



### Assignment 1

Course: *Multilingual map of Europe: identity and diversity (2020/21)* (prof. Magdalena Wrembel et al.)

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### Explanation

These five chronological periods are not absolute or discrete but are used only for the formation of the chart. The “Preschool period” refers to the infancy until the age 5, the “Early school period” to the ages from 5 to 12, the “Adolescence” to the ages of 12 from 18, the “Adulthood” to the early years of the University, for example to the period from 18 to 20, and the last period “University” refers at present, and especially to the last year of my studies at the University and my attempt to follow postgraduate studies abroad.

#### Preschool Period:

The development of the Greek language, my mother tongue, is linear and shows a stable development with the passing of the years. Analytically, from my birth I heard, and received many acoustical stimuli in Greek language that I started to learn my first words and to speak using basic and restricted vocabulary until the age of 5. During this period, I started to learn English to a cozy and relaxing environment, because my aunt is an English teacher. So, from this young age I came in contact with these two languages, with the Greek language being dominant, as I used it more than the English language. For instance, I spoke more Greek in everyday life for communicating with my family and friend, as well as for expressing my needs and thoughts. So, one condition that helped me evolve more quickly and to a greater extend my Greek language is that I had the chance to develop a system of thought through this language, as well as to assimilate the norms of the society and culture in which I raised.

### Early school period:

During this period, my school responsibilities started to become more, and this gave me the opportunity to evolve more my Greek and learn more and more vocabulary, as well as to apply arithmetic rules. I also continued to learn English but secondarily, because I focused more on my Greek homework. Although, my performance in English showed a slight improvement, when I started to learn more grammatical rules and more vocabulary. Additionally, at the last classes of elementary school I started to learn German. I attended courses in German for three years until the first classes of high school. During this period, I obtained I basic level of German, with my performance in this language being steadily increased.

### Adolescence:

My performance in Greek language continued to be steadily improved due to the highly competitive school environment, leading to the familiarity of mine with Science, Chemistry, Math, History and Language, and as a result to the development of vocabulary that was relative with the above fields and many others. However, this period is extremely important for the evolvement of my performance in English. Specifically, I reached a proficiency in English because I studied hard for about one year to obtain my certificate for proficiency in English. So, I learned so much vocabulary, and especially terminology for different scientific fields like biology, psychology, economy etc. and I also started to be more capable to speak in English and to discuss specific topics. Although, I never reached a proficient level to express my thoughts in English without first thinking of them through the Greek language. Moreover, concerning my performance in German, after leaving the courses I lost contact with this language and my level fell so much, that today I can roughly remember a maximum of 10 words in German.

### Adulthood:

Although I reached a proficiency in English in adolescence, after this it followed a period of stable decline of my performance in English because I studied a lot for my exams in high school to succeed and attend the University of my preference, as well as the department of Psychology that here in Greece demands from students to study hard and to succeed high grades to apply for. So, I focused on Greek language so much, which continued the stable increase.

### University:

This reverse trend with Greek being increased and English being decreased lasted until present, when I tried so hard to find institutes to go for internship via the Erasmus plus program, as well as when I tried to find the appropriate master's programs abroad which will be ideal for my interests. So, I contacted many institutes via writing CVs, motivation letters and emails in English. Finally, I took the IELTS examination to be eligible to apply for masters abroad. So, I studied hard, and I spoke a lot in English with my best friend which is fluent in English. So, now I managed to reach a

higher level of proficiency in English and to speak in English by thinking through English and not through Greek.