- 46-55 lat (years)
- 56+ lat (years)

2) Jaka jest Twoja płeć? (What is your gender?)

- Kobieta (Female)
- Mężczyzna (Male)

3) Jak długo jesteś na Islandii? (How long have you been in Iceland?)

- mniej niż rok (less than one year)
- 1-3 lata (years)
- 4-6 lat (years)
- 7-10 lat (years)
- 11-15 lat (years)
- 15+ lat (years)

4) Jaki jest Twój poziom wykształcenia (What is your level of education)?

- podstawowe (elementary)
- zasadnicze zawodowe
- średnie (secondary)
- techniczne (technological)
- licencjackie (B.A./B.Sc degree)
- magisterskie (M.A./M.Sc/MBA (or equivalent))
- doktorskie (Ph.D)
- Inny (Other)
- Jaki (What?)

5) Czemu przeprowadziłeś/aś się do Islandii? (Why did you move to Iceland?)

You can tick more than one.

- dla stałej pracy (for work)
- dla przygody, nowego doświadczenia (for adventure, new experience)
- by zarobić pieniądze (to make money)
- dla rodziny (for family)

6) W jakim zawodzie pracujesz? (What is your occupation?)

- Przemysł/ Budownictwo (Industry/ Construction)
- Usługi/ Turystyka (Service/ Tourist)
- Edukacja/ Medyczne Usługi (Education/ Medical Services)
- Praca w domu/ Bez pracy (Work at home/ Without Work)
- Rolnictwo (Agriculture)

-Inny (Other)

7) Jaka jest Twoja narodowość? (What is your nationality?)

- Polska (Polish)
- Inna (Other)

8) Jaki jest Twój ojczysty język? What is your first language?

-Polski (Polish)

-Inny (Other)

-Jaki język? (What language?)

9a) Jaki jest Twój status małżeński? (What is your marital status?)

- W związku małżeńskim (Married)
- W związku (in a relationship)
- W stanie wolnym (single)

Jeśli nie jesteś w związku, omiń pytania b i c. (If you are single skip question b and c)

b)* Jakiej narodowości jest Twój partner? (What nationality is your partner?)

- Polskiej (Polish)
- Islandzkiej (Icelandic)

-Innej (Other)

-Jakiej? What?

c)*Jakiego języka używasz komunikując się ze swoim partnerem? (What language do you use when you communicate with your partner?)

- Polskiego (Polish)
- Islandzkiego (Icelandic)
- Angielskiego (English)

- Innego (Other)
- Jakiego? (What?)

d)Czy jest Twoja rodzina tutaj? (Is your family here?)

- Tak (Yes)
- Nie (No)

Jeśli nie ma tutaj Twojej rodziny, omiń pytanie e. (If your family is not here skip question e.)

e)Jacy członkowie Twojej rodziny są tutaj? What your family members are here?

Mozesz zaznaczyć więcej niż jedną odpowiedź. (You can tick more than one)

- Żona/Mąż (Wife/Husband)
- Dziecko/Dzieci (Child/Children)
- Rodzice (Parents)
- Rodzeństwo (Siblings)
- Krewni (Relatives)

10)Jakiego języka używasz w banku, na poczcie, robiąc zakupy?(What language do you use at the bank, post office, when shopping?)

Mozesz zaznaczyć więcej niż jedną odpowiedź.(You can tick more than one.)

- Polskiego (Polish)
- Angielskiego (English)
- Islandzkiego (Icelandic)

a)Jeśli używasz więcej niż jednego języka, proszę wytłumacz czemu, w jakich okolicznościach i jakie różnice są w użyciu. (If you use more than one language please explain why, in what circumstances and what the differences are in use.)

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11)Jakiego języka używasz, kiedy komunikujesz się ze swoimi znajomymi/przyjaciółmi? (What language do you use when you communicate with your friends?)

- Polskiego (Polish)
- Angielskiego (English)
- Islandzkiego (Icelandic)

- Innego (Other)
- Jakiego? (What?)

12)Jakiego języka używasz w pracy?What language do you use at work?

- Polskiego (Polish)
- Angielskiego (English)
- Islandzkiego (Icelandic)

- Innego (Other)
- Jakiego? (What?)

a)Jeśli używasz dwóch języków, proszę rozróżnij użycie i okoliczności (If you use two languages at work please distinguish their use and circumstances.)

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13)a)Jak mówisz po angielsku?(What is your General English Proficiency?)

- Bardzo dobrze (Very Good)
- Dobrze (Good)
- Srednio (Fair)
- Slabo (Poor)
- Nie mówię po angielsku (I don't speak English)

b)Jak mówisz po islandzku? (What is your General Icelandic Proficiency?)

- Bardzo dobrze (Very Good)
- Dobrze (Good)
- Srednio (Fair)
- Slabo (Poor)
- Nie mówię po islandzku (I don't speak Icelandic)

14)W jakim wieku zacząłeś/aś uczyć się angielskiego?(When did you start learning English?)

- 0-5 lat (years)
- 6-9 lat (years)
- 10-12 lat (years)
- 13-15 lat (years)
- 16+ lat (years)

15)W jakim wieku zacząłeś/aś uczyć się angielskiego w szkole? (When did you start learning English at school?)

- 0-5 lat (years)
- 6-9 lat (years)
- 10-12 lat (years)
- 13-15 lat (years)
- 16+ lat (years)
- Never (Nigdy)

16) Czy uczęszczałeś/aś na jakiegokolwiek zajęcia angielskiego, czy też uczyłeś/aś się angielskiego w inny sposób w Islandii? (Have you attended any English classes or have done some English language studying in Iceland?)

- Tak (Yes)
- Nie (No)

a)Jeśli tak (If yes):

Jakie zajęcia to były i gdzie?(What English classes were these and where?)

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b)Jeśli w jakiś inny sposób uczyłeś/aś się angielskiego w Islandii, proszę powiedz w jaki sposób. (If you have done any other English language studying please tell how you have done it)

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17) Czy uczeszczałeś/aś na jakiegokolwiek zajęcia islandzkiego, czy też uczyłeś/aś się islandzkiego w inny sposób? (Have you attended any Icelandic classes or have done some Icelandic language studying in Iceland?)

-Tak (Yes)

-Nie (No)

a)Jeśli tak (If yes):

Jakie zajęcia to były i gdzie?(What Icelandic classes were these and where?)

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b)Jeśli w jakiś inny sposób uczyłeś/aś się islandzkiego, proszę powiedz w jaki sposób. (If you have done any other Icelandic language studying please tell how you have done it.)

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18)

a)Jak często używasz angielskiego?(How often do you use English?)

-Codziennie (Daily)

-Więcej niż raz w tygodniu (More than once a week)

-Raz na tydzień (Once a week)

-Raz na miesiąc (Once a month)

-Nigdy (Never)

b)Jak często używasz islandzkiego?(How often do you use Icelandic?)

-Codziennie (Daily)

-Wiecej niz raz w tygodniu (More than once a week)

-Raz na tydzien (Once a week)

-Raz na miesiac (Once a month)

-Nigdy (Never)

c)Jak często używasz polskiego?(How often do you use Polish?)

-Codziennie (Daily)

-Wiecej niz raz w tygodniu (More than once a week)

-Raz na tydzien (Once a week)

-Raz na miesiac (Once a month)

-Nigdy (Never)

19) Oceń poszczególną swoją umiejętność od 1 do 5 w języku islandzkim. (Rate your skill from 1 to 5.)

5- Bardzo dobra (Very good) 4- Dobra (Good) 3- Średnia (Fair)
 2- Słaba (Poor)
 1 Nie umiem (I can't)

-Czytanie (Reading)
 -Słuchanie (Listening)
 -Mówienie (Speaking)
 -Pisanie (Writing)

20) Oceń poszczególną swoją umiejętność od 1 do 5 w języku angielskim. (Rate your skill from 1 to 5.)

5- Bardzo dobra (Very good) 4- Good (Dobra) 3- Średnia (Fair)
 2- Słaba (Poor)
 1 Nie umiem (I can't)

-Czytanie (Reading)
 -Słuchanie (Listening)
 -Mówienie (Speaking)
 -Pisanie (Writing)

21) Czy uważasz, że znajomość angielskiego mogła mieć wpływ na Twoje używanie i uczenie się islandzkiego? (Do you think that knowing English has effected your learning/ using of Icelandic?)

-No
 -Yes

Jeśli tak, proszę wylicz i wytłumacz skutki. (If yes, please number and explain effects.)

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22) Czy uważasz, że pobyt w Islandii poprawił Twój angielski? (Do you think that staying in Iceland improved your English?)

-Tak, bardzo (Yes, a lot)

-Tak, ale tylko trochę (Yes, but just a bit)

-Nie (No)

a) Jeśli jedna z odpowiedzi jest na tak, proszę wytłumaczyć w jaki sposób Twój angielski się polepszył dzięki pobytowi w Islandii. (If one of yes answers, could you please explain in what way your English was improved thanks to staying in Iceland.)

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23) Na jak długo zamierzasz zostać w Islandii? (For how long do you plan to stay in Iceland?)

-1-3 miesiące (months)

-3-12 miesięcy (months)

-1-5 lat (years)

-6-10 lat (years)

-Na stałe (For good)

-Ciężko określić (Hard to tell)

24) W jakim języku mówisz lub mówiłbyś/abyś do swojego dziecka/dzieci bądź też wnuków (wybierz dzieci lub wnuki)? (What language do you speak or would you speak to your child/ children or grandchildren (choose children or grandchildren?))

Można zaznaczyć więcej niż jedną odpowiedź. (You can tick more than one)

-Po polsku (In Polish)

-Po angielsku (In English)

-Po Islandzku (In Icelandic)

-W Innym (Other)

-Jakim? (What?)

Dlaczego używałbyś/abyś tego języka? (Why would you use that language?)

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25)Jaki język jest najbardziej użyteczny dla Ciebie w Islandii? (What language is the most usefull for you in Iceland?)

- Polski (Polish)
- Angielski (English)
- Islandzki (Icelandic)
- Inny (Other)
- Jaki? (What?)

Proszę uzasadnij swoją odpowiedź. (Please justify your answer.)

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26)Podsumowując ,jakiego języka używasz najczęściej w Islandii? (To sum up, what language do you use the most in Iceland?)

- Polskiego (Polish)
- Angielskiego (English)
- Islandzkiego (Icelandic)
- Innego (Other)
- Jakiego? (What?)

