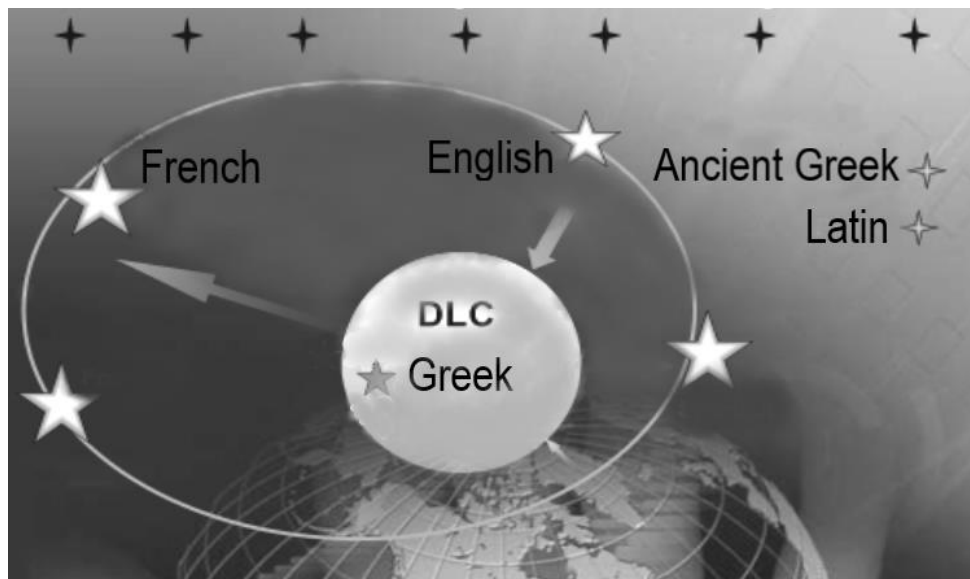
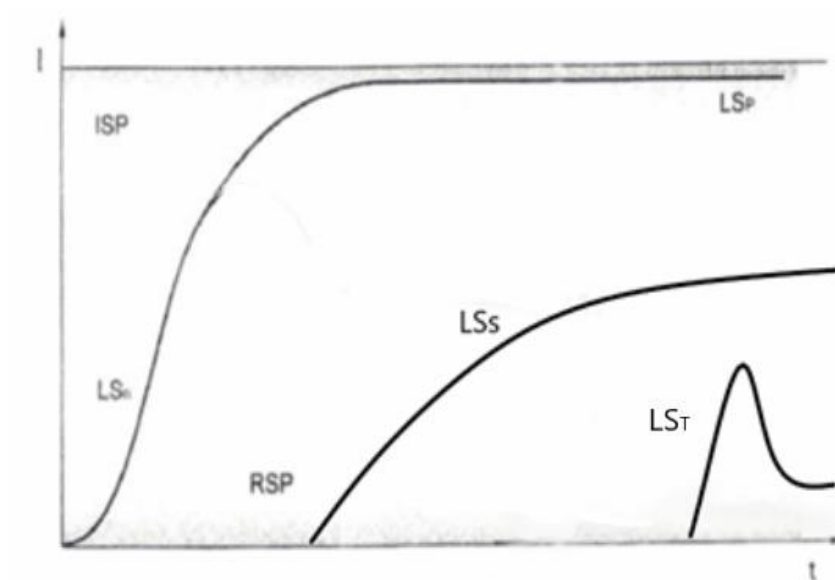


My Multilingual Profile



DLC Model: Language Repertoire: Greek, Foreign/ Second Languages: English & French, Languages I comprehend: Ancient Greek & Latin (Source: Aronin, 2016)



DMM Model: LS_n & LS_P : Greek, LS_S : English, LST : French (Source: Herdina & Jessner, 2002)

Multilingual Profile Description:

I am a native speaker of the Greek language. In other words, Greek is my mother tongue since I acquired it naturally, being exposed to it consistently since birth, within mostly monolingual environments, i.e., family, school, social activities. In school I was explicitly taught additional metalinguistic skills in Greek and a great deal of formal vocabulary. I would like to point out that, despite the fact that the Greek society is a multilingual one, -Albanian, Turkish, Arabic etc. are spoken by immigrant and bilingual populations- this is obscured because the majority language is Greek, which is also the standard one, since mostly monolingual policies are followed. Last, suffice it to say that my linguistic knowledge of Greek is implicit, given that I was not taught the Greek language (grammatical system and vocabulary) explicitly in order to acquire it.

Since my early childhood (8 years old to be specific) and until the age of 15, I had the English language being taught to me in school and in group lessons with tutors as an Additional Language. I acquired a certificate of proficiency in English. What is more, since English is the lingua franca of our era, I daily come across English cultural products. That is why I have cultivated good receptive skills (comprehension of English, spoken and written). Nevertheless, in a monolingual Greek environment I did not have many chances to actively practice my English by communicating in conditions of informal, everyday language use and as a result I did not develop any Basic Interpersonal Communication Skills. On the contrary, I have mastered a very good level of Cognitive Academic Language Proficiency, due to the fact that I studied a great deal of English literature during my master studies, I acquired the English terminology and writing style and wrote all my assignments in English. Interestingly, I have observed that this manifests in the form of extensive code-switching when I talk about issues that have to do with the topic of my studies either within or outside the academic environment. Given all that, I do not consider myself bilingual, but rather I think of English as one of the second/ foreign languages I acquired, since I underwent solely Instructed Language Acquisition. In spite of my proficiency, I do not consider my use of English to be near native.

In my early twenties and for two years I was taught French as an additional foreign/ second language in private tutoring. Again, this constituted an Instructed Language Acquisition, since my knowledge of the French linguistic system is explicit. I acquired a B2 certificate and managed to develop mostly my comprehension skills (listening

and reading). My production skills (speaking and writing) are rather poor, given that I did not have many opportunities to use and practice French in a monolingual Greek community. Therefore, I did not develop any good Basic Interpersonal Communication Skills in French. I do not have near native competence in French. My knowledge of this language is good but rather basic and poor compared to my competence in English.

Finally, I should mention that during my education in school and university I attended many Ancient Greek and Latin courses, since I chose the field of humanitarian studies in both. I acquired good receptive skills in both, through the study of written literature.

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