

STEFANIE BADE  
PIERGIORGIO CONSAGRA  
HÁSKÓLA ÍSLANDS

# L1 Speaker, L2 Speaker, or Both? A Diachronic Investigation into Attitudes of University Students in Icelandic as a Second Language towards Their Teachers

## 1. Introduction

Linguistic variation is inevitably intertwined with social evaluation based on deep-rooted ideological positions that some ways of speaking are inherently better than others (Fuller 2019). An entire subfield of linguistics, sociolinguistics, has been dedicated to disentangling formal variants of language from the social meaning attached to them and underlying stereotypes about the (groups of) speakers using these variants. A prominent example of this kind of investigation is the contrast between the linguistic performance of L1 and L2 speakers.<sup>1</sup> Research has shown that ideologically motivated ideas about the superiority of L1 speakers can have

<sup>1</sup> In this paper, we will adopt the terminology based on the L1–L2 distinction, referring to L1 or L2 speakers/teachers. This choice is intended to avoid the evaluative bias inherent in the “native speaker” vs. “non-native speaker” dichotomy, which implies that “native” is inherently superior (Davies 2003; Dewaele 2018: 236). Additionally, in the context of applied linguistics, the native/non-native dichotomy is inadequate for discussing speaker proficiency, as it overlooks highly proficient L2 speakers and fails to recognize that being a native speaker does not necessarily equate to high proficiency in the first language. Hence, we refrain from reproducing this order of speakers based on hierarchy (cf. Kiczkowiak and Lowe 2021).

widespread consequences for L2 speakers, because they involve a wide array of often negative assumptions about personal and social attributes (Barrett et al. 2022; Levon et al. 2022; OECD 2024).

Differences in the evaluation of L1 and L2 speakers are also found in the Icelandic context (e.g. Stefanie Bade 2019, 2023, 2024, 2025a, 2025b). Over the past three decades, Icelandic society has experienced an upsurge in immigration, leading to a growing number of L2 speakers of Icelandic. In the first half of 2025, 17.6% of the Icelandic population were foreign citizens (Statistics Iceland 2025). In contrast, only 2.1% of inhabitants were immigrants in 1996, illustrating the rapid increase over this period (Statistics Iceland 2022).<sup>2</sup> These swift developments have occurred within a sociolinguistic context, where prevailing beliefs about the language's homogeneity and purity have significantly shaped standard language ideology (Ari Páll Kristinsson and Kristján Árnason 2024; Stefanie Bade 2024). Moreover, the increase in L2 speakers has fuelled a growing demand for teaching Icelandic as a second language, and, at present, Icelandic as a second language is the largest programme at the University of Iceland, including the diploma, the bachelor's programme, and other studies (*HÍ í tölum*).<sup>3</sup>

Sparked by Medgyes' pioneering study on the ideal-speaker teacher (1992), there has been growing interest in investigating attitudes towards teachers depending on whether the language of instruction is their L1 or L2. Drawing on the differences in L1/L2 speaker evaluation established by sociolinguistic research and the common (mis)conception of the L1 speaker's idealisation, this study is interested in uncovering whether such ideologies are present among adult learners at the University of Iceland in the L2 Icelandic classroom. This study is the first of its kind in the Icelandic context and contributes to the growing international body of research on attitudes towards teachers within the L1/L2

2 Because the definitions for the terms second language and foreign language vary among researchers – the terms are also used as synonyms at times – it is important to clarify how we use them. We adopt the definitions provided by Birna Árnbjörnsdóttir (2007: 15). According to her, foreign languages are learned by children and adolescents in school, but in this case the language is neither the one they speak at home nor the language of the environment typical for the speech community. In contrast, second languages are learned in the target language's environment.

3 For an overview of courses in Icelandic as a second language offered by language schools, see Hoffman et al. 2024.

dichotomy by providing insights from the Icelandic as a second language programme at the University of Iceland (henceforth IASL). It is also of sociolinguistic relevance, as it contributes to our understanding of speaker ideologies and the extent to which they are present in the L2 Icelandic classroom. As the research comprises two studies – the first conducted in 2018/2019 and the second, a replication of the first, administered in 2023/2024 – it further explores whether students' attitudes have been reproduced in the same way five years later. This diachronic approach provides a unique opportunity to compare students' attitudes. This research is of major interest to applied linguistics, as it can raise awareness among students, teachers, and educational authorities about attitudes towards teachers within the L1/L2 dichotomy, thereby addressing potential inequalities between the two teacher groups. This is particularly important because studies have shown that such issues can negatively affect L2 teachers' identity construction and self-perception, which, in turn, may influence classroom interactions (Day 2011) and lead to reduced credibility and doubts about their instruction (Yuan 2019). Secondly, this research provides a solid foundation for designing and revising instruction by identifying areas of teaching that require attention in line with principles of student-centred teaching.

Against this background, the paper aims to examine and compare the attitudes of students enrolled in Icelandic as a Second Language at the University of Iceland during the academic years 2018/2019 and 2023/2024, with particular attention to whether the teachers are L1 or L2 speakers of Icelandic. As research has shown that various factors – including teaching, learning strategies, and attitudes towards the L2 and the target country – affect students' attitudes towards L1- and L2-speaker teachers (see Section 2), the following research questions underlie the two studies:

- (1) How do students' general attitudes differ when instructed by an L1 versus an L2 speaker of Icelandic?
- (2) How do students' attitudes toward Iceland as a country and toward learning Icelandic differ?

- (3) How do students perceive the effectiveness of L1 and L2 teachers in teaching vocabulary, pronunciation, grammar, and Icelandic culture?
- (4) How do students' attitudes differ regarding their own proficiency in listening, reading, speaking, and writing?
- (5) How do students' attitudes differ toward various learning strategies?
- (6) How do students' attitudes differ in terms of motivation to learn Icelandic?

The overall structure of the paper is as follows. Section 2 provides an overview of research on attitudes towards L1 and L2 speaker teachers, addressing differences in evaluations related to certain factors. Section 3 discusses the IASL programme at the University of Iceland, including details about enrolled students and the teacher group. Section 4 presents the methodology of the study, focusing on the design, implementation, and analysis. Section 5 reports the findings, concentrating on the aims outlined in Section 1. Section 6 offers a discussion of the results. Finally, Section 7 summarises the main findings and provides concluding remarks.

## **2. The Ideal Speaker and Research on the L1/L2 Teacher**

Following Péter Medgyes' work (1992;1994) on L1 and L2 speaker teachers and the concept of the ideal speaker, the topic has received growing attention over the past 30 years. While initial studies focused on L2 teachers' attitudes towards their teaching (e.g., McKay 2003; Reves and Medgyes 1994; Samimy and Brutt-Griffler 1999) more recent research has examined students' attitudes towards L1 and L2 speaker teachers (e.g., Medgyes and Kiss 2020; Tajeddin and Adeh 2016; Walkinshaw and Duong 2012). Much of the literature has primarily investigated students' attitudes towards L1- and L2-speaking teachers of English. Similarly, academic discourse on L1 proficiency has largely been confined to teachers instructing English (e.g. Lasagabaster and Sierra 2002, 2005; Moussu and Llurda 2008).

Beyond attitudes, another important strand of this discussion concerns the concept of the ideal-speaker teacher. Medgyes (1992:348f.) defines two types of ideal teachers in his initial studies. These focus on whether a teacher is a native or non-native instructor of the language. According to him, the ideal native-speaker teacher has achieved high proficiency in the learners' mother tongue. In contrast, the ideal non-native speaker teacher has attained near-native proficiency in the language being taught. Given the circumstances in the classrooms of IASL at the University of Iceland, a clear distinction of teacher types according to this categorisation is not feasible. Students generally do not have Icelandic as their L1, nor do they typically share the L2 teachers' mother tongue, unless coincidentally. Regardless of the mother tongues, L2 teachers' languages are neither the target language nor the language of instruction (see Sections 3 for detailed descriptions of students and teachers). Most teachers have Icelandic as their mother tongue, and only a few may share an L2 student's mother tongue. Conversely, some L2 Icelandic teachers may share their mother tongue with certain students but not with others.

International research on attitudes<sup>4</sup> towards the two teacher groups has shown that students generally prefer L1-speaker teachers over L2-speaker teachers (Lasagabaster and Sierra 2002, 2005). This preference is often based on the belief that a successful teacher must be an L1 speaker, stemming from the assumption that L1 speakers are inherently superior (Tang 1999; cf. also Colmenero and Lasagabaster 2023). Although such views reflect a common perception, closer inspection of the literature reveals that attitudes towards L1- and L2-speaker teachers are more nuanced, as both groups are attributed a range of positive, negative, or neutral qualities. The complexity of these evaluations is illustrated with examples in the following section.

Results from previous studies indicate that L2-speaker teachers with high or near L1-like proficiency have specific advantages over their L1-speaker counterparts. They are often regarded as good role models in language acquisition, teach effective learning

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4 For a detailed overview of the nature and development of attitudes, see Garrett 2010.

strategies, and provide additional knowledge about the language. Furthermore, they understand students' difficulties and needs, anticipating challenges in language acquisition (Medgyes 1994, 2020; Seidlhofer 1999). L2-speaker teachers also command at least one additional language – their own mother tongue – which allows them to draw comparisons between languages, thereby facilitating students' understanding of vocabulary and structure, particularly for learners who share the same mother tongue (Barratt and Kontra 2000; Medgyes 1994; Pennington and Richards 2016). Other studies suggest that L2-speaker teachers empathise more easily with students, both in terms of language acquisition difficulties and experiences of living abroad, including culture shock and homesickness (Árva and Medgyes 2000; Guerra 2016). Moreover, L2-speaker teachers are believed to foster positive attitudes towards the instructed language and its associated country (Lasagabaster and Sierra 2005).

Turning to L1-speaker teachers, studies among students have revealed that they are associated with certain strengths. These include the authenticity of their language use, particularly pronunciation and vocabulary, which is thought to reflect the actual language of the speech community, i.e. that of L1 speakers (Medgyes and Kiss 2020; Tang 1999). L1-speaker teachers are also considered to have a large vocabulary (Barratt and Kontra 2000; Lasagabaster and Sierra 2002), superior speaking and listening skills, and generally better pronunciation (Guerra 2009; Lasagabaster and Sierra 2002; Samimy and Brutt-Griffler 1999; Tajeddin and Adeh 2016; Tang 1999; Walkinshaw and Duong 2012). In addition, they are positively linked with speech fluency, whereas L2-speaker teachers are associated more with accuracy (Medgyes 2020; Samimy and Brutt-Griffler 1999; Tang 1999). L1-speaker teachers are also associated with stronger knowledge of their respective country's culture (Barratt and Kontra 2000).

Despite differences in attitudes and perceived qualities between teacher types, Lasagabaster and Sierra (2002, 2005) found that almost half of the students (45%) showed no preference for either type. Among the remaining students, most (51%) clearly preferred L1-speaker teachers, whereas only 4% preferred L2-speaker

teachers. Other factors that potentially influence how teachers are viewed can be traced to individual characteristics, such as engagement, humour, and conduct (Reichenberg and Berhanu 2018). Apart from these aspects, structural factors such as course content and management of the language programme could affect overall satisfaction with the teachers (Brynja Þorgeirsdóttir 2024; Hoffman et al. 2023).

Overall, the literature suggests that students' attitudes towards L1- and L2-speaker teachers are influenced by different aspects, including assumptions about language proficiency, authenticity, knowledge of the speech community's culture, empathy, motivation, and learning strategies. Building on these findings, the following section examines how these relationships manifest in the Icelandic context.

### **3. Icelandic as a Second Language at the University of Iceland**

In the sections that follow, we provide a brief overview of relevant study lines and courses within the programme IASL, discuss the development of student numbers in the five-year time between the two studies, and the composition of the teacher group.

The programme IASL was originally established as a three-year BA degree in 1989. Since then, it has attracted an increasing number of students, leading to a wider range of study tracks and courses (for an overview, see Brynja Þorgeirsdóttir 2024). This development reflects broader efforts to promote the integration of L2 speakers into Icelandic society through Icelandic language acquisition. It is important to note that L2 learners enrolled in IASL at the University of Iceland represent a relatively restricted group, as they must meet specific entrance criteria. Moreover, a substantial body of research has shown that external factors – such as length of stay in the target country, frequency of language use, educational background, and employment status – can affect the relationship between L2 acquisition and integration into the target

society (Chiswick and Miller 2001; for an overview in the Icelandic context, see Hoffmann et al. 2023).

The 60 ECTS undergraduate diploma in Icelandic as a second language for practical purposes is a one-year programme designed for students with little prior knowledge of Icelandic.<sup>5</sup> Upon completion, students are expected to have achieved proficiency level A2/B1 according to the Common European Framework of Reference for Languages (CEFR, 2020). This proficiency, assessed through final examinations in the spring semester, grants students graduating with first-class results eligibility for admission to the three-year BA programme Icelandic as a second language.<sup>6</sup> Learners with comparable proficiency may also enter the BA programme by passing an assessment test at the same level. The first year of the BA programme largely follows a traditional language-instruction model, focusing on grammar, vocabulary expansion, and conversational practice across a variety of text types and registers. By the end of the first year, students are expected to have reached level B2 proficiency. The second and third years deepen students' knowledge of Icelandic linguistics and literature, preparing them for graduate studies in related fields. In addition to these two full-degree programmes, the University of Iceland offers several individual courses. One example is ÍSE025G Basic Icelandic I, a 10 ECTS course primarily intended for international students at the university.<sup>7</sup> Regarding students in IASL, there has been a substantial increase in enrolment between the academic years 2018/2019 and 2023/2024 (see Table 1), reflecting the broader demographic developments outlined in Section 1. Enrolment in the three-year BA programme rose from 193 students in 2018/2019 to 273 in 2023/2024, representing an increase of 41%. In the Practical Diploma, numbers grew from 197 to 270, a rise of 37%. The most notable growth occurred in the single course Basic Icelandic, where enrolment nearly doubled (a 95% increase) from 83 to 162 students. Overall, the total number of students in IASL rose from 472

5 For more information, see: <https://english.hi.is/icelandic-second-language/practical-purposes/diploma>

6 For more information, see: <https://english.hi.is/icelandic-second-language/ba>

7 Further information on individual courses can be found in the University's course catalogue: <https://ugla.hi.is/kennsluskra>



in 2018/2019 to 705 in 2023/2024. Several factors account for this development. In 2018/2019, only Basic Icelandic I was offered in both the autumn and spring semesters. In response to demand from international students and a broader effort to make Icelandic courses accessible to a wider audience, a second course, namely ÍSE051G Basic Icelandic II, was subsequently introduced. Like Basic Icelandic I, this course is taught in both the autumn and spring semesters. Secondly, students enrolled in the Practical Diploma who fail their final examinations in the autumn semester have the opportunity to improve their Icelandic proficiency by attending the two Basic Icelandic courses in the spring semester.

|           | BA programme<br>(180 ECTS) | Practical Diploma<br>(60 ECTS) | Basic Icelandic<br>(10 ECTS) | Overall |
|-----------|----------------------------|--------------------------------|------------------------------|---------|
| 2018/2019 | 193                        | 197                            | 83                           | 472     |
| 2023/2024 | 273                        | 270                            | 162                          | 705     |

Table 1: Numbers of students enrolled in IASL in the school years 2018/2019 and 2023/2024

Turning to the teaching staff in IASL, the growing student population over the five-year period covered by the studies necessitated the hiring of additional teachers. In 2018/2019, 16 teachers were involved in instruction, of whom one-third (five teachers) were L2 speakers of Icelandic. Many of these teachers had previously completed the programme themselves before pursuing graduate studies in linguistics and literature. By 2023/2024, the number of teachers had increased to 25, with the proportion of L2-speaking teachers remaining stable at approximately one-third (seven teachers), compared with two-thirds who were L1 speakers of Icelandic. Beyond the distinction based on mother tongue, it is important to note that all L2-speaking teachers are of European origin and have Indo-European languages as their first language.

## 4. Methods

The present studies employed a standardised questionnaire (see Appendix), comprising both closed- and open-ended questions. The questionnaire consisted of seven parts. The first part explored participants' personal background. In addition to conventional background variables (age, gender, and country of origin), participants were asked about their course of study within IASL, their length of residence in Iceland, their experience of learning Icelandic, and their motivation for doing so. These questions were included because previous research has shown that factors such as the length of stay in the target-language environment, the duration of formal instruction in the L2, and motivational aspects can influence attitudes towards the target language (Stefanie Bade and Eva Hrund Sigurjónsdóttir 2024; Flege et al. 2006; Purcell and Suter 1980).

The remaining six parts of the questionnaire examined students' attitudes towards teachers in IASL, focusing on: i) general attitudes towards instruction by L1- and L2-speaking teachers, ii) attitudes towards the Icelandic language and Iceland, iii) attitudes towards different language skills, iv) self-evaluations of Icelandic language proficiency, v) attitudes towards learning strategies, and vi) motivation to learn Icelandic. Each part included open-ended questions designed to provide insight into the reasoning behind participants' responses to the closed questions. However, this study focuses exclusively on the closed questions, as the students' comments from the open-ended items would have extended well beyond the scope of the present article and will need to be analysed and discussed in a future contribution. The data were analysed using descriptive statistics, as detailed in the following section.

The 2018/2019 questionnaire was administered via the platform SurveyMonkey (Surveymonkey, n.d), whereas the 2023/2024 survey employed Google Forms (Google, n.d.). Both questionnaires were distributed via e-mail to all students enrolled in IASL during the latter part of the spring semester. The 2018/2019 questionnaire was accessible between April 2nd and May 7th, 2019, while students could complete the 2023/2024 survey between March

25th and April 29th, 2024. Participants were informed about the purpose of the research and were assured of both confidentiality and anonymity (Hennink, Hutter, and Bailey, 2020). To accommodate students with beginner proficiency in Icelandic, the questionnaire was available in both Icelandic and English (see Appendix).

### 5. Results

The data presented here will provide an overview of the results from the single-choice questions. The findings from the two studies are shown side by side, with “A” referring to the research conducted in 2018/2019 and “B” referring to the research carried out in 2023/2024. The surveys were distributed to all students enrolled in IASL in the respective school years, namely 472 students for study A and 705 for study B (cf. Table 1). The number of participants who completed the survey is as follows: Study A = 52; Study B = 90. Considering the total number of students enrolled at the time of each study, the response rates are quite similar: A = 11,2%; B = 12,7%.

As seen in Figure 1, the participants can be further categorised based on their enrolment, which falls into one of the following categories: Bachelor’s programme in *Icelandic as a Second Language* (B.A.); Practical Diploma in *Icelandic as a Second Language* (P.D.); students registered in individual courses, such as *Basic Icelandic I* and *Basic Icelandic II* (Other).

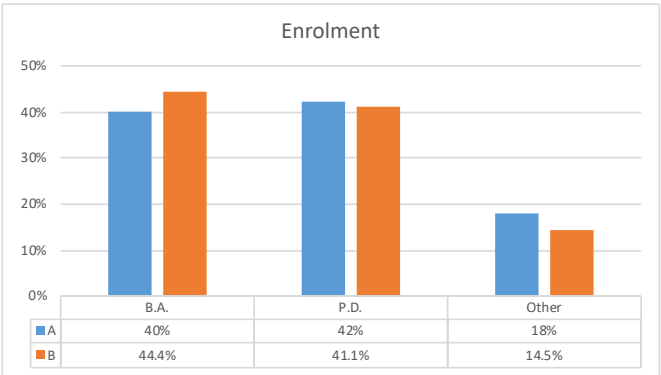


Figure 1: Percentage of participants enrolled in different programmes of IASL

The next group of questions addressed general attitudes towards L1 and L2 teachers of Icelandic. In the first of these questions, students were asked which type of teacher they would generally prefer when considering their teachers in IASL. Participants could choose between three options: to have a teacher who has Icelandic as their mother tongue (L1); to have a teacher who does not have Icelandic as their mother tongue (L2); it does not matter what the teacher's mother tongue is (X). As can be observed in Figure 2, the majority indicated that the teacher's mother tongue did not matter to them (A = 59,6%; B = 66,7%). The remaining responses were divided between those who preferred a L1 teacher (A = 23,1%; B = 17,8%) and those who preferred a L2 teacher (A = 17,3%; B = 15,6%).

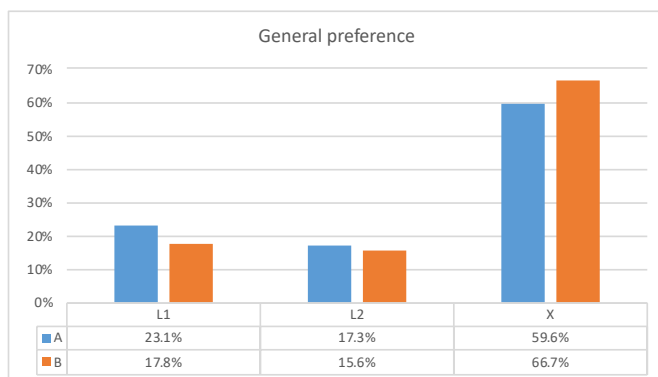


Figure 2: Students' general preference regarding L1 or L2 teachers

The second general question aimed to assess whether students, given the choice, would prefer an L1 or L2 teacher of Icelandic within their studies in *Icelandic as a Second Language* at the University of Iceland. Participants could choose between four options: to have a teacher who has Icelandic as their mother tongue (L1); to have a teacher who does not have Icelandic as their mother tongue (L2); to have both teachers who have and who have not Icelandic as their mother tongue (Both); it does not matter what language the teacher's mother tongue is (X). The largest group indicated that they would prefer to have both a L1 and a L2 teacher (A = 50%; B = 44%), as indicated in Figure 3. This was followed by participants

who stated that the teacher's mother tongue would not matter to them ( $A = 23\%$ ;  $B = 32,2\%$ ). At the two ends of the spectrum, two groups expressed a preference for either a L1 teacher ( $A = 21\%$ ;  $B = 12,2\%$ ) or a L2 teacher ( $A = 6\%$ ;  $B = 11,1\%$ ).

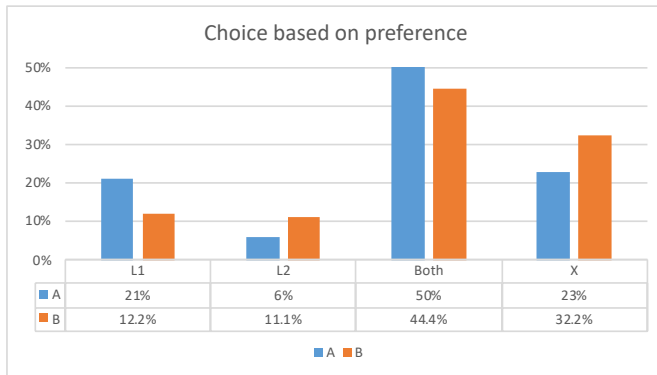


Figure 3: Students' preference for teachers in IASL

Although the differences between the A and B results are not substantial, it is worth noting a slight preference for an L1 speaker over an L2 speaker in the A group, whereas the preferences in the B group are more evenly distributed. This small distinction reflects a broader trend that recurs throughout the study, as will be observed below.

The next two questions addressed students' attitudes towards Iceland as a country and towards the Icelandic language, in relation to whether the type of teacher was perceived to influence these attitudes. Given the prompts "my attitude towards Iceland as a country / towards learning Icelandic would be more positive if my teacher...", the possible responses for both questions were as follows: had Icelandic as their mother tongue (L1); did not have Icelandic as their mother tongue (L2); it does not matter what my teacher's mother tongue is (X). Figure 4 and Figure 5 show that, according to the majority of participants, the teacher's mother tongue had no influence on their attitude either towards Iceland or towards learning Icelandic ( $A = 84\%$ ;  $B = 84,4\%$  –  $A = 84\%$ ;  $B = 76,7\%$ ). However, it is noteworthy that, when a preference was

expressed, A and B participants differed somewhat. Regarding attitudes towards Iceland as a country, A participants showed a stronger preference for L1 teachers, while B participants exhibited a more balanced distribution (L1: A = 14%; B = 6,7%; L2: A = 2%; B = 8,9%). More strikingly, when expressing a preference concerning attitudes towards the Icelandic language, the favour shown towards L1 in A is reversed in B (L1: A = 12%; B = 6,7%; L2: A = 4%; B = 16,7%).

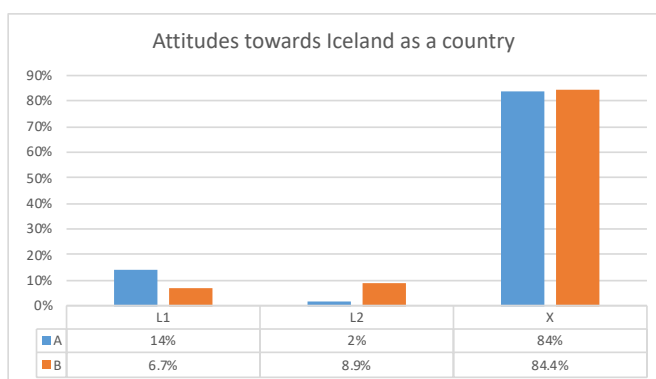


Figure 4: Students' attitudes towards Iceland as a country by teacher type

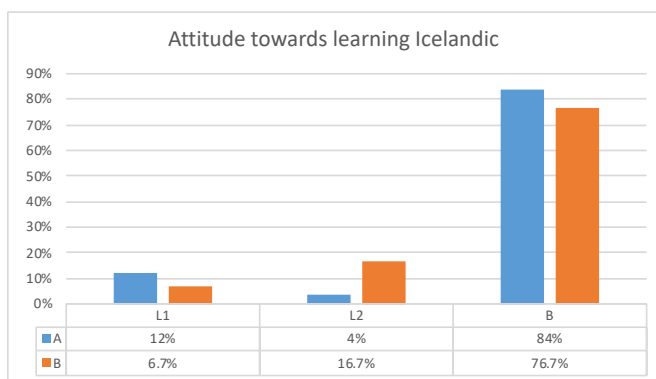


Figure 5: Students' attitudes towards learning Icelandic by teacher type

Four sub-questions focused on students' attitudes towards L1 and L2 teachers of Icelandic and their effectiveness in teaching different aspects of the language. Each sub-question addressed one of the following areas: vocabulary, pronunciation, grammar, and Icelandic culture. The possible responses for all four questions

were as follows: a teacher who has Icelandic as their mother tongue is better at teaching me vocabulary / pronunciation / grammar / Icelandic culture (L1); a teacher who does not have Icelandic as their mother tongue is better at teaching me vocabulary / pronunciation / grammar / Icelandic culture (L2); it does not matter to me what my teacher's mother tongue is when it comes to teaching me vocabulary / pronunciation / grammar / Icelandic culture (X).

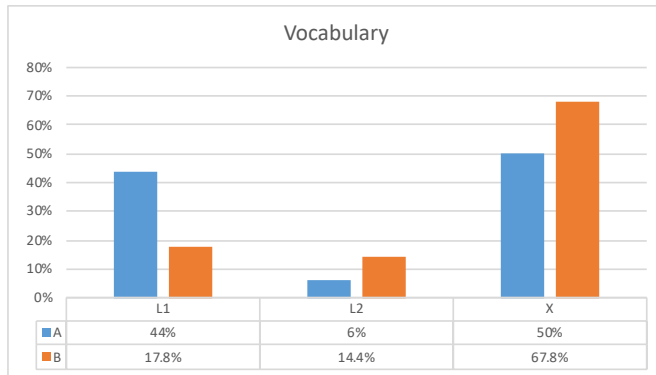


Figure 6: Students' preferred teacher type for vocabulary

With regard to the question of teachers' competence in teaching vocabulary (Figure 6), the majority of participants indicated that the teacher's mother tongue was irrelevant (A = 50%; B = 67,8%). However, two smaller groups expressed a preference either for L1 teachers (A = 44%; B = 17,8%) or for L2 teachers (A = 6%; B = 14,4%). As observed above, A participants showed a stronger preference for L1 teachers, whereas B responses were more evenly distributed.

With regard to pronunciation (Figure 7), the vast majority of responses were divided between a preference for L1 teachers (A = 54%; B = 42,2%) and indifference towards the teacher's mother tongue (A = 42%; B = 44,4%). However, a slight increase in preference for L2 teachers was observed in B in particular (A = 4%; B = 13,3%).

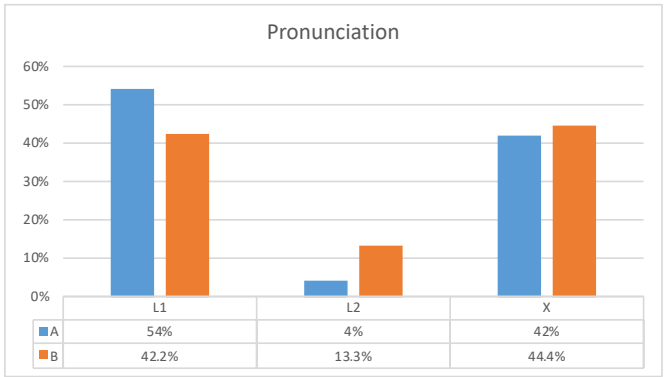


Figure 7: Students' preferred teacher type for pronunciation

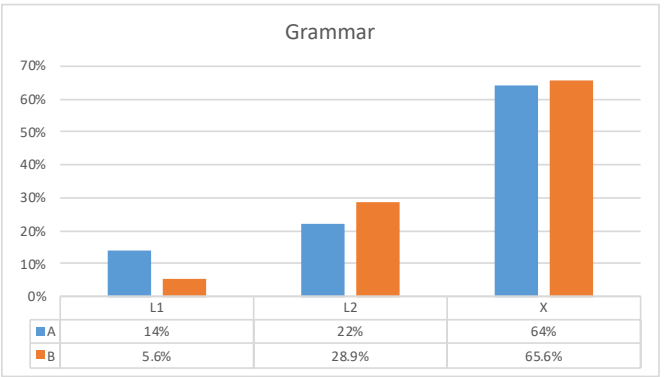


Figure 8: Students' preferred teacher type for grammar

The most notable result in this section concerns grammar (Figure 8), where only a small number of participants expressed a preference for L1 teachers (A = 14%; B = 5,6%), while a larger proportion favoured L2 teachers (A = 22%; B = 28,9%). Nevertheless, the majority considered the teacher's mother tongue irrelevant in the context of teaching grammar (A = 64%; B = 65,6%).

Regarding the teaching of Icelandic culture (Figure 9), the distribution leans towards a majority who consider the teacher's mother tongue irrelevant (A = 60%; B = 52%). However, among those who expressed a preference, the group favouring L1 teachers (A = 38%; B = 30%) was considerably larger than the group favouring L2 teachers (A = 2%; B = 12,2%).



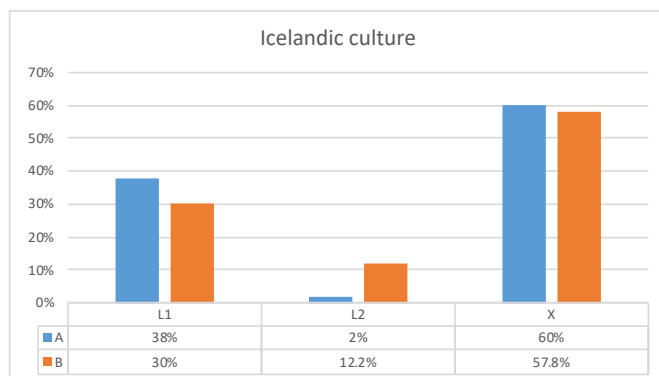


Figure 9: Students' preferred teacher type for Icelandic culture

Four questions focused on students' perception of their own skills in relation to the effectiveness of their teachers of Icelandic. Each sub-question addressed one of the following areas: reading comprehension, listening comprehension, oral production, and written production. Participants could choose between the following options based on each skill: to have a teacher who has Icelandic as mother tongue (L1); to have a teacher who does not have Icelandic as their mother tongue (L2); it does not matter what the teacher's mother tongue is (X). With regard to these four questions, both similarities and notable differences emerge between A and B. Overall, most students consider the teacher's mother tongue irrelevant when reflecting on their own competences. This is particularly evident in reading comprehension (cf. Figure 10: A = 86%; B = 80%), followed by written production (cf. Figure 13: A = 78%; B = 78,9%) and oral production (cf. Figure 12: A = 80%; B = 70%). Listening comprehension, as exemplified in Figure 11, appears to be the skill about which students expressed more polarised opinions, although the majority still tended towards a neutral response (A = 63%; B = 65,6%). The most notable finding in this section concerns the responses indicating a preference for either L1 or L2 teachers. Across the different language skills, there appears to be a trend in which the stronger preference for L1 observed in A shifts in B either towards a more balanced distribution between L1 and L2 or, in some cases, a reversal in preference.

The first case is exemplified by listening comprehension (Figure 11), where B shows a more balanced distribution of preferences

between L1 (A = 29%; B = 21,1%) and L2 (A = 8%; B = 13,3%), although it still leans slightly towards L1. A similar pattern is observed in oral production (Figure 12), where B participants display an almost even split between L1 (A = 18%; B = 15,6%) and L2 (A = 2%; B = 14,4%), in contrast to the stronger preference for L1 observed in A.

A clear reversal in preference is evident in reading comprehension (Figure 10) and written production (Figure 13), where the strong preference for L1 observed in A is inverted in B. In reading comprehension, preference for L1 (A = 14%; B = 7,8%) is offset by a stronger preference for L2 in B (A = 0%; B = 12,2%). A similar pattern emerges in written production, where the L1 preference in A (20%) contrasts with B's greater preference for L2 (A = 2%; B = 12,2%).

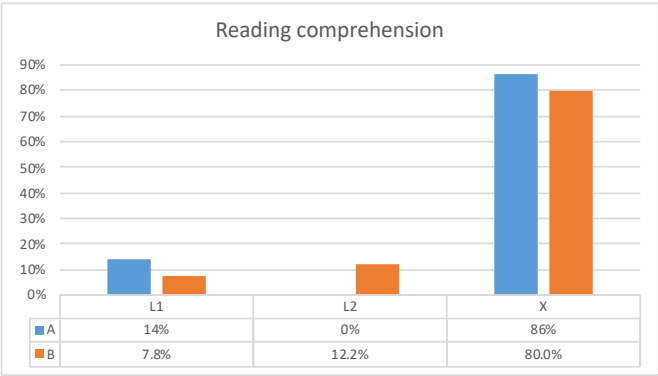


Figure 10: Students' attitudes towards teacher type with regard to written comprehension

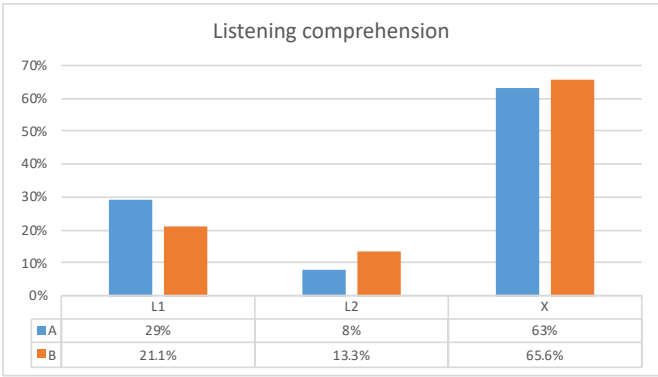


Figure 11: Students' attitudes towards teacher type with regard to listening comprehension

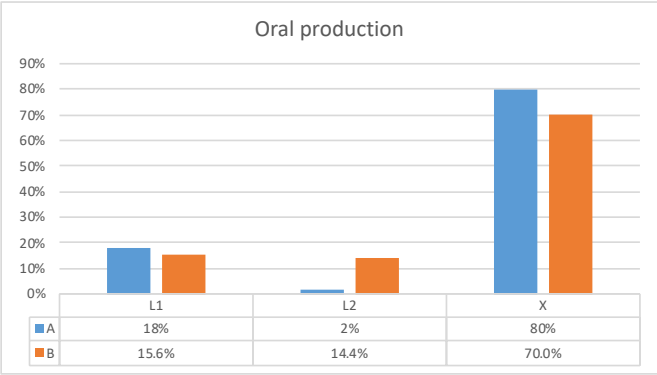


Figure 12: Students' attitudes towards teacher type with regard to oral production

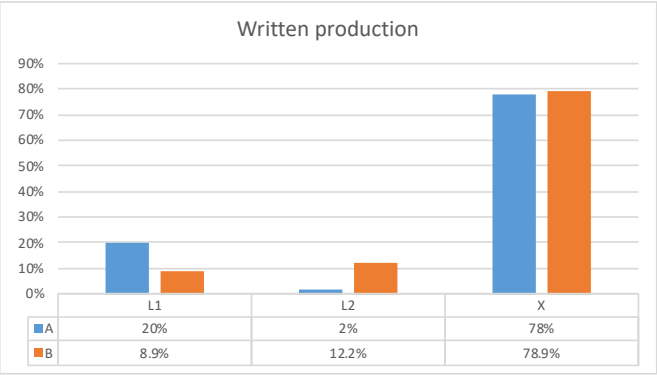


Figure 13: Students' attitudes towards teacher type with regard to written production

Two questions addressed students' attitudes towards learning strategies with regard to the teachers being an L1 or L2 speaker. The first question was aimed at collecting attitudes towards the question of what teacher type is deemed better at giving advice in connection with learning Icelandic. The possible responses were as follows: a teacher who has Icelandic as their mother tongue is generally better at advising me how it is best to learn Icelandic (L1); a teacher who does not have Icelandic as their mother tongue is generally better at advising me how it is best to learn Icelandic (L2); it does not matter what the teacher's mother tongue is in this context (X).



Figure 14: Students' preferences for learning advice by teacher type

The second question was focused on the students' attitudes towards the type of teacher in relation to learning strategies. The possible responses were as follows: a teacher who has Icelandic as their mother tongue is generally better at showing me different learning strategies in connection with learning Icelandic (L1); a teacher who does not have Icelandic as their mother tongue is generally better at showing me different learning strategies in connection with learning Icelandic (L2); it does not matter what the teacher's mother tongue is in this context (X).

When students were asked about their attitudes towards L1 and L2 teachers in relation to advice on learning Icelandic and on learning strategies, the answers to the two questions followed a similar distribution, with only slight differences between A and B, as can be observed in Figure 14 and Figure 15. Regarding which teacher is seen as better at giving advice, the majority of students either expressed no preference (A = 47%; B = 52,2%) or favoured L2 teachers (A = 41%; B = 44%), while only a small group preferred L1 teachers (A = 12%; B = 3,3%). A similar pattern emerges with respect to learning strategies: most responses were either neutral (A = 51%; B = 50%) or in favour of L2 teachers (A = 43%; B = 46,7%), with only a minority choosing L1 (A = 6%; B = 3,3%). The main difference between A and B in these questions lies in a noticeable drop in preference for L1 teachers. Overall, both groups demonstrate a strong tendency to favour L2 teachers in these areas.

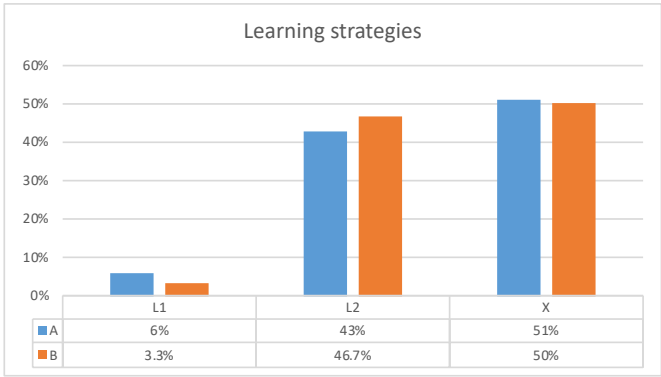


Figure 15: Students’ preferences for learning strategies by teacher type

The questionnaire’s last question focused on students’ motivation to learn Icelandic based on their teachers being L1 or L2 speakers. Participants could choose between three options: a teacher who has Icelandic as their mother tongue is generally better at encouraging me to learn Icelandic (L1); a teacher who does not have Icelandic as their mother tongue is generally better at encouraging me to learn Icelandic (L2); it does not matter what my teacher’s mother tongue is in this context (X). Overall, the majority of participants from both A and B stated that the teacher’s mother tongue has no influence on their motivation (A = 63%; B = 70%), as evidenced in Figure 16. This was followed by a smaller group who expressed a preference for L2 teachers (A = 25%; B = 22,2%) and an even smaller group who preferred L1 teachers (A = 12%; B = 7,8%).

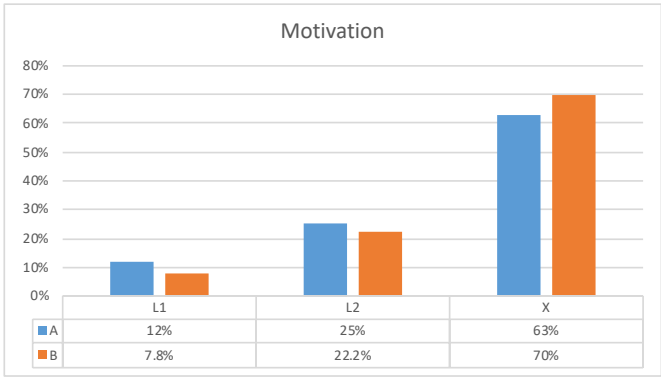


Figure 16: Students’ preferences for motivation by teacher type

In this section, the results from studies A and B were presented. The section that follows discusses the results considering previous research on the topic as displayed in Section 2.

## 6. Discussion

The principal finding of this research is that most students display no distinct preference between the two teacher types. This reflects results from previous studies (Lasagabaster and Sierra 2002, 2005; cf. Section 2). Considering the results for general preferences for one teacher type, more students choose an L1 speaker over an L2 speaker, both regarding study A and B. Although this is consistent with findings from prior research, differences in preferences in our studies are marginal. When comparing results between the two studies based on preference of L1/L2 teacher in the programme IASL (cf. Figure 3 in Section 5), proportions are reversed in the way that more students prefer an L1 teacher to an L2 teacher in study A, but more students chose an L2 teacher over an L1 teacher in study B. A possible explanation for this is that students' answers reflect experiences with one or the other teacher type based on individual encounters with the teachers (cf. Reichenberg and Berhanu 2018). Another important finding in this context is that half of participants in study A and almost half of participants in study B express a preference for having both types of teachers. This adds a somewhat different dimension to previous findings that have demonstrated that half of the students did not show any preference for being instructed by an L1- or L2-speaker (cf. Lagabaster and Sierra 2002, 2005). In our study, half of the participants clearly indicate that they advocate for a mix of L1- and L2-teachers which can possibly be attributed to some awareness that both types possess advantages that students can benefit from (cf. Lagabaster and Sierra 2002, 2005).

Concerning students' attitudes towards Iceland as a country and learning Icelandic, the main findings revealed that a large majority of students do not base their judgments on the teachers' mother tongue (cf. Figure 4 and Figure 5). However, proportions concerning

those who expressed a preference, are reversed between study A and B. Whereas proportionally more students preferred an L1 speaker over an L2 speaker in study A, the opposite picture emerges for study B. What is curious about these outcomes is that findings from study B corroborate prior knowledge that indicates a preference for L2 speaker teachers as they are said to better foster positive attitudes towards the target country and learning its language (cf. Lagabaster and Sierra 2005). In contrast, results from study A contradict these findings. It is difficult to explain this result, but it might be related to other factors, such as individual encounters with teachers (cf. Reichenberg and Berhanu 2018) or the dissatisfaction with the content and overall management of the courses (Brynja Þorgeirsdóttir 2024; Hoffmann et al. 2023).

Four questions addressed participants' attitudes towards their teachers based on their effectiveness of teaching vocabulary, pronunciation, grammar, and Icelandic culture. The most striking finding is that the preference for L2 speaker teachers has considerably increased in the five-year period between study A and study B concerning all four aspects. Overall, results confirm the distinction known from other studies (cf. Barrett and Kontra 2000; Medgyes and Kiss 2020; Pennington and Richards 2016; Tajeddin and Adeh 2016) in the way that L1 teachers are evaluated as being better at teaching vocabulary, pronunciation and culture-related matters, whereas L2 teachers are thought to be better at teaching the structure of the language, i.e. grammar. However, apart from the answers from both studies on pronunciation, at least half of participants deem the teachers' mother tongue as not relevant in relation to the subject matter. When considering the most relevant differences between studies A and B, two main trends emerge. In study B, listening comprehension and oral production show a more balanced distribution of preference between L1 and L2 teachers compared to study A. In contrast, reading comprehension and written production reveal a clear inversion of preference, with an increasing number of participants in study B favouring an L2 speaker over an L1 speaker. That the L1-speaker bias becomes less prominent is also supported by rising numbers of indifference towards being taught by an L1- or L2-speaker. These results are

reflected in the development of students' attitudes regarding the evaluation of their language proficiency.

Considering attitudes towards the type of teacher and advice on learning Icelandic, results indicate that most students reject the L1/L2 dichotomy. For the remaining students, an overwhelming proportion expresses their preference for an L2-speaker teacher. This finding is consistent with the ones found in Medgyes (1994, 2020) and Seidlhofer (1999). One possible explanation for this could be that L2-speaker teachers have needed to go through the language-acquisition process themselves and have first-hand experience concerning learning Icelandic. These results are echoed by findings from the inquiry on diverse learning strategies. Again, outcomes could be reflective of students' perceptions that L2-speaker teachers accumulated knowledge of diverse learning strategies that they are able to share with students. Having acquired Icelandic themselves, they have had the opportunity to discover which learning strategies work, and which do not.

Consistent with the literature, results concerning attitudes towards motivation show a clear preference for L2-speaker teachers over L1-speaker teachers. The differences in evaluation can possibly be attributed to the L2-speakers functioning as (linguistic) role models concerning language proficiency in Icelandic. Another aspect in this could be that L2-speaker teachers serve as a symbol for the attainability of (a certain level of) language proficiency and can better anticipate students' difficulties in the language-acquisition process (cf. Medgyes 1994, 2020; Seidlhofer 1999). Therefore, they can systematically support language learners and guide them. However, an overwhelming majority of students appear to refrain from favouring one teacher type over the other.

There were several issues that were not addressed in this study. The most important limitation lies in the fact that the student group in Icelandic as a second language is different from the students' groups discussed in the literature as presented in Section 2. Most international studies focus on foreign-language and not second-language teaching (cf. Section 1). Consequently, the students' groups depicted in this study comprise a more heterogeneous group, both culturally and linguistically. Considering



this reality in light of increasing diversity in the Icelandic classroom (cf. Section 3), it is conceivable that the decline in L1-speaker preference can be explained by more students expressing multilingual ideologies. In the same vein, the relatively homogenous L2-speaker teacher group (cf. Section 3) could affect attitudes considering hierarchies along lines of Europeaness.

Another limitation of this study is the relatively small sample, which could be explicable by the nature of the study as it addresses a sensitive topic, both regarding the circumstance that students are asked to answer questions on their teachers and their teaching. However, with a small sample size due to limited response rate (11-13%), caution should be applied, as the findings might not be generalizable.

A natural progression of this work is to consider the qualitative data set collected in the two studies to gain insights into evaluation decisions and identify themes connected with teaching Icelandic as a second language. This could also help to understand what other factors students regard as important in second-language instruction. Furthermore, correlating students' level of L2 proficiency in Icelandic with teacher preference might contribute to an understanding of whether the levelling of linguistic hierarchies between L1- and L2-speaker teachers is consistent as students gain more language proficiency. This study should be repeated within five years from study B to follow up on the development of students' attitudes towards the two teacher groups as this could provide valuable insights into language ideologies in an increasingly diverse classroom.

Although the findings of this study focus on student attitudes towards university teachers, they may well have a bearing on other educational contexts and the role of L2 teachers on all school levels as well as the wider implications for inclusivity and staff diversity within the Icelandic education system.

## 7. Conclusion

This paper set out to investigate the attitudes of students enrolled

in Icelandic as a second language in the school years 2018/2019 and 2023/2024 towards their teachers according to whether they have Icelandic as L1 or L2 and compare the results between them. The results have shown that a large majority of students in Icelandic as a second language do not judge their teachers along the L1/L2 dichotomy. Furthermore, comparing the results from the two studies presented in this paper indicates that attitudes gravitate towards greater neutrality, potentially weakening assumptions about the superiority of L1 speaker teachers.

However, when considering those answers which expressed a preference between L1/L2 teacher, it is possible to observe a considerable shift when results from studies A and B are compared. Overall, it can be maintained that, in several regards, while students expressed a larger preference towards an L1-speaker teacher in 2018/2019, this seems to have changed. Whether this is ascribable to a larger and more diverse group of teachers in the programme *Icelandic as a second language* or to the target group of students enrolled in the programme being different from what it was five years ago is, however, not entirely clear. When analysed and compared together, the data from studies A and B present a relatively clear picture: most participants appear to favour being instructed by both teacher types, suggesting that each is associated with distinct strengths.

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## ABSTRACT

**L1 speaker, L2 speaker, or both?**  
**A diachronic investigation into attitudes of university**  
**students in *Icelandic as a Second Language***  
**towards their teachers**

This paper investigates the attitudes of students enrolled in *Icelandic as a Second Language* at the University of Iceland towards native (L1) and non-native (L2) teachers. It presents a diachronic comparison of data collected through surveys in the academic years 2018/2019 and 2023/2024. To ensure reliable comparability, an identical methodology was employed in both studies. The surveys aimed to explore whether teacher nativeness matters to students and whether their preferences vary across specific variables—such as attitudes towards teaching, language and country, language-related issues, self-perceived language proficiency, learning strategies, and motivation. The results from the two studies are presented in parallel, comparing them and providing an overview of responses across all aspects covered by the surveys. Outcomes of the studies reveal that, while the majority of participants do not express a strong preference for either L1 or L2 teachers, the responses from those who do indicate a preference are distributed somewhat differently between the academic years 2018/2019 and 2023/2024, with attitudes appearing more evenly balanced between the two teacher groups in the later study. In some cases, these differences appear to align more closely with findings from similar research conducted abroad.

*Keywords:* Icelandic as a Second Language, L1 and L2 speakers, language learning preferences, student attitudes, diachronic comparison

## ÚTDRÁTTUR

### **M1, M2 eða bæði? Samanburðarrannsókn á viðhorfum nemenda í Íslensku sem öðru máli til kennara þeirra eftir móðurmáli**

Tilgangur þessarar greinar er sá að varpa ljósi á viðhorf nemenda í Íslensku sem öðru máli við Háskóla Íslands til kennara með íslensku á móðurmáli (M1) og þeirra sem hafa annað móðurmál en íslensku (M2). Gerð er samanburðargreining á gögnum sem safnað var með könnunum á námsárunum 2018/2019 og 2023/2024. Til að tryggja áreiðanlegan samanburð var sömu aðferðafræði beitt í báðum rannsóknum. Markmið kannananna var að athuga hvort móðurmál kennara skipti nemendur máli og hvort val þeirra breytist eftir ákveðnum þáttum, til að mynda viðhorfum til kennslu, tungumáls og lands, tungumálatengdra þátta, námsaðferða og hvatningar svo og eftir sjálfsmati á tungumálafærni. Niðurstöðurnar eru settar fram hlið við hlið og þær bornar saman með tilliti til ofangreindra þátta. Móðurmál kennarans virðist ekki skipta meirihluta þátttakenda máli en eru svör þeirra sem kjósa frekar M1 eða M2 dreifð nokkuð ólíkt milli ára 2018/2019 og 2023/2024. Viðhorf með tilliti til móðurmáls kennara virðist vera jafnari í síðari rannsókninni. Í sumum tilvikum virðist þessi munur samsvara betur niðurstöðum sambærilegra rannsókna erlendis.

*Lykilorð:* íslenska sem annað mál, móðurmálshafar og annarssmálshafar, val á kennslutengdum þáttum í tungumálanámi, viðhorf nemenda, samanburðargreining



APPENDIX

## Questionnaire in English

### BACKGROUND

1. Age: \_\_\_\_
2. Gender: male \_\_\_\_ female \_\_\_\_ other \_\_\_\_
3. What is your native language? \_\_\_\_
4. How do you assess your knowledge of the following languages?  
  
English   very good\_\_\_\_ good\_\_\_\_ fair\_\_\_\_ poor\_\_\_\_ very poor\_\_\_\_  
Icelandic   very good\_\_\_\_ good\_\_\_\_ fair\_\_\_\_ poor\_\_\_\_ very poor\_\_\_\_  
(respective language) very good\_\_\_\_ good\_\_\_\_ fair\_\_\_\_ poor\_\_\_\_ very poor\_\_\_\_
5. What is your country of birth? \_\_\_\_
6. In what course of study are you enrolled?
  - I am an exchange student/foreign student at the University of Iceland.
  - I am studying Icelandic as a second language for practical purposes.
  - I am enrolled in the BA programme in Icelandic as a second language.
7. How long have you been studying Icelandic? (months/years) \_\_\_\_
8. How long have you been living in Iceland? (months/years) \_\_\_\_
9. For what purpose did you come to Iceland? \_\_\_\_
10. Why did you choose to study Icelandic at the University of Iceland? \_\_\_\_

### GENERAL QUESTIONS

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- 1a. Regarding your teachers, what do you generally prefer?
  - To have a teacher who has Icelandic as their mother tongue.

#### L1 SPEAKER, L2 SPEAKER, OR BOTH?

- To have a teacher who does not have Icelandic as their mother tongue.
- It does not matter to me what my teacher's mother tongue is.

1b. Please explain your answer briefly: \_\_\_\_

2. Which of the following claims applies to you? (Remember that the question refers to teachers within *Icelandic as a second language*). [Possible to select more than one answer]. I am enrolled in courses in *Icelandic as a second language* where teachers are:

- Native speakers of Icelandic.
- Non-native speakers of Icelandic.
- Either native or non-native speakers of Icelandic.

3a. Which of the following claims applies to you? (Remember that the question refers to teachers within *Icelandic as a second language*). If I had the choice, I would prefer:

- To have a teacher who has Icelandic as their mother tongue.
- To have a teacher who does not have Icelandic as their mother tongue.
- To have both teachers who have and who have not Icelandic as their mother tongue.
- It does not matter to me what my teacher's mother tongue is.

3b. Please explain your answer briefly: \_\_\_\_

## ATTITUDES

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4a. Which of the following claims applies to you? (Remember that the question refers to teachers within *Icelandic as a second language*). My attitude towards Iceland would be more positive if my teacher:

- Had Icelandic as their mother tongue.
- Did not have Icelandic as their mother tongue.
- It does not matter to me what my teacher's mother tongue is.

4b. Please explain your answer briefly: \_\_\_\_

5a. Which of the following claims applies to you? (Remember that your answer refers to teachers within *Icelandic as a second language*). My attitude towards learning Icelandic would be more positive if my teacher:

- Had Icelandic as their mother tongue.
- Did not have Icelandic as their mother tongue.
- It does not matter to me what my teacher's mother tongue is.

5b. Please explain your answer briefly: \_\_\_\_

## TEACHING

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6. Which of the following claims applies to you? (Remember that your answer refers to teachers within *Icelandic as a second language*):

a. **Vocabulary**

A teacher who has Icelandic as their mother tongue is better at teaching me vocabulary.

A teacher who does not have Icelandic as their mother tongue is better at teaching me vocabulary.

It does not matter to me what my teacher's mother tongue is when it comes to teaching me vocabulary.

b. **Pronunciation**

A teacher who has Icelandic as their mother tongue is better at teaching me pronunciation.

A teacher who does not have Icelandic as their mother tongue is better at teaching me pronunciation.

It does not matter to me what my teacher's mother tongue is when it comes to teaching me pronunciation.

c. **Grammar**

A teacher who has Icelandic as their mother tongue is better at teaching me grammar.

A teacher who does not have Icelandic as their mother tongue is better at teaching me grammar.

It does not matter to me what my teacher's mother tongue is when it comes to teaching me grammar.

d. **Icelandic Culture**

A teacher who has Icelandic as their mother tongue is better at teaching me Icelandic culture.

A teacher who does not have Icelandic as their mother tongue is better at teaching me Icelandic culture.

It does not matter to me what my teacher's mother tongue is when it comes to teaching Icelandic culture.

e. Comments or explanations: \_\_\_\_

## STUDENTS' COMPETENCE

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7. Which of the following claims applies to you? (Remember that your answer refers to teachers within *Icelandic as a second language*):

a. I would be better at **understanding a written text in Icelandic** if my teacher:

Had Icelandic as their mother tongue.

Did not have Icelandic as their mother tongue.

It does not matter to me what my teacher's mother tongue is.

b. I would be better at **understanding spoken Icelandic** if my teacher had:

Had Icelandic as mother tongue.

Did not have Icelandic as their mother tongue.

It does not matter to me what my teacher's mother tongue is.

c. I would be better at **speaking Icelandic** if my teacher had:

Had Icelandic as mother tongue.

Did not have Icelandic as a mother tongue.

It does not matter to me what my teacher's mother tongue is.

d. I would be better at **writing Icelandic** if my teacher had:

Had Icelandic as mother tongue.

Did not have Icelandic as a mother tongue.

It does not matter to me what my teacher's mother tongue is.

e. Comments or explanations: \_\_\_\_

## LEARNING STRATEGIES

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8. Which of the following claims applies to you? (Remember that the question refers to teachers within *Icelandic as a second language*):

a. A teacher who has Icelandic as their mother tongue is generally better at advising me on how best to learn Icelandic.

A teacher who does not have Icelandic as their mother tongue is

generally better at advising me on how best to learn Icelandic.  
It does not matter to me what a teacher's mother tongue is in this context.

- b. A teacher who has Icelandic as their mother tongue is generally better at showing me different strategies for learning Icelandic.  
A teacher who does not have Icelandic as their mother tongue is generally better at showing me different strategies for learning Icelandic.  
It does not matter to me what a teacher's mother tongue is in this context.
- c. Comments or explanations: \_\_\_\_

## MOTIVATION

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9. Which of the following claims applies to you? (Remember that your answer refers to teachers within *Icelandic as a second language*):

- a. A teacher who has Icelandic as mother tongue is generally better at encouraging me to learn Icelandic.  
A teacher who does not have Icelandic as mother tongue is generally better at encouraging me to learn Icelandic.  
It does not matter what my teacher's mother tongue is in this context.
- b. Please explain your answer briefly: \_\_\_\_
10. Would you like to add something that this research could benefit from?  
\_\_\_\_

## Questionnaire in Icelandic

### BAKGRUNNUR

1. Aldur: \_\_\_\_
2. Kyn: kk \_\_\_\_ kvk \_\_\_\_ annað \_\_\_\_
3. Hvert er móðurmálið þitt? \_\_\_\_
4. Hvernig metur þú málkunnáttu þína í eftirfarandi tungumálum?
  - ensku mjög góð\_\_ góð\_\_ sæmileg\_\_ léleg\_\_ mjög léleg\_\_
  - íslensku mjög góð\_\_ góð\_\_ sæmileg\_\_ léleg\_\_ mjög léleg\_\_
  - (viðkomandi tungumál) mjög góð\_\_ góð\_\_ sæmileg\_\_ léleg\_\_ mjög léleg\_\_
4. Hvert er fæðingarlandið þitt? \_\_\_\_
5. Á hvaða námsbraut ert þú?
  - Ég er í skiptinámi við Háskóla Íslands / Ég er erlendur nemandi við HÍ.
  - Ég er á hagnýtri braut.
  - Ég er í BA námi.
6. Hvað ert þú búin(n) að læra íslensku lengi? (mánuðir/ár) \_\_\_\_
7. Hvað ert þú búin(n) að vera lengi á Íslandi? (mánuðir/ár) \_\_\_\_
8. Hvers vegna valdir þú að koma til Íslands? \_\_\_\_
9. Af hverju ákvaðst þú að læra íslensku við Háskóla Íslands? \_\_\_\_

### ALMENNT

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1a. Þegar þú hugsar til kennara þinna, hvort finnst þér yfirleitt betra:

- Að hafa kennara sem hefur íslensku að móðurmáli.
- Að hafa kennara sem hefur annað móðurmál en íslensku að móðurmáli.
- Það skiptir mig engu máli hvaða mál kennarinn minn hefur að móðurmáli.

1b. Gætir þú útskýrt svar þitt í stuttu máli? \_\_

2. Hver af eftirfarandi fullyrðingum passar helst við þig? (Athugaðu að átt er við kennara í *Íslensku sem öðru máli*). FLEIRI EN EINN SVARMÖGULEIKI. Ég er í námskeiðum í *Íslensku sem öðru máli* þar sem kennarar hafa:

- íslensku að móðurmáli.
- annað tungumál en íslensku að móðurmáli.
- annaðhvort íslensku eða annað tungumál að móðurmáli.

3a. Hver af eftirfarandi fullyrðingum passar helst við þig? (Athugaðu að átt er við kennara í *Íslensku sem öðru máli*). Ef ég gæti valið þá myndi ég vilja:

- hafa kennara sem hefur íslensku að móðurmáli.
- hafa kennara sem hefur ekki íslensku að móðurmáli.
- hafa bæði kennara sem hefur íslensku að móðurmáli **og** kennara sem hefur ekki íslensku að móðurmáli.
- Það skiptir mig engu máli hvaða mál kennarinn minn hefur að móðurmáli.

3b. Gætir þú útskýrt svar þitt í stuttu máli? \_\_

## VIÐHORF

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4a. Hver af eftirfarandi fullyrðingum passar helst við þig? (Athugaðu að átt er við kennara í *Íslensku sem öðru máli*). Viðhorf mitt til Íslands væri jákvæðara ef kennarinn minn hefði:

- íslensku að móðurmáli.
- annað mál en íslensku að móðurmáli.
- Það skiptir mig engu máli hvaða mál kennarinn minn hefði að móðurmáli.

4b. Gætir þú útskýrt svar þitt í stuttu máli? \_\_

5a. Hver af eftirfarandi fullyrðingum passar helst við þig? (Athugaðu að átt er við kennara í *Íslensku sem öðru máli*). Viðhorf mitt til þess að læra íslensku væri jákvæðara ef kennarinn minn hefði:

- íslensku að móðurmáli.
- annað mál en íslensku að móðurmáli.

- Það skiptir mig engu máli hvaða mál kennarinn minn hefði að móðurmáli.

5b. Gætir þú útskýrt svar þitt í stuttu máli? \_\_\_\_

## KENNSLA

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6. Hver af eftirfarandi fullyrðingum á helst við þig? (Athugaðu að átt er við kennara í *Íslensku sem öðru máli*):

- a. **Orðaforði**  
Kennari sem hefur íslensku að móðurmáli er betri í að kenna mér orðaforða.  
Kennari sem hefur annað mál en íslensku að móðurmáli er betri í að kenna mér orðaforða.  
Móðurmál kennarans hefur ekki áhrif á kennslu á orðaforða.
- b. **Framburður**  
Kennari sem hefur íslensku að móðurmáli er betri í að kenna mér framburð.  
Kennari sem hefur annað mál en íslensku að móðurmáli er betri í að kenna mér framburð.  
Móðurmál kennarans hefur ekki áhrif á kennslu í framburði.
- c. **Málfræði**  
Kennari sem hefur íslensku að móðurmáli er betri í að kenna mér málfræði.  
Kennari sem hefur annað mál en íslensku að móðurmáli er betri í að kenna mér málfræði.  
Móðurmál kennarans hefur ekki áhrif á kennslu í málfræði.
- d. **Íslensk menning**  
Kennari sem hefur íslensku að móðurmáli er betri í að kenna mér um íslenska menningu og siði landsins.  
Kennari sem hefur annað mál en íslensku að móðurmáli er betri í að kenna mér um íslenska menningu og siði landsins.  
Móðurmál kennarans hefur ekki áhrif á kennslu um íslenska menningu og siði landsins.
- e. Athugasemdir eða útskýringar: \_\_\_\_



## KUNNÁTTA NEMENDA

7. Hver af eftirfarandi fullyrðingum passar helst við þig? (Athugaðu að átt er við kennara í *Íslensku sem öðru máli*):

- a. Ég væri betri í að **skilja skrifað mál** íslensku ef kennarinn minn hefði:
  - íslensku að móðurmáli.
  - annað mál en íslensku að móðurmáli.
  - Það skiptir mig engu máli hvaða mál kennarinn minn hefði að móðurmáli.
- b. Ég væri betri í að **skilja talað mál** á íslensku hefði kennarinn minn:
  - íslensku að móðurmál.
  - annað mál en íslensku að móðurmáli.
  - Það skiptir mig engu máli hvaða mál kennarinn minn hefði að móðurmáli.
- c. Ég væri betri í að **tala** íslensku hefði kennarinn minn: íslensku að móðurmáli.
  - annað mál en íslensku að móðurmáli.
  - Það skiptir mig engu máli hvaða mál kennarinn minn hefði að móðurmáli.
- d. Ég væri betri í að **skrifa** íslensku hefði kennarinn minn:
  - íslensku að móðurmáli.
  - annað mál en íslensku að móðurmáli.
  - Það skiptir mig engu máli hvaða mál kennarinn minn hefði að móðurmáli.
- e. Athugasemdir eða útskýringar: \_\_\_\_

## NÁMSAÐFERÐIR

8. Hver af eftirfarandi fullyrðingum passar helst við þig? (Athugaðu að átt er við kennara í *Íslensku sem öðru máli*):

- a. Kennari sem hefur íslensku að móðurmáli er almennt betri í að ráðleggja mér hvernig er best að læra íslensku.
- Kennari sem hefur annað mál en íslensku að móðurmáli er almennt betri í að ráðleggja mér hvernig er best að læra íslensku.
- Móðurmál kennarans hefur ekki áhrif á það hvernig er best að læra á íslensku.

- b. Kennari sem hefur íslensku að móðurmáli er betri í að benda mér á mismunandi aðferðir (e. *learning strategies*) til að læra íslensku.  
Kennari sem hefur annað mál en íslensku að móðurmáli er betri í að benda mér á mismunandi aðferðir til að læra íslensku.  
Móðurmál kennarans skiptir ekki máli í þessu samhengi.
- c. Athugasemdir eða útskýringar: \_\_\_\_

## HVATNING

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9. Hver af eftirfarandi fullyrðingum passar helst við þig? (Athugaðu að átt er við kennara í *Íslensku sem öðru máli*):

- a. Kennari sem hefur íslensku að móðurmáli er almennt betri í að hvetja mig áfram í að læra íslensku.  
Kennari sem hefur annað mál en íslensku að móðurmáli er almennt betri í að hvetja mig áfram í að læra íslensku.  
Móðurmál kennara skiptir ekki máli í þessu samhengi.
- b. Gætir þú útskýrt svar þitt í stuttu máli? \_\_\_\_
10. Vilt þú bæta einhverju við sem gæti komið að gagni við rannsóknina? \_\_\_\_