Agnieszka Pludra
3BA/14

My multilingual profiles

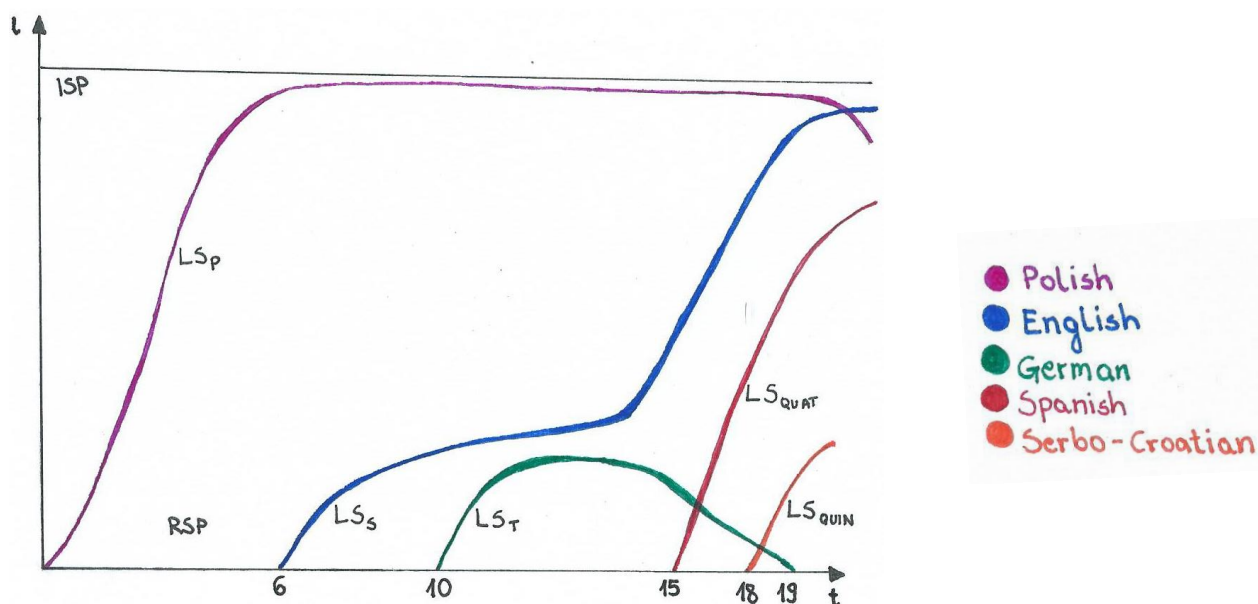## 1. Dynamic Model of Multilingualism (DMM)

Figure 1 Dynamic Model of Multilingualism (adapted from Herdina and Jessner 2002)
LS_P – primary language system, LS_S – secondary language system, LS_T – tertiary language system,
LS_{QUAT} – quaternary language system, LS_{QUIN} – quinary language system, **ISP** – ideal native-speaker proficiency,
RSP – rudimentary speaker proficiency, **t** – time, **l** – language level

My native tongue is Polish, therefore its acquisition took place the earliest. The next language I was exposed to was English, whose learning started around the age of 6 in primary school. Initially, the process was rather slow and ineffective. When I started high school, however, it changed, as I began learning on my own, watching English TV series and movies, and using English in real life situations (traveling, talking with foreign friends, etc.). Since the age of 17, I have been using English as a means of communication with my partner, who is a native speaker of English and Serbo-Croatian. Additionally, in the age of 18 I started a university course taught entirely in English, which gave me an opportunity to further improve my skills, especially when it comes to pronunciation. Nowadays, I use English at university, at job, and in daily conversations with my partner and foreign friends. Because these activities occupy the majority of my time, I have a feeling that my proficiency in Polish has slightly decreased. Apart from these two languages, between the ages of 10 and 14 I was learning German as an extra language at school. However, I did not reach any high level of proficiency and I have not used German since then, therefore its level has significantly decreased. In high school, I also started learning Spanish. This process was much more successful, because, apart from attending regular classes at school, I tried to engage in conversations with native speakers and watch movies in the language. I also chose Spanish as my second language at university and I still learn it both at university and on my own. Finally, in the age of 18 I started learning Serbo-Croatian. For the past 4 years, I have been spending 3-4 months a year in Croatia and I have been trying to use the language as much as possible.

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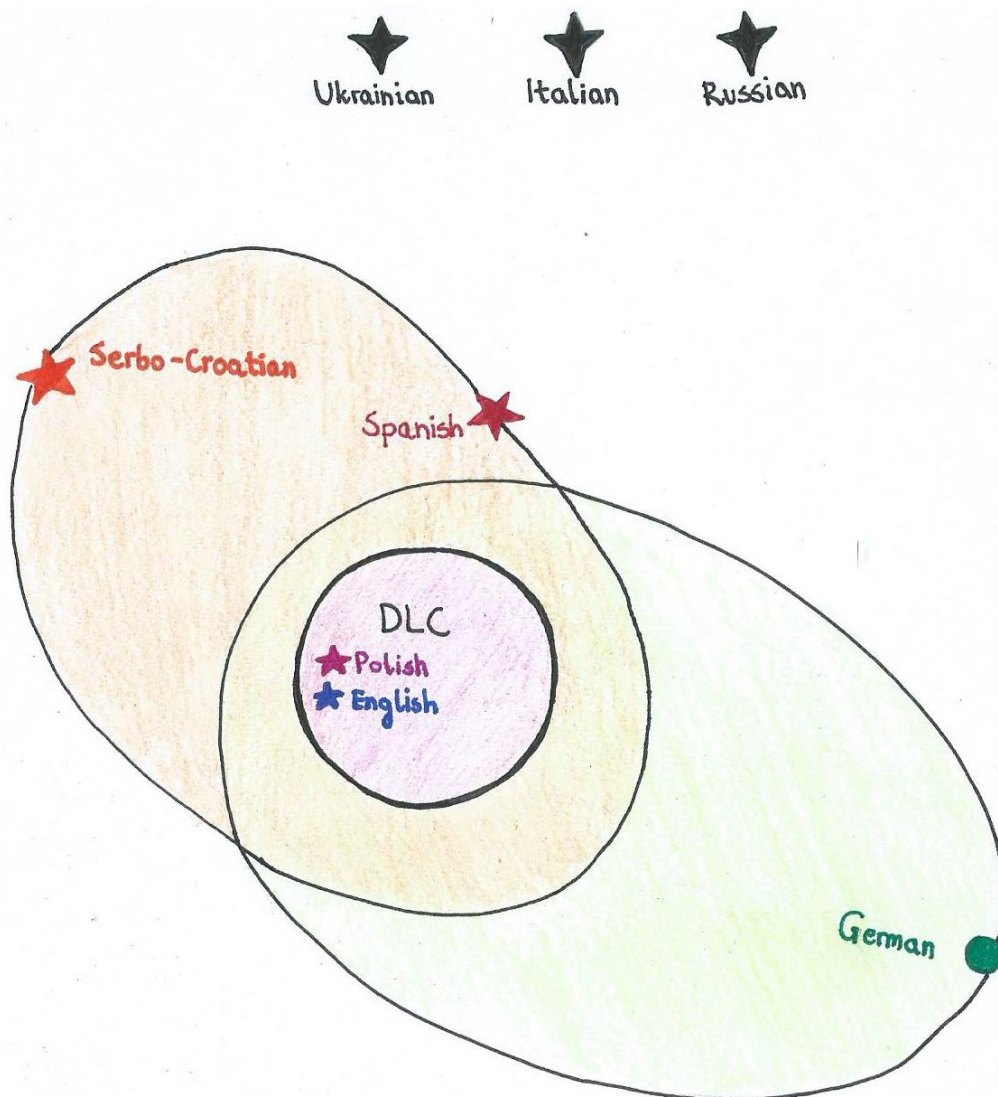3BA/14

2. Dominant Language Constellation (DLC)

Figure 2 Dominant Language Constellation (adapted from Aronin 2019)
Five-point stars – languages of my language repertoire, **Circle planets -** repertoire language with weaker knowledge and seldom used, **Four-point stars** – languages I am exposed to in my close environment

As mentioned above, I use both English and Polish in my daily activities and I believe I know both of them on a similar level. In addition to them, I sometimes use Spanish for watching TV series and talking with my Spanish friends. I also use it when preparing for my Spanish classes at university. I use Serbo-Croatian during my stays in Croatia; however, I often use English in parallel; therefore, I placed the star further. Although I have forgotten the majority of German, I am still partially exposed to it, as I often fly from Germany and receive flight information in this language. Even though I have never actively learned the three remaining languages, namely Ukrainian, Italian, and Russian, I am exposed to them from time to time (Ukrainian can be often heard on Polish streets, in shops, and restaurants, Italian and Russian sometimes occur in TV series I watch) and, thanks to the knowledge of Spanish, Polish, and Serbo-Croatian, I am able to understand them to some extent.

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3. Separate Dominant Language Constellations (DLCs) for particular stages of my life

Kindergarten and Pre School

Secondary and Upper School
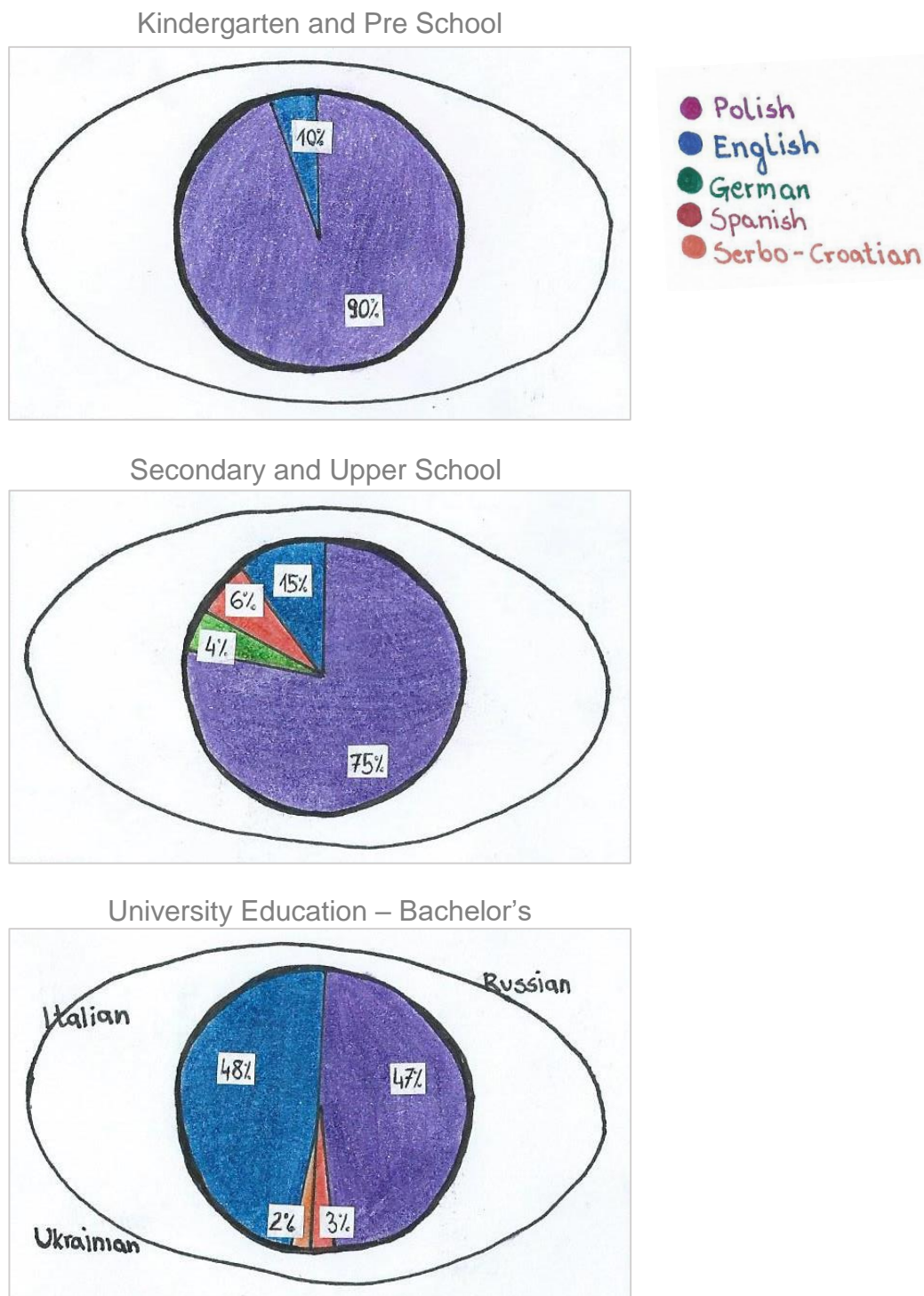

University Education – Bachelor's

Figure 3 Separate Dominant Language Constellations (DLCs) for particular stages of my life (adapted from Aronin 2019)

The three diagrams are representations of my DLCs in three periods: Kindergarten and Pre School, Secondary and Upper School, and University Education. The diagrams function as a complement to my already discussed linguistic background, as they demonstrate the percentage distribution of particular languages throughout my life.

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References:

Herdina, Philip and Ulrike Jessner. 2002. *A dynamic model of multilingualism: perspectives of change in psycholinguistics.* Clevedon: Multilingual Matters.

Singleton, D. M. and Larissa Aronin (eds.). 2019. *Twelve lectures on multilingualism.* Bristol: Multilingual Matter, Chapter 1.