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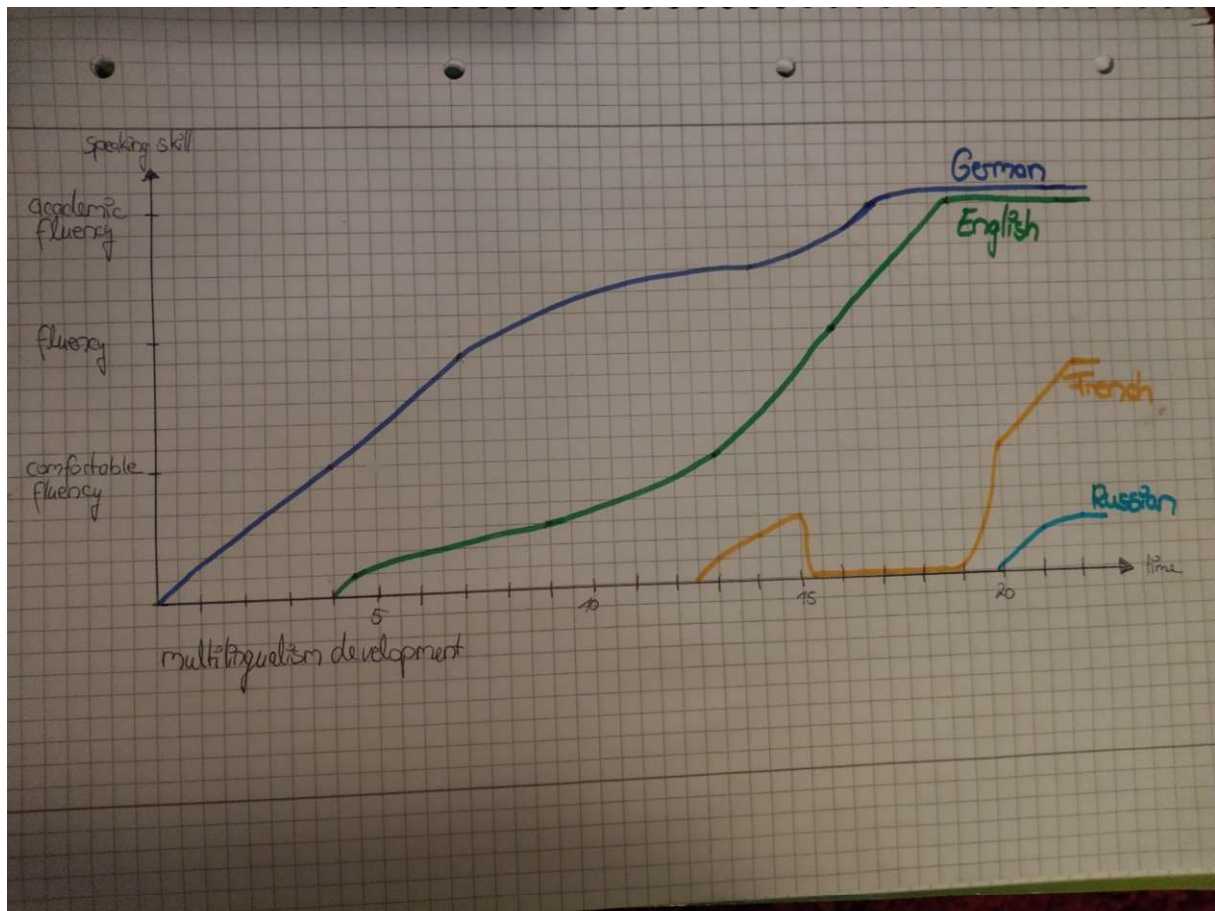**Assignment 1: Individual Multilingual Profile**

The above featured multilinguism development graph represents my personal dynamic language learning history and simultaneously illustrates the frequency which I speak the four featured languages.

The demarcation of ISP (ideal native-speaker proficiency) and RSP (rudimentary speaker proficiency) as presented in the original graph in Herdina and Jessner (2002) is not included in my graph, since I did not feel like these categories can accurately describe my language proficiency levels. Instead I decided to use the categories comfortable fluency, fluency and academic fluency. Comfortable fluency describes the basic level of language fluency needed in in daily life and general communication/conversation. Fluency describes the ability to speak the language fluently, without conscious effort and a full comprehension of the language itself. In the case of my native tongue I used it to mark my native speaker proficiency at a young age. Finally, I included the category academic fluency, to point out that academic language proficiency is (in my understanding of language) a skill not inherent to fluency. Particularly in my current academic environment, a higher language proficiency is assigned to those who possess academic language proficiency. This third category is also the reason why I did not assign myself with the highest language proficiency of my native language until my high school year, precisely because it took me until then to gain academic fluency of the German language.

This leads me to the language development displayed in my graph. German is my native language and I have just explained that I only reached its highest proficiency level in high school. The second language I learned is English. Starting in kindergarten my proficiency level steadily rose until I spent a

year in the United States when I was sixteen. Obviously, my English proficiency improved significantly during that year and reached academic fluency when I began an English-taught study program. As a third language I began to study French as a mandatory class in middle school. As the graph shows I was not very successful, barely reaching a comfortable fluency before I dropped the class at the first chance I had. It took four years until I decided to give French a second try by doing my voluntary service in the north of France. True to the graph I began that year-long stay in France with next to no remaining knowledge of the language and managed to reach a comfortable fluency with the help of my friends and co-workers. Once I returned and started university, I enrolled in French courses to improve my French language proficiency and work towards fluency. I'd like to believe that I have reached that level by now, but I must admit that it has been a long time since I was exposed to a non-mediated French environment. Finally, I began to learn Russian as a fourth language only two years ago, with the begin of my time at university. My study program encourages the acquisition of additional languages and so I made use of their support and chose a language simply because I find it intriguing. Since I am only able to take regular Russian courses at the university and Russian is unfortunately my lowest priority for when it comes to my responsibilities as a student, I have not been able to learn Russian nearly as fast as English and French and can still only take part in very basic conversations.

Overall, my multilinguist language acquisition visualisation also accurately reflects how frequently and in what contexts I use the languages I (can) speak. I speak German in any and every context and do so most of the time (since I live in Germany). Yet, as I study in English, I also often use English in any context. Especially because many of my friends study in English too, I often speak English almost as much as German during a day. French, I do not speak frequently these days, mainly because I am currently not in contact with French native speakers. Instead I try to consume French news and literature to practice my comprehension. At last comes Russian, which I speak exclusively during class time. I have not yet reached a level where I can comfortably read and listen to simple media, so I mainly listen to Russian music on my own, trying to get a better feeling for the flow and intonation of the language.