



Mendel University in Brno

Faculty of Regional Development and International Studies

Social Aspects of Language Use in Republic of Malta

Bachelor thesis

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Brno 2017

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Acknowledgement

I would like to show the gratitude to the supervisor of my bachelor thesis Mgr. et Mgr. Miroslav Horák, Ph.D. for his patience, valuable ideas and a huge amount of support during the whole process of writing my thesis.

Furthermore, I would like to thank my family and as well my friends for their help and encouragement.

At last but not the least, I would like to thank all the respondents who took a part in the research.

Abstract

SVOBODOVÁ S., Social aspects of language use in Republic of Malta. Bachelor thesis, Brno: Mendel University, Faculty of Regional Development and International Studies, 2017. Supervisor of Bachelor thesis: Mgr. et Mgr. Miroslav Horák, Ph.D.

The aim of this thesis in the theoretical part is to introduce and point out social aspects of language use in the Republic of Malta. English language is quite a big issue in Malta because the country used to be under the British influence, remaining until nowadays. Methods used in this part of thesis were mainly based on search of available literature and scientific articles.

In the practical part the aim is to analyse the attitude of expatriates living in the Republic of Malta towards the language situation. Therefore the practical part focuses on the research question: *To investigate the language situation in Malta in the perspective of expatriates living in the country.*

Keywords: language, Malta, English, Maltese, bilingualism

Abstrakt

SVOBODOVÁ S., Společenské aspekty jazykového užívání na Maltě. Bakalářská práce, Brno: Mendelova univerzita, Fakulta regionálního rozvoje a mezinárodních studií, 2017.

Vedoucí bakalářské práce Mgr. et Mgr. Miroslav Horák, Ph.D.

Cílem této bakalářské práce v teoretické části je představit a zhodnotit společenské aspekty související s používáním jazyka na Maltě. Anglický jazyk je velice diskutované téma, jelikož ostrov Malta byl a stále je pod vlivem Velké Británie. Metody použité v teoretické části jsou postaveny na dostupné odborné literatuře a vědeckých článcích.

V praktické části se práce zabývá otázkou postoje přistěhovalců k jazykové situaci na Maltě. Proto je kladen důraz především na výzkumnou otázku: *Zjistit jazykovou situaci na Maltě z pohledu přistěhovalců žijících v zemi.*

Klíčová slova: jazyk, Malta, anglický jazyk, maltština, dvojjazyčnost

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1 Introduction

Maltese islands consist of three islands- Malta, Gozo and Comino. The Republic of Malta (hereinafter referred to as “Malta”) is situated in the heart of Mediterranean, between Europe and Africa with the closest neighbor Sicily, only 95 kilometres far away. The island is situated on a busy shipping, trade and welfare position with connections to north, south, east and west. The number of population ranges Malta to one of the most densely populated micro-states in the world (Dillon, 2004).

Malta has been always perceived as a very interesting country because of the colourful history ensuring the islands were colonized time and time again and left with a very complex heritage. Not only are the inhabitants of the islands proud of their rich history, natural surface and favorable weather conditions, but also of their hardly gain of independence. The apparent proof is domination of many different empires.

During the Medieval period by the Normans, Swabians and Angevins, then Malta came under the rule of Spanish and The Knights of St John. Afterwards the French were relegated by the British. British were in charge for more than 150 years there. It surely has affected the country in many perspectives, including the language and communication aspects Malta has been dealing with (Ibid.).

The introduction of English language resulted from the British colonization. Malta joined the British Commonwealth and obtained the independence on 21st September 1964. Getting the independence was a big step to Malta. British militaries were still based there for the next fifteen years and then finally left on 31st March 1979 (Ibid.).

Therefore the influence of British is significant and remains dominant feature of Maltese life and culture with many of the features being exhibited. A population largely fluent in English, driving on the left side of the road, the legislation mostly based on that of Great Britain. Moreover, economical and also cultural attachments to the British mainland persist to be very strong. Many Maltese are getting their tertiary education in Great Britain and also Malta has become a popular destination for British tourists as much as for retirees and expatriates (Rudolf, Berg, 2010).

In this thesis I focus on introducing the social aspects of the language use, intersecting Maltese and English language. I will also speak about the social aspects of British influence in

a context with Malta. For the theoretical part of the thesis, I have extracted the opinions and arguments from the book publications or scientific journals and afterwards I was looking for connections and links between them. The theoretical part of the thesis is therefore divided into several chapters, for the Introduction chapter I mainly appreciated the publications from Paddy Dillon (2004).

When speaking about another chapter dealing with the bilingual problematics I was using mainly the scientific journals and local Maltese journals as they discuss different points of view and point them out.

Talking about different domains of languages or code-switching, I retrieved the information mainly from the publications, a lot of them written by Maltese authors by origin.

As known, even though Malta is a small island, but being rich not only culturally, but also in linguistic terms, I found the process of searching for different information and researches connected to this country and use of the language very interesting and at the same time quite demanding.

2 Methodology

The methodology chosen for this research is based on quantitative methods. This type of methods tend to quantify the facts and generalize them from a certain number of respondents. I have decided to use the questionnaire provided by Survio. I have determined one condition, the respondents were chosen according to the basic criteria of staying in Malta longer than two months. All the data were provided by the online questionnaire by Survio, in the purposely selected groups of expatriates living in Malta on social network- Facebook. The name of the Facebook group is The Expats/ Foreigners in Malta. The participants were volunteers complying the criteria of staying in Malta for more than two months. The total number of participants in this online questionnaire is 90. The language used for the research is English. The duration of the online questionnaire was one month, published in April 2017. After I recollected all the data, I have provided the statistical analysis of the language situation and then the outcomes.

3 History of English Language in the island

English language was firstly introduced to Malta in the early period of 19th century when the British took charge of the islands and France had capitulated. Although during this era most of the dominative class and also government officials spoke still Italian and it remained like this for a long time. The most probable reason of it was a daily separation of British political power and ordinary people, which meant the separation of both languages.

Afterwards, the language situation has changed in the 20th century. English language started to become an important part of lives of Maltese people. As assumed, one of the most important boundary mark could be a switch of Italian to English in education system in 1930. The replacement of Italian language at last affected all the ordinary young people and not only the educated higher elite (Sheehan, 2006).

As a persisting example of nowadays higher education at Maltese universities is that English language is being equal to Maltese, given the same values. On the other hand, in a reality, English has been the main pedagogical language. Because of this, there is an increase of non-Maltese students. The increase is connected with tight political links and economical needs (Cutajar, 2008). Mazrui (1995) states that in such a system, the cultural self is at stake. Maltese Islands such as other ex-colonies have adopted the West as their 'primary referent point' (Mohanty, 1997).

Thirty years later, Malta has been known for the expansion of English language and because of that the popularity of tourism grows faster and English-speaking visitors do not have any difficulties with communication (Dillon, 2004).

Malta though had a favourable ground for the evolution of a common nationality and the development of democratic structures, persisting until nowadays (Frendo, 1975).



Figure 1 The Republic of Malta (Central Intelligence Agency, 2007)

4 Bilingualism

Until the middle of the last century, Maltese was considered a “kitchen language” mainly used by the less educated. The educated class, government, and the law courts spoke Italian and later English. But even though Maltese language still remained to be kept in an honour and given respect by the local population. The language was developed in academical, technical and scientific way to become broaden. Developing process was mainly facilitated for the purposes of translating EU legislation and use of experts or law makers. A slow, but still increase appeared in form of Maltese teaching materials (Mehisto, Genesee, 2015).

According to Mehisto and Genesee (2015), the influence factors that affect bilingualism and bilingual education are:

- General population believes in the value of bilingualism.
- General population believing in the value of Maltese language.
- The supremacy of Maltese in the courts when interpreting legislation.
- A lack of Maltese language learning materials and too much of English learning materials arising the pragmatism.
- The prioritisation of learner understanding and participation during lessons over and above any “monolingualising” strategies advocated by administrators or politicians.
- Certain subjects traditionally taught through Maltese and others through English.

Mechanisms that support bilingualism and bilingual education also stated by Mehisto and Genesee (2015), are mentioned below:

- Broad-based opportunities (e.g. bilingual media, families, workplace) to use both Maltese and English.
- The instrumental benefits of English, including its use in tertiary education or international trade.
- The requirement for teachers to be bilingual.
- English language learning resources that foster reading and writing in English.
- The requirement to translate all EU legislation into Maltese and all Maltese legislation into English.
- The lack of monolingual state-sector programmes on offer (neither parents, children, nor teachers have a choice but to persist in a bilingual habitus).

A media survey from 2013 declares, that a good competence in English is therefore essential. The lack of it can cause difficulties in people's studies and careers. Overall, the competency in English is decreasing with lower levels of education. Only seventeen per cent of university-educated respondents spoke just English at home, while twenty-seven per cent were bilingual at home. Proceeding the result on a national level, it was solely five per cent (Dingli, 2016).

As Haugen (1972) remarks, the attitudes of monolinguals are extremely various, ranging from very positive to very negative: "Bilingualism is a term that evokes mixed reactions nearly everywhere. On one hand, some people (especially academics) will say: "How wonderful to be bilingual! On the other hand, they warn parents not to make their children bilingual". (Grosjean, 2001,). The case with bilingualism is therefore not outright.

Since Malta is dealing with bilingualism, the topic is quite discussed and at the same time controversial. Dingli P. mentioning "Malta's bilingualism is not straightforward. A strong pro-Maltese lobby has dominated the discussion for decades". The outrage was caused in 2016 when a group of foreign experts had recommended that Maltese schools could even teach English language as a foreign one. The promotion of Maltese is on point, but it had happened at the expense of English (Dingli, 2016).

Not only English is a part of Maltese identity and is being recognised in the Constitution, but also the central success of financial industry, economy sector, tourism, language learning branch and much more. Agreeing with this proposition, Bartolo ¹ had even referred to linguistic Taliban in Malta, meaning that approaches towards the bilingualism tend to have negative unspoken overtones. At the same time Bartolo does not seem to be claiming to the strong affective pro-Maltese and anti-English discussions, which have previously appeared within the other ministers at the power. Even further, has he taken a pragmatical posture marking out English as an important duty (Ibid.).

Although Malta is bilingual in huge terms and at the same time diverse ethnically and religiously, Maltese people characterize themselves being oriented either to Maltese or English along with appearing comments (Bonnici 2010) "She's Maltese-speaking" and vice versa "She's English-speaking". The comment "Maltese-speaking" appeals to Maltese, who are monolingual and Maltese-English bilingual, even though using Maltese more often (Bonnici, 2010).

¹ Former Maltese minister for Education and Employment since 2013

Maltese language was included in the project called Loanwords in the world's languages. A question "What proportion of the vocabulary of language X comes from each etymological source?" was proposed. Although the question could seem reasonable to the person, who does not come from an academic background, for the linguists it represents a twisted issue (Puech and Saade, 2016).

The etymological investigation shows the statistical results that Maltese is being placed among the "high borrowers" with the total percentage of 35.1 % of loanwords, falling above Japanese language. (Ibid.).

The immense majority of the Maltese population claims that Maltese language is their mother language, but at the same time admitting the English language being at the same level, also considered as their native language. Then also Maltese together with English language are proclaimed by the population to be their first language (Ibid.).

A research by valuable authors which are also mentioned in this thesis Sciriha and Vassallo (2001) has been carried out. The study indicates shocking results. Out of 500 participants chosen from different social backgrounds, 98.6 % affirm Maltese language as their native. English as a mother tongue had been stated by 1.2 % participants and the same value 1.2 % stood for both languages as the native ones. All the data collected dealing with the mother tongue issue are highly influenced by not only social background, but also by the status of the population. Therefore, social background and the status of the population need to be taken under the consideration (Lasagabaster and Huguet, 2007).

Looking at the complex Maltese English situation, Maltese language is used and broadened in terms of oral communication, constantly for instance in parliament and the law courts. By contrast English language dominates in a written form (Lasagabaster and Huguet, 2007).

| Language | Population (324 386) | % of total |
|----------------|----------------------|------------|
| English | 317 311 | 97.8 |
| Maltese | 246 157 | 75.9 |
| Italian | 118 213 | 36.4 |
| French | 31 945 | 9.9 |
| German | 6 807 | 2.1 |
| Arabic | 5 955 | 1.8 |
| Other | 5 769 | 1.8 |

Table 1 Proportion of the population and languages (Lasagabaster and Huguet, 2007)

Maltese language is the language of about 98% of the population of Malta (Table 1). At the same time the vast part can come under the bilingual group (around 76%). The percentage of bilingual group claims, that they are able to perform most of the communicative tasks both in Maltese and English. Maltese language is still remaining as a national language.

On the other hand, there are three sections, in one Maltese language is prevailing and in the second one English and the third section stands for both of the languages. Maltese language mainly dominates in Courts and Parliament scene, where the written form is essential. English by contrast is important in Education sector and on International level. In the most of social domains, English and Maltese are used together (Grima, 2015).

The new constitution states, that Maltese is the national language of Malta and at the same time Maltese and English are being co-official languages (Sciriha, 2002), within selected parts below:

- “1) *The National language of Malta is the Maltese language.*
- 2) *The Maltese and the English languages, and such others as may be prescribed by Parliament, shall be the official languages of Malta and the administration may for all official purposes use any such language.*
- 3) *The language of the Courts shall be the Maltese language.*
- 4) *Save as otherwise provided by Parliament, every law shall be enacted in both Maltese and English and if there is any conflict between the Maltese and English texts of any law, the Maltese text shall prevail.”*

(The Constitution of the Republic of Malta, 1974, Section 5)

Daily life of an average Maltese person consists of reversing from one language to another. Antoinette Camilleri Grima mentions herself as a typical example: *“I speak Maltese at home with my husband and infant, with my parents and all my relatives. When watching television I change channels from Maltese to English to Italian. I mostly read in English both for work and pleasure. When I read stories to my daughter I read and speak English as this is the only time she is exposed to English in family circles. At University of Malta, where I work, I use both Maltese and English as informal and formal codes.”* (Grima, 2015)

As a result, bilingual education is not promoted as a choice or an option, but it results from a sociolinguistic background. Both of the languages Maltese and English are needed and for instance the economic success cannot be reached without having a knowledge of both of them and not being proficient only in one of them (Ibid.).

The constant need of switching between Maltese and English language leads to intersentential code-switching. Simultaneously many people in Malta attach a big meaning to Maltese language and in general are trying to promote it. At the same time, they consider English as a language of power and impact in global community. As previously mentioned Malta has strong cultural and nationalistic linkages. Assuming the strong heritage bondings of Maltese people, it results in not wanting to stick only to English language (Ibid.).

5 Code-switching

Code-switching has become an interesting behavior of bilingual speakers. The mixing of languages is reflecting the interaction between the languages in bilingual conversation (Kootstra, Van Hell and Dijkstra, 2009). There are many researches observing different aspects and mechanisms of code-switching depending on the individual and social variables, regarding the fact that individual speaker is someone in whom all sorts of influences on language use are expressed (Isurin, Winford and De Bot, 2009).

A couple of studies about the bilingual situation in Malta are mostly concerning the investigation of issues related to code-switching and code-mixing, including a research conducted Camilleri (1995) discussing the code-switching between parents and preschool children.

The study asserts a statement about the education of preschool children saying, that “children will not be considered educated until they are bilingual” meaning, that they have to be fluent in both English and Maltese language. In Maltese schools the lessons are carried out in Maltese, but the textbooks are written in English. This is a prototypical example of a domination of English language in a written form. Though, this appears primary in the public schools. In private schools, English is used more frequently (Lasagabaster and Huguet, 2007).

One of the significant findings provided by Camilleri (1995) in the research was an observation about use of code-switching. Code-switching from Maltese to English is mostly liable for use of English technical phrases and terms with 77.8% of code-switching units (Ibid.).

Above all, the most substantial outcome carried out of the Camilleri’s research states, that code-switching is simply present in Maltese classrooms (Bonnici, 2010). Taking under the consideration a single English-oriented lesson, the teachers incline to code-switch to Maltese language because of these three main reasons. First of all they feel the need to translate and after explain the English terms, secondly to increase the participation of students and the third reason is to establish the rapport (Ibid.).

Overall the proportion number of everyday using code-switching is relatively high and this fact is frightening for some Maltese linguists as viewing Maltese language in extinction.

Code-switching is also often regarded as a sign of laziness or not a sufficient knowledge of either language (Angermann, 2001).

5.1 Purposes of Code-switching

A lot of factors are influencing the extent of code-switching of children and adults. Therefore, code-switching is not only a linguistic issue, it also indicates an important social and power relationship matter. Some of the factors influencing the code-switching are represented for instance by atmosphere of the setting, familiarity with the persons or a perceived status of the listener (Baker, 2011).

There are many various purposes for code-switching. Code-switching will be different within a different conversation, depending which topic is being discussed, who is discussing it and in which kind of context it is appearing. Also political and economic factors have an influence on code-switching. Baker (2011) points out the purposes of code-switching:

- A specific point of the conversation is emphasized by the use of code-switching. Switch is made when for instance one word is central in the sentence.
- Expressing a concept that has no equivalent in the other language.
- Reinforcing a request for example from the teacher's side.
- Substitution of a word in another language, for instance code-switching from language used at home to a language used at school.
- Code-switching helps to clarify a specific concept, teachers explaining in one language and then explaining it again in the second language.
- Expression of identity, strengthen the family or friend relationships.
- Injecting the humor and ease into the conversation.
- Code-switching is also used to exclude people from a conversation when for instance talking about private issues at the public places.
- Sometimes children are copying the adults and identifying themselves with a higher status, becoming more powerful people in their lives.

5.2 The interlocking of Maltese and English in Maltese children's conversations:

Marie Azzopardi-Alexander (2003) identifies in her research paper the connection of bilingual language practices of the young children's speech, which are ranging from exclusive use of only one language, either Maltese or English to various scales of code-switching. Another study by Camilleri (1995) was carried out, mostly on the basis of using the dialect and if Maltese or English are being first or second language (Puech and Saade, 2016).

Camilleri (1995) therefore defines 4 types of families:

Family type A

A contact with Maltese dialect is obtained as a first language by children. At the same time Maltese being a first language of parents and broadly spoken in the neighbourhood. Standard Maltese and English language are acquired by formal teaching at school or by the parents together with other family members.

Family type B

The first language of family is standard Maltese and English is obtained through formal teaching at school.

Family type C

Both of the languages- Maltese and English are acquired as a first language and the use of them is compatible.

Family type D

English language is a first language of children, spoken by one or both of the parents. On the other hand, Maltese language is acquired later through the formal teaching at school and socialisation with their peers.

| FAMILY TYPE | Languages acquired (chronological order) |
|-------------|--|
| A | 1.Dialect, 2. Standard Maltese, 3. English |
| B | 1.Standard Maltese, 2. English |
| C | 1.Standard Maltese and English |
| D | 1.English, 2. Standard Maltese |

Table 2 Languages acquired in different family types (Camilleri, 1995)

In terms of code-switching a division into five groups according to Azzopardi-Alexander's (2014) research was made (Puech and Saade, 2016):

5.2.1 Group 0.1 Maltese

For some families English language only represents an occasional encounter when meeting accidentally the speakers of English language.

Children from this group are only in the contact with English language when being at school or working on their homework. Even though the English flow increases when moving further at school, children from this group still prefer to interact and do everything in Maltese language. Before entering the primary school, they do not really use the English language in other words, English is not really featuring at their homes (Azzopardi-Alexander, 2003).

5.2.2 Group 1 Maltese with restricted English

Unlike the previously mentioned group, the children from Group 1 are addressed in Maltese very intensively at home. Some of the parents are even avoiding the code-switching, which is widely used by the society.

They have made the decision to settle the Maltese as their home language. On the other hand, these parents did not restrict the children to follow the television in English language, even reading them stories in both languages- Maltese and English. When the children attend the school, the relationship to English rises vastly, but the parents want to make sure the commitment to Maltese remains the same (Azzopardi-Alexander, 2003).

5.2.3 Group 2 Maltese with English woven in the pronunciation

There is a quantitative difference between the using of English elements in the speech of children from the Group 1. The difference can be spotted in the amount of lexical groups,

meaning the children are using much more words from various spheres. They seem not to have a limit in the capacity of using the words, including the names of objects, places, people or even institutions. The character of the children from this group says, that the use of English language is immense. It is apparent from the fact that English words are treated as they were Maltese (Azzopardi- Alexander, 2003).

5.2.4 Group 3 Maltese with a great amount of English

The parents from this group are switching from one language to another one frequently. It is noticeable as well in informal bilingual conversations.

These children are therefore using a big amount of both Maltese and English. They are comfortable with Maltese language simultaneously very confident in being able to apply the English language. Even though their English pronunciation is not as smooth as Maltese, they are still capable to integrate their memory from reported speech (Ibid.).

5.2.5 Group 4 English with Maltese woven in

The dominant language within this group is clearly English. An extensive use of code-switching from Maltese is being used by the parents. The trigger to change the code-switching is often invoked by the addition of a conversational partner or the change of subject.

Even though the children brought up in the same family and also attending the same school are using Maltese differently, depending on how much of their spontaneous conversations are held in English or in Maltese. The other factors of that could be for instance self-confidence (Ibid.).

According to data obtained by Azzopardi-Alexander (2003), the expectation of all the children to become very fluent bilinguals or being able to communicate in either Maltese language or English language. However, the majority of them is switching across both of the languages, especially when all the partners are well competent in the languages. The level of consciousness which language to use differs. At the same time, the level of confidence which English to use depends on the group (Puech and Saade, 2016).

6 Question of nationalism

For Maltese people, the question of nationalism goes hand in hand with the question of the use of English. Although the importance is not as strong as in other countries around the world, for instance in Asia. In general, Maltese people do not feel the need to speak in a different extension from British English to distance themselves from the days of colonization.

Speaking about the term of feeling nationalist, the Maltese language seems to fulfill all their nationalist satisfactions. English language is being mostly perceived as a language of education and useful instrument for international communication (Camilleri, 1995).

In connection with nationalist question, Baldacchino affirms that Malta has become a “nationless state”. Identity is formed by primary and secondary elements including language, ethnicity, religion, cultural values and traditions, different historical self-view or a sense of territorial bonding. Malta definitely fulfills all of these aspects. Looking back in the past, a strong history of colonisation, Maltese people becoming united by the Catholic belief, speaking unique language and sharing an area only of 316 square kilometres definitely prove so (Baldacchino, 2002).

Another question “Is Maltese English a New English?” has arisen. Maltese English is discussed in terms of being described as a new institutionalized form of English language. Certain features are common for the New English to be considered as institutionalized (Camilleri, 1995):

6.1 New varieties developing through education

The education is a tool to develop the New English in a big extent, but at the same time not the only means of it. Maltese children and people are constantly in the contact with native and non-native English speakers through the tourist industry directly and through the media indirectly.

6.2 English as a subject and medium tool

English language is taught as a separate subject from the beginning of the education. The books in Maltese are very limited and most of them are written in English, so knowledge of the English is therefore important for Maltese students. A medium of instruction, meaning the

teachers teaching are using the English language is applied at schools. However, both languages are mixed in the most of the lessons.

6.3 Culture-bounding and localization

English language as it is spoken in Malta has become cultural bound mainly when it is mixed and influenced by Maltese. Even students using much more English at school, are really connected to Maltese within the society through the communication with the neighbours and reading the local newspapers. Nevertheless, the written form of English is closer to the British model.

Several conclusions were pointed out from the above mentioned features. Written English in Malta is different from spoken Maltese English. The written form is closer to the British English, unlike the spoken Maltese English. At the same time spoken Maltese English is clearly different from the Mixed Maltese English regarding the social background and linguistic attributes (Camilleri, 1995).

Another interesting fact is that spoken Maltese English is used predominantly only locally. There are two groups of speakers which are being identified. First of them is including the majority of Maltese people using English for international communication and a smaller group of speakers of Maltese English using it for academic purposes. This group is perceiving their English identical to the British English, having the time to develop their language skills and proficiency, frequently in the native environment (Ibid.).

7 British expatriates and retirees in Malta



Figure 2 The Top Expat Destinations 2015 (The Internations Survey, 2015)

Even though Malta is a small country, it has become a favourable destination for migration, especially after the integration within European Union entirely in 2004 (Innes, 2008). Comparing it with the historical past of the country, where Malta was mostly linked with emigration rather than immigration (Bjorn, 2008).

Even though Malta only joined the country ranking in 2015, it was already ranked on the third place in The Top Expat Destinations 2015, scoring the highest in the Working Abroad Index, mostly because of the high job satisfaction among the survey participants (Von Plato and Zeeck, 2015).

The language question was taken in account in the category “Ease of Settling In” containing also the feeling of being welcomed, finding friends or friendliness. Only 17% of the respondents found the local language easy to learn, 88% showed a disagreement of a difficult life without speaking the local language because of the fact that Malta as a former British colony is using English language. A very important fact which needs to be mentioned is, that

40% of the survey participants were British. Therefore dealing with a language barrier is not an issue for them (Von Plato and Zeeck, 2015).

When talking about the migration and settlement in Malta, popularity grew especially for older British migrants. A big impact on this fact has the lack of the language barrier, understanding of English language as the expatriates are coming from United Kingdom, which is an English speaking country. These conditions are therefore leading to the positive influence why to settle down in Malta. Especially for older migrants the language issue represents a key factor (Innes, 2008).

Taking as an example the difficulties which are faced by older retirees in Spain, such as death of a close person or a severe illness and not being able to integrate into a local community because of not speaking their local language (Ibid.).

This scenario does not occur in Malta. There are 3597 British people in receipt of state pension registered in Malta (BBC News citing IPPR 2206). One of the responses why the integration of older British retirees in Malta is different could be the question of English language. For the small geographical area of the island, the number of retired British migrants is large (Ibid.).

At the same time experiencing the migration according to a research how expatriates are adjusting to a different country (Vukovic, 2013) held in Malta is both positive and negative regarding the understanding the language by experiencing the culture. Because English is almost a native language spoken in Malta, the investigation shows, how the observations do or do not change in the dimensions of expatriates (Vukovic, 2013).

This research is discussing in particular the question of adapting to a new culture and how the adaptation process is influenced, concretely when the need of acquisition of a new language is not that necessary, talking about English language. There were 10 participants mainly coming from United States and Europe chosen who do not speak Maltese language and several questions were proposed to them (Ibid.).

Conversations and close personal observations of their interactions were provided in order to conclude the results. Afterwards a reflection how the interactions affected them was carried out (Ibid.).

Based on her investigations with ten non-Maltese speaking participants, describing both positive and negative outcomes have appeared mostly when speaking about local language

Maltese and the feeling of belonging. English language is used within the frame of basic social environment, for example asking for the directions or talking to official institutions. If a person wants to feel really involved within the deeper cultural knowledge or sharing the familiarity, the need of knowing Maltese language is essential. A negative impact has led to a creation of a network among themselves (Vukovic, 2013).

As mentioned by Li (2015) integrating in a new country has two major components. The first component called anticipatory adjustment is describing the issues before leaving the home country, then followed by in-country adjustment showing up when arriving to the destination. The in-country adjustment is composed by other four main dimensions: individual skills, job-related factors, organizational factors and non-work factors (Li, 2015).

A considerable fact is being highlighted. Shaffer and Harrison (2001) suggest that an expatriate's language skills should be also considered as an anticipatory adjustment.

Vukovic (2013) believes, that the importance of learning also the native language Maltese for expatriates is essential. Even though the English-language is co-official language together with Maltese, Maltese is still remaining the national language and at the same time somehow the language of cultural solidarity and understanding. Maltese language is a symbol for the familiarity and the intimate feeling connected with the traditions (Vukovic, 2013).

The interaction between the Maltese language and the symbols could be also because of the religious nature of the country. The Catholic Church and its power in Malta has always had a great meaning. Symbols of the Catholic Church within its ceremonies are nowadays remaining closest to a National Maltese symbols (Baldacchino, 2002).

In the research provided by Vukovic (2013), the English language is still persisting as a foreign, formal and technical language, there have been several movements among the English-speaking elite of Malta for the maintenance and preservation of the Maltese language as an image of national history and heritage (Vukovic, 2013).

7.1 Tourism Sector

Not only for Maltese economy, but also for in terms of social inclusion, tourism represents a very important sector, with the contribution of 30% of GDP and 25% of export earnings. The vast majority of all international tourists, who are arriving to Malta comes from the United Kingdom, giving the meaning of the language and historical ties. In comparison with today, in the year 1960, the percentage of British tourists was nearly 70%, nowadays they account for 40% (Hoti, McAleer and Shareef, 2005).

In the scenario with Malta, from the older British tourists’ perspective, the historical linkages and nostalgia are playing a big role. They have been also seeking for the place belonging and attachment. The place attachment is perceived by them as a bond between the people and a specific place. New home seeking is created by more familiar environment, such as for instance a common language or hospitality which make the British tourists feel included. Another fact mentioned could be, that many Maltese feel British or English and indeed are related to British persons and therefore are not behaving in a certain way as to “perform” for the tourists (Stewart, 2012).



Graph 1 Malta tourist arrivals (National Statistics Office of Malta, 2015)

8 English language courses

Malta belongs to the top four countries demonstrating the good knowledge by adults of learned English language (Language Knowledge in the European Union: English in Europe 2013). An evidence for the ranking comes from the survey carried out by TSN Opinion and Survey Network within the 27 member states of the European Union in 2012. The recent study provided by the International Association of Language Centres (IALC) shows, that Malta has been ranked as the world's seventh most popular destination among the students willing to study English in (ICEF Monitor, 2015). Because the English language plays a big role in the global meaning and also affected by the British influence, the small and quite isolated country such as Malta, has understood, that English language should be put in their collection of communication potential and therefore the need of adaptation to these global conditions has to be applied, using the English language as a basic tool. The country has achieved it through planning, policy and also formal and informal learning possibilities (Sung, Spolsky, 2014).

A multilingual environment is formed by a mixture of a little bit of the history, religion, nationalism and other factors that vary with every single nation. Making connection to the global world by social conditions is important (Ibid.).

Mentioning the social conditions, Malta has been characterized by impressively high social standards. According to the Human Development Index in 2010 the social indicators placed Malta on the 33rd position out of 169 countries. The favorable social environment in Malta is rising the popularity for both formal and informal learning of the English language as the opportunities of using the language are high and one of the tools how to achieve the knowledge are English Language Courses (Azzopardi, 2011).

Within the consequential high opportunity of using English and connection to the global world, Malta has been attracting a large number of students taking the Courses. According to annual publications, provided by the National Statistics Office in Malta, in 2004 there have been around 55 000 students participating in the English Learning Courses (National Statistics Office of Malta, 2015). The market was relatively flat between the years 2001 and 2004 after the high increase in from year 2000 to year 2001 (British Council, 2006).

Most of the students coming for learning English language are from Europe. The statistics shows, that in the year 2004, 11 of the top 13 incoming countries were from European nations (British Council, 2006).

| Source market | 2013 | % share | 2014 | % share | Change 14 / 13 | |
|--------------------------------|--------|---------|--------|---------|----------------|--------|
| | | | | | Weeks | % |
| Italy | 23,123 | 10% | 31,750 | 13% | +8,627 | +37.3% |
| Russia | 35,447 | 15% | 28,461 | 12% | -6,986 | -19.7% |
| Germany | 22,058 | 9% | 21,531 | 9% | -527 | -2.4% |
| Spain | 15,422 | 7% | 11,943 | 5% | -3,479 | -22.6% |
| Libya | 17,057 | 7% | 25,013 | 10% | +7,956 | +46.6% |
| France | 17,362 | 7% | 17,566 | 7% | +204 | +1.2% |
| Austria / Switzerland | 13,018 | 6% | 12,814 | 5% | -204 | -1.6% |
| Czech Rep. / Poland / Slovakia | 9,069 | 4% | 9,461 | 4% | +392 | +4.3% |
| Turkey | 17,441 | 7% | 14,486 | 6% | -2,955 | -16.9% |
| Netherlands / Belgium | 5,986 | 3% | 7,551 | 3% | +1,565 | +26.1% |
| Japan / South Korea | 17,188 | 7% | 16,549 | 7% | -639 | -3.7% |
| Brazil | 7,913 | 3% | 9,303 | 4% | +1,390 | +17.6% |

Table 3 Leading source countries for Malta ELT programmes by student weeks, 2013 and 2014 (FELTOM, 2014)

The FELTOM report is indicating a healthy sector which is essentially contributing to Malta's tourism economy and at the same time is making an effort of convincing the government and stakeholders to support the whole sector for even bigger benefits and growth (FELTOM, 2014).

In spite of going through a stagnation between the years 2001 and 2004, Malta was again denoted in terms of the prospects for further growth as a key destination with the new growth in an English Language Teaching (ELT) sector, stated by Sue Falzon, ELT Senior Manager with Malta's Ministry for Education and Employment. By "key destination with the new growth" Falzon means an attracting destination for students all over the world looking for English language training (ICEF Monitor, 2015).

9 Domains of Language Use

Not only within the entrance to the European Union which is seen as a promotion of the English language across, but also because the Maltese population is described as a bilingual population, as previously mentioned, plays the code-switching in all domains of language use an essential role. English language is perceived as a valuable linguistic commodity, keeping up with the Maltese language (Crystal, 2003).

If the community is mixed more in linguistically terms, a smaller need of individuals ensuring to communicate between different groups occurs. Even though Malta is being perceived as a homogenous country, in the level of language use, Maltese people tend to be locally characterized much more oriented towards Maltese or English. At the same time, they are inclining to the English language as a global tool (Ibid.).

Social variables such as age, gender and social class lead to a variation in the linguistic sphere. The use of different social variations increases with an increase in a social class. The bilingualism is reflecting in the different domains of language use. Therefore the good knowledge of both of the languages is necessary for daily living. Both of the languages also share roles at the national, societal and personal level (Camilleri, 1995).

9.1 Media

In the most forms of media both Maltese and English language are used. Local television is mainly in Maltese language broadcasting the local news, programs about the local culture or entertainment shows. Movies and documentaries are being imported from United Kingdom and the United States of America (Camilleri, 1995).

At the same time, two newspapers out of four daily newspapers are published in English and the other two in Maltese. The Maltese ones are called “In-Nazzjon” and “L-Orrizont”. The English newspapers are then called “The Times” and “The Independent”. The majority of radio stations are broadcasted in Maltese, although a couple of local stations in English. Still most of the music on the radio is largely in English language, accompanied by Italian popular songs (Micheli, 2001). Theatre productions are in Maltese and produced locally, however sometimes a performance in English language occurs (Camilleri, 1995).

In the case of media, there is as well Italian language playing quite an important role. Studies have shown a high appearance of Italian language in the television, where it is considered as a prevailing language. Comparing English language and Italian language, the use of English language in television has recently decreased as a medium (Bonnici, 2010). Furthermore, Maltese population has an access to more than fifteen Italian stations. Though the English language still remains dominant at the cinemas, where all the movies shown are British or American, or having English subtitles (Camilleri, 1995).

9.2 Administration

Maltese language is used as a spoken interaction in the Parliament, but it is necessary to note, that the written reports are kept both in English and also Maltese. The influence of the legal professions belongs more to Italian language than to English language. Later on, Maltese has replaced the Italian language in law courts (Camilleri, 1995).

Another fact confirming bigger influence on administration coming from Italian language mentions that even though Malta was a British colony, Italian language remained the administration and law courts language. Afterwards the English started to slowly filter in the Maltese society, mainly because of business purposes. English was very fastly accepted as the language of business and trade (Micallef, 1999).

But when addressing to the administration organ, the Constitution of Malta, section 5 states: “Provided that any person may address the Administration in any of the official languages (Maltese or English) and the reply of the Administration thereto shall be in the language” (The Constitution of the Republic of Malta, 1974, Section 5).

English language has somehow implemented into the administration sector recently. Maltese language still remains the official language of the Parliament and the law courts. Nevertheless, most of the legal documents are available in both languages (Basil, 2006).

9.3 Work

All places of work ranging from factories to offices are using spoken Maltese language. Although this does not mean that mixed Maltese English is being excluded. English still somehow prevails in a written form and plays a basic role within a tourist industry which represents an eighth of the population earnings. A significant amount of departmental correspondence in parliament takes place in English. For instance, banks are using both of the languages in their correspondence (Camilleri, 1995).

9.4 Education

The Maltese educational system is largely influenced by the British educational system and divided into three main sectors- primary education from age five to eleven, secondary education from the age of eleven to sixteen and the tertiary education from sixteen and higher (Mifsud, 2012).

Key factors (Mifsud, 2012) featuring the Maltese educational system include:

1. An extensive dependence on the United Kingdom for textbooks, educational models and expertise (Sultana, 1999).
2. Centralised state education system bounded by practices and bureaucracy such as the appointment to positions on the basis of age spread, not the qualifications (Darmanin, 1990).
3. A private school system composed of independent and church schools, increasing the competitive achievement and directing the best human and material resources rather to the best achievers than to ones, who are most in need (Wain, 1995).

The Maltese native language is understood by everyone, although speaking in English is still understood to be upper class among the Maltese people (Mifsud, 2012). Mackay (1976) mentions, that there is a big difference between the official language policy and the actual use of the language among the inhabitants in Malta.

Around 30% of the students at primary level are attending a private school and about 47% at the level of secondary education. The state schools prefer to use and educate the students

in Maltese language compared to private schooling, where English language is in favour as a spoken tool and run by Catholic religious orders (Angermann, 2001).

In both types of schools, English is used as a written medium. The educational system in Malta is as previously mentioned modeled by the British educational system. Therefore English language does play a big role in terms of educating Maltese children and young people. Generally speaking, English language is used as a written and also spoken tool of education. This could be probably the reason why a high number of foreign students is enrolled at the University of Malta every year as the courses are taught in English language (Angermann, 2001).

9.5 Home

The backgrounds of Maltese families are various. There are children who grow up and using and speaking only one language at home, starting to learn the second language later at schools or within their local communities. Other children are brought up speaking and using both Maltese and English at home, but both of the languages not at the same level of proficiency. And there are as well children who are growing up speaking nonstandard Maltese dialects, monolingually or bilingually. That is why the question of language number one in Malta remains difficult (Bonnici, 2010).

Even though children grow up speaking only one language at home, they will still face the second one, Maltese or English when arriving to school at an early age. Neither English nor Maltese is therefore unknown for the children not attending the school yet. Although the difficulty with inclining either to Maltese or English language is opening the discussion of minority versus majority language question (Caruana, 2007).

| | Maltese | English | Maltese/English | No Answer |
|----------------------|---------|---------|-----------------|-----------|
| Respondent to | % | % | % | % |
| Father | 61.7 | 22.6 | 14.4 | 1.3 |
| Mother | 57.2 | 24.1 | 18.0 | 0.8 |
| Sibling | 53.9 | 23.2 | 8.6 | 14.3 |

Table 4 Language spoken at home (Sciriha, 2002)

The results of this table show that the use of Maltese language at home is higher when the children are interacting with their fathers (61.7%) and lowest on the other hand when interacting with their siblings (53.9%). More children are using English (24.1%) when speaking to their mothers (Karyolemou and Pavlou, 2013). Therefore Maltese seems to be the dominant in the home domain (Angermann, 2001).

10 Language Demographics

According to census data in 2005, 88% of Maltese residents reported to speak English and 97.9% of residents speaking Maltese language even though they spoke just a little bit of one of the languages. The majority of respondents claimed they were speaking English well (64%), the lowest percentage (13%) said their English was average and the rest (23%) reported to speak English a little or not at all (NSO Malta, 2005).

Across the various Maltese districts, the results were different. Residents of the Northern Harbour (Figure 5) were the least to report Maltese as their home language. The district around the Northern Harbour is also marked as a district with the greatest number of residents speaking English well (Ibid.).

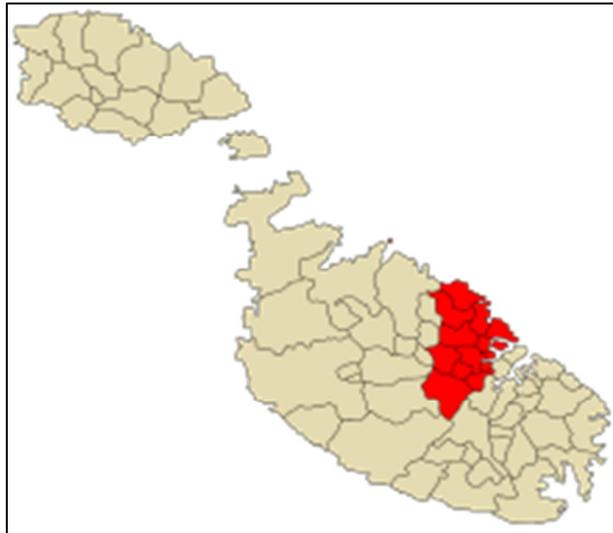


Figure 3 Map of fieldwork neighborhoods (NSO, 2005)

Empirical part

11 Introduction of the research part

In the empirical part of my bachelor thesis I will present all the data which I was able to collect and investigate. I have chosen the quantitative approach and have applied it in the questionnaire which was sent to the respondents. The respondents were chosen among the expatriates living in Malta. There was a basic criteria formulated in the first question for participating in this questionnaire, their length of the stay in Malta. I have set this condition within the length of stay for at least two months. For this type of research a higher number of participants is more suitable and more objective answers are gathered.

11.1 The Aim of the study

The main aim of the study was to identify the attitude towards the language situation on the island described in the given questions. Among the major goals of investigation, I have set the perception of the relationship between Maltese and English language viewed by the expatriates, the attitude of the local inhabitants towards the foreigners on the island as well perceived by the expatriates and the progress of the English language connected to the stay in Malta. As mentioned before in the theoretical part, Malta appears as a bilingual country and therefore I would like to compare the findings of the online questionnaire and this argument.

11.2 Determination of the research questions

There were 23 questions posed to the participants of the research. The range of the questions which were related to the aim of this bachelor thesis according to the research are following:

- General characterization of the respondents
- Native language of the respondents
- Difficulties in communicating with Maltese inhabitants
- English language proficiency of Maltese inhabitants
- English language and different domains

11.3 Process of the research and research sample

For the data collection I have chosen the web-based online questionnaire concerning the quantitative method. This kind of technique was the most accessible way to provide the research to reach the respondents. All the answers were provided under the total anonymity. At the same time, this type of survey is based on general quantitative responses and that is why it might affect the validity.

The research sample for my web-based surveys were expatriates living in Malta for more than two months. As mentioned before, the condition of the length of the stay was the only restriction. The expatriates were different nationalities, age, gender and current occupation. In total, 90 responses were collected.

11.4 Questionnaire

The empirical part of the research was provided in an indirect form of collecting the data. As mentioned before, the collection was made by the online surveys addressed to the expatriates living in Malta for more than two months. The research language was English, so certain knowledge of participants' English language was necessary. There was no particular nationality chosen of the respondents who participated in the research.

This quantitative questionnaire enables a quick collection of numerical data and general hypotheses can be created. For this type of survey closed ended questions were chosen from the given list. Therefore, the answers were leading to an objective result. The questions in the survey have to be understandable for the respondents. I tried to make the questions as much comprehensible as possible in order to get clear information I was aiming for.

At the same time I am aware of the advantages but also disadvantages of this form of research. Some of the advantages such as easily and quite fast quantification of the data results can be analyzed into objective hypotheses. On the other hand, the questionnaire is only asking a limited amount of the information and could lack the validity and could lead to misunderstanding in the answering of the questions.

I have also expected that the English language is not a native language for all the participants. Therefore, the questions were created in the understandable way. The questionnaire consisted

of general part- age, gender, occupation, length of the stay, then the other questions connected to the English language investigation were posed.

12 Analysis of gained data

In this section, all the acquired results of the research will be presented, compared and discussed. The question which has been posed in the methodology *to investigate the language situation in Malta in the perspective of expatriates living in the country* will be analyzed. The other questions which are a part of the investigation are following:

- Native language of the respondents
- Difficulties in communicating with Maltese inhabitants
- English language proficiency of Maltese inhabitants
- English language and different domains

This will be done by analyzing the opinion of using English language by the expatriates living in Malta. Therefore, my aim is to explain the occurrences which are underlayed with the numerical data and graphs received from the questionnaire. In the questionnaire, 23 questions were asked to explain the opinion of the expatriates connected to the using of the English language in Malta. The questions were not separated into the similar sections directly in the survey, I have done it after the gathering of the results.

12.1 General characterization of the respondents

In this section, we can find the overall characterization of the respondents. The total number of the respondents was 90. The results are shown via the tables with absolute and relative numbers. The first determining condition of the respondents was the length of their stay in Malta. I have set the duration of the stay at the minimum of two months. According to this criteria, the respondents were chosen. Then the next question connected to the length of the stay was posed mentioning the more specific duration of their stay (Table 5). The biggest part of expatriates (77.8%) have stayed in Malta for more than two years. Followed by the group of respondents staying for less than one year (12.2%) and more than one year (10%).

| Age | Absolute number | Relative number |
|-----|-----------------|-----------------|
|-----|-----------------|-----------------|

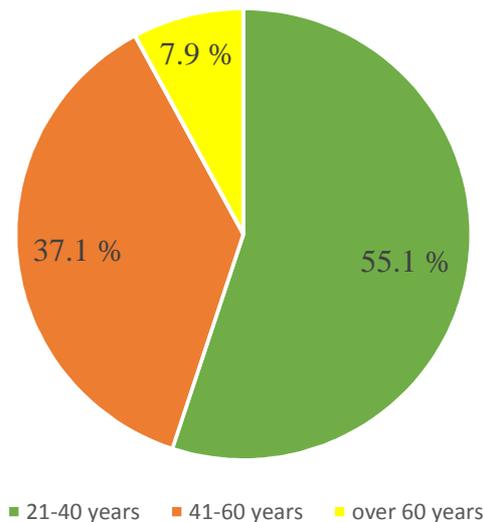
Table 5 Characterization of respondents according to the length of stay, N=90 (Own contribution)

| Length of stay | Absolute number | Relative number |
|----------------------------|-----------------|-----------------|
| Less than one year | 11 | 12.2% |
| One up to two years | 9 | 10% |
| More than two years | 70 | 77.8% |
| Total | 90 | 100% |

Table 6 Characterization of respondents according to the age, N=90 (Own contribution)

The age range of the participants did not matter, the age structure was not limited (Table 6). At the same time, we can see from the chart that there was no participant aged 0-20 years. The age of the research sample began from the age of 21 up (Graph 2).

Characterization of respondents according to the age



Graph 2 Pie chart- characterization of respondents according to the age (Own contribution)

| | | |
|----------------|-----------|-------------|
| 0-20 | 0 | 0% |
| 21-40 | 50 | 55.6% |
| 41-60 | 33 | 36.7% |
| over 60 | 7 | 7.8% |
| Total | 90 | 100% |

The gender distribution of the research is shown in the following table (Table 7). The major part of the respondents visible from the table, were females with the relative number of 66.7%. The relative number of the male range was 33.3%.

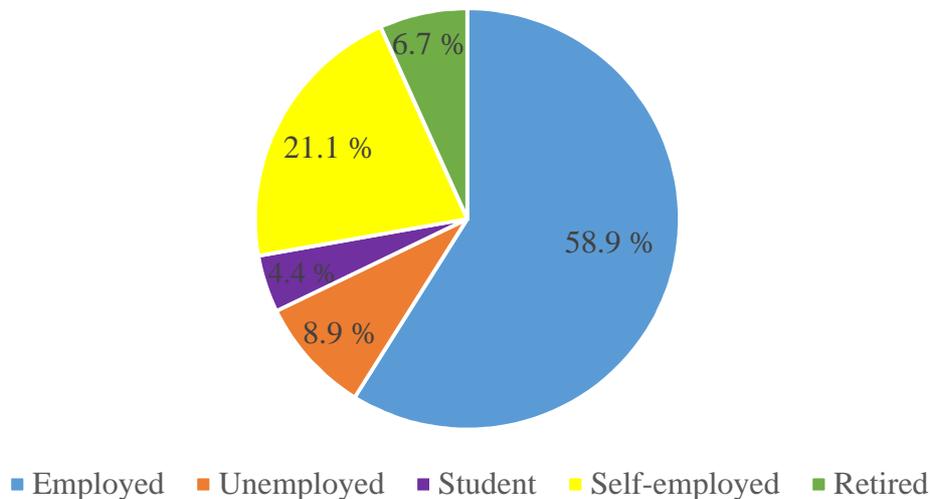
Within the respondents' sample of 90 participants, the highest amount of the expatriates stated, that they have been employed (58.9%), followed by the self-employed category (21.1%), unemployed (8.9%), retired (6.7%) and the least range of students (4.4%).

The results of the occupation status are shown in the pie chart (Graph 3) and in the table with absolute and relative numbers (Table 8).

| Gender | Absolute number | Relative number |
|---------------|-----------------|-----------------|
| Male | 30 | 33.3% |
| Female | 60 | 66.7% |
| Total | 90 | 100% |

Table 7 Characterization of respondents according to the gender, N=90 (Own contribution)

Characterization of respondents according to the occupation



Graph 3 Pie chart- characterization of respondents according to the occupation (Own contribution)

| Occupation | Absolute number | Relative number |
|----------------------|-----------------|-----------------|
| Employed | 53 | 58.9% |
| Unemployed | 8 | 8.9% |
| Student | 4 | 4.4% |
| Self-employed | 19 | 21.1% |
| Retired | 16 | 6.7% |
| Total | 90 | 100% |

Table 8 Characterization of respondents according to the occupation, N=90 (Own contribution)

13 Questionnaire findings

13.1 Native language of the respondents

Concerning the native language of the 90 respondents who took a part in the survey, an important finding was, that 42% out of them mentioned, that their native language was English. The rest of the participants (58%) with other native language still said, that the level of their English was advanced (92.2%) and the intermediate level was noted only by 7.8%. The elementary level was not ranked in the survey at all. The nationalities who participated in the survey were following:

- British (35%)
- Irish (5%)
- American (2%)
- French (7%)
- Czech (2%)
- Swedish (4%)
- Norweigan (5%)
- Germany (10%)
- Italian (12%)
- Russian (4%)
- Dutch (9%)
- Slovakian (3%)
- Bulgarian (2%)

| Level of the English language | Absolute number | Relative number |
|-------------------------------|-----------------|-----------------|
| Elementary level | 0 | 0% |
| Intermediate level | 7 | 7.8% |
| Advanced level | 83 | 92.2% |
| Total | 90 | 100% |

Table 9 Characterization of respondents according to the level of the English language, N=90 (Own contribution)

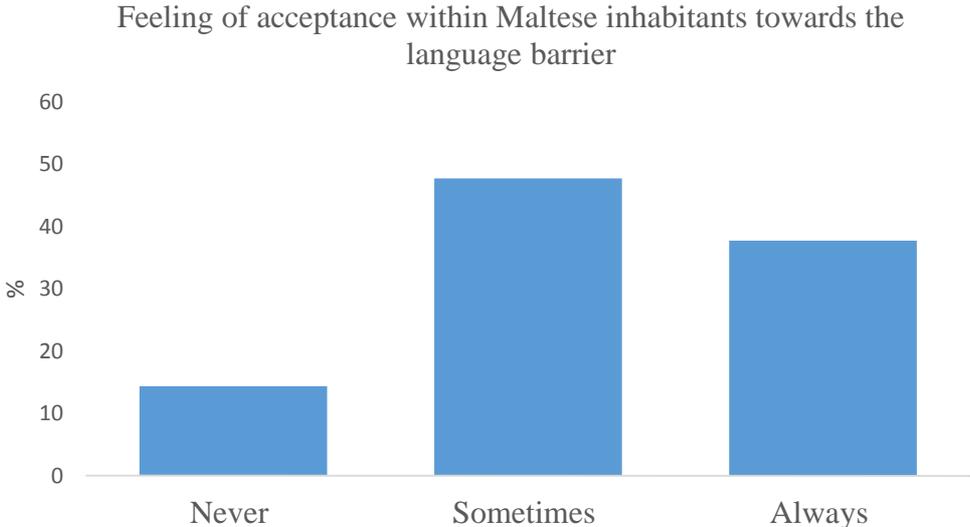
Only 31.1% out of 90 respondents stated, that their English language has improved while their stay in Malta, the other 64.4% did not believe that their English has improved.

13.2 Difficulties in communicating with Maltese inhabitants

One part of the survey focused on the difficulties in communicating in everyday’s life in Malta. The questions were related to the suggestion of learning Maltese language, acceptance within the Maltese inhabitants towards the language barrier, experiencing an uncomfortable situation with Maltese people and the language and if it was easy for the expatriates to adjust to Maltese manners.

An important finding was that out of all the respondents, 78.9% have agreed on the fact, that they did not experience any difficulties with using the English language in everyday’s life in Malta. Related to this question, similar results were stated by the respondents in terms of suggesting learning the Maltese language because of facing the difficulties. 73.3% believed that learning the Maltese language is not necessary.

On the other hand, the survey shows that only 37.8% of the respondents felt always accepted within the local Maltese inhabitants towards the language barrier either at work, school or within the free time activities. Almost half of the respondents (47.8%) believed they were accepted only sometimes and 14.4% felt never accepted by the local inhabitants (Graph 4).



Graph 4 Feeling of acceptance within the Maltese inhabitants towards the language barrier, N=90 (Own contribution)

Another interesting fact was observed within the question of adjusting to Maltese manners. We can see *Graph 4 Feeling of acceptance within the Maltese inhabitants towards the language barrier, N=90 (Own contribution)* the evaluation of adjusting to Maltese manners in the following table (Table 10). The respondents had to react to if they agree that it is easy to adjust to the Maltese manners. The question had four options, in which 31.1% did not agree that it is easy to adjust to Maltese manners and 37.8% did choose the neutral answer. With the positive attitude towards this question, 25.6% of respondents agreed and only 5.6% agreed strongly with this statement.

The last question connected to Maltese manners was about experiencing an uncomfortable situation related to language barrier with Maltese people. Despite relatively positive or neutral results from this section, 46.7% expatriates did experience an uncomfortable situation related to local people and language barrier.

| Adjusting to Maltese manners | Absolute number | Relative number |
|------------------------------|-----------------|-----------------|
| Disagree | 28 | 31.1% |
| Neutral | 34 | 37.8% |
| Agree | 23 | 25.6% |
| Strongly agree | 5 | 5.6% |
| Total | 90 | 100% |

Table 10 Adjusting to Maltese manners, N=90 (Own contribution)

13.3 English language proficiency of Maltese inhabitants

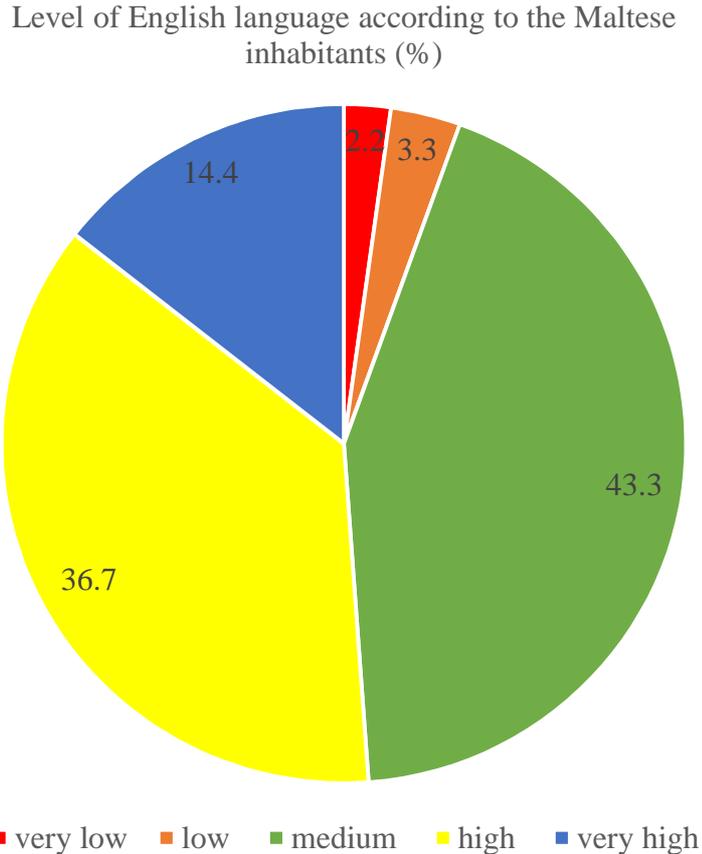
In this section, the respondents were asked about their opinion of English language proficiency of the Maltese inhabitants. Firstly, they had to state how high the level of English of the Maltese people according to their personal experience is. At the same time, they were asked if they perceive a good knowledge of English language of the local inhabitants.

This question went hand in hand with the previous one. The responses carried out quite a positive feedback (Graph 5). According to 43.3% of participants the level of English language of locals was medium, 36.7% stated the level as high and 14.4% ranked a very high level. Only a minority has selected very low (2.2%) and low (3.3%).

From all the respondents, 66.7% have answered positively that they do not think that Maltese inhabitants refuse to use the English language when communicating with the foreigners. Then

18.9% reacted neutrally to this statement, 7.8% strongly agreed and 6.7% who just agreed. This fact also describes a positive attitude towards the level of the English language from the point of view of expatriates.

Another interesting point is that 54.4% of the respondents think that Maltese inhabitants switch between English and Maltese language sometimes and 41% think that they switch between the two languages always.



Graph 5 Pie chart- level of the English language of Maltese inhabitants according to the respondents (Own contribution)

13.4 English language and different domains

The questions from the last section were connected to whether the English language is a tool to get a work placement easier. More than half of the answers stated work as a purpose of staying in Malta, it was marked by 62.2% of expatriates. Connected to this fact, the majority of the respondents (75.6%) believed that the knowledge of the English language

helps to get a work placement in Malta. The rest 10% did not think so and 14.4% did not know if the knowledge of the English language. Another domain for staying in Malta mentioned by the respondents was a studying purpose (3.3%). The same result (3.3%) was reached in terms of leisure time domain. Only 1.1% has chosen studying English language as a purpose for staying. Multilingual environment was stated as a reason of recommendation to settle in Malta from 46.7% of the expatriates. As a closing question, the participants answered if the spoken language in the foreign country would be a reason for migration for them.

| Purposes for staying | Absolute number | Relative number |
|----------------------------------|-----------------|-----------------|
| Work | 56 | 62.2% |
| Studying | 3 | 3.3% |
| Studying English language | 1 | 1.1% |
| Leisure time | 3 | 3.3% |
| Other | 27 | 30% |
| Total | 90 | 100% |

Table 11 Purposes for staying in Malta, N=90 (Own contribution)

14 Conclusion

Historical, political and cultural background has affected the development of the Republic of Malta. Language in Malta itself has gone through many different stages because of facing various changes within a big contribution of the British. Therefore, the linkages remain significant until nowadays. It has led to a recent situation of having two official languages and the majority of the population being bilingual. Code-switching between Maltese and English language is widely spreaded and used on a daily basis.

Firstly, in the theoretical part, the overall situation of language use in different domains is discussed. All the information was found in the databases, such as Mendeley, Web of Science or Google Scholar. Specific studies connected to language use are shown in this part as well.

The practical part of the thesis focuses on investigating the opinion of language situation of expatriates staying in Malta for more than two months and mainly the everyday's use of English language. For this purpose, an online questionnaire was used. It mainly describes their point of view of language use related to the difficulties of using English language when staying in Malta, how they perceive the level of English language of Maltese inhabitants, if the English language is a tool for getting a job easier.

As can be visible from the results of the research, Malta is a favorable place for the expatriates in terms of using the English language in everyday life. Overall it can be said that the English language which is a native language for 42% of respondents made it easy to adjust to the conditions of a different country. The research confirms that the proficiency of English language of the local inhabitants is high and this leads towards a well understanding between the expatriates and the local inhabitants.

An important fact is that almost 80% of the respondents did not find any difficulties with using the English language in everyday's life. At the same time, English language was stated by almost 76% of the respondents as a tool which helps getting them an employment. And as well, the multilingual environment was stated by almost half of the respondents as a reason of recommendation for settle in Malta. It shows that the English language is widely used and spoken in the island

15 Summary

From the theoretical part, the thesis was dealing with the social aspects connected to the language use in the Republic of Malta. The main issue “bilingualism” was introduced and different social sectors which have tight linkages to the topic of bilingualism. The social aspects were perceived from several perspectives, all of them interconnected with the language. Language is therefore seen as a connecting concept. As English and Maltese language are intersecting in everyday lives and are mixing up in mostly all the domains of language use, Maltese population cannot be dependent only on one of the languages. Consequently Maltese people are aware of the need of the English language as a global tool to communicate not only with the outside world, but also inside the country. Simultaneously Maltese language persists as a symbol of their nationality, the element of their proud. In the practical part, the survey was described and analyzed. It provided the results which confirm the fact that the country is bilingual and English language is used on a daily basis. The Republic of Malta is a suitable place for the expatriates in accordance of the English language use.

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18 Appendix: Questionnaire

- 1) Have you ever stayed in Malta for more than 2 months?
 - YES
 - If not, please don't continue the questionnaire
- 2) How long have you lived in Malta for?
 - Less than 1 year
 - More than 1 year
 - More than 2 years
- 3) Did you choose Malta as a country to stay because of English language spoken?
 - YES
 - NO
- 4) Is English language your native language?
 - YES
 - NO
- 5) If not, can you please state the level of your English language?
 - Elementary level
 - Intermediate level
 - Advanced level
- 6) Purposes of staying in Malta:
 - Work
 - Studying
 - Studying English language
 - Leisure time
 - Other
- 7) Did you find any difficulties while using the English language in everyday's life in Malta?
 - YES
 - NO
- 8) According to your personal experience, how high the proficiency of English language in Malta is?

- Very low
 - Low
 - Medium
 - High
- 9) Would you suggest learning Maltese because of difficulties of understanding while living in Malta?
- YES
 - NO
- 10) Do you perceive that Maltese inhabitants have a good knowledge of English language?
- Very low
 - Low
 - Medium
 - High
 - Very high
- 11) Maltese inhabitants refuse to use the English language while communicating with foreigners. Please state:
- Disagree
 - Neutral
 - Agree
 - Strongly agree
- 12) Did/ Do you feel accepted within the local Maltese inhabitants towards the language barriers (e.g. work, school, free time activities)?
- Never
 - Sometimes
 - Always
- 13) Did/ Do you believe that the knowledge of English language helps you to receive a work placement in Malta?
- YES
 - NO
 - Don't know
- 14) Please state the reasons why would you recommend Malta as a favourable country for expatriates?

- Multilingual environment
- Better work opportunities
- Lower costs of living
- Climate conditions
- Good access to the rest of the Europe
- Other

15) I find it easy to adjust to Maltese manners. Please state?

- Disagree
- Neutral
- Agree
- Strongly agree

16) Do you think that the level of your English language has improved while your stay in Malta?

- YES
- NO
- Don't know

17) According to your personal experience, do you think that Maltese inhabitants switch between English and Maltese language when communicating?

- Never
- Sometimes
- Always

18) Would you consider the language spoken in the foreign country as a reason for migration?

- YES
- NO
- Don't know

19) Have you ever experienced an uncomfortable situation related to language barrier with Maltese people?

- YES
- NO

20) Please state your gender:

- Female
- Male

21) Please state your nationality:

22) Please state your age:

- 0-20
- 21-40
- 41-60
- Over 60

23) Please state your occupation:

- Employed
- Unemployed
- Student
- Self-employed
- Retired