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| Language status | Greek- L1, English- L2, German- L3, Italian-L3 |
| Current level of fluency | Greek- mother tongue, English- C2, German- B2, Italian- C1 |
| Ln Language competence | Greek and English as dominant languages Unbalanced multilingual |
| Age of Ln acquisition | English- age 9-16; German- age 11-16, Italian- 18-20 |
| Ln on L1 influence | Foreign languages added to L1 (additive multilingual) |
| Context / manner of acquisition | Greek- mostly informal, while other languages in formal environment (private schools) |
| Typology of languages | Greek as a far language from other learnt languages. English regarded as a close language to Italian or German. |
| Language prestige | Greek and English perceived as high prestige languages in Greece, while German and Italian as low prestige languages. |
| Frequency /recency of use | Unequal- Greek, English and Italian are used the most currently, while German is rarely used |
| Purpose of use | Greek as a language used in communication, while the main purpose of other languages is to be used in work and academia |
| Control ability | Has the ability to unintentionally switch from one language to another with the purpose of doing so |
| Switching habits | Frequent switching occurs in more proficient languages (Greek, English, Italian), while it does not occur in German |

Table above presents Evmorfia Chatzigeorgiou Georgiadou's multilingual profile and to the next pages follow the multilingual profile of Jan and our thoughts on multilingual features and learning strategies based on our experiences.

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| Language status | Polish-L1, English-L2, Spanish-L3 |
| Current level of fluency | Polish-mother tongue, English-C2, Spanish-A2 |
| L1-L2 Language competence | Polish and English as dominant languages Unbalanced multilingual |
| Age of Ln acquisition | English-age 6-16, Spanish-age 13-20 Late bilingual, successive bilingualism |
| Ln on L1 influence | Subtractive bilingual (L2 affects L1) |
| Context/manner of acquisition | Polish-mostly informal, English-formal and informal, Spanish-formal |
| Typology of languages | Polish and English have similarities, Spanish is a very different language |
| Language Prestige | Polish and English perceived as high prestige languages in Poland, while Spanish as low prestige language |
| Frequency/recency of use | Polish is the most used language, also English is used very often, while Spanish is rarely used |
| Purpose of use | Polish is used for communication, while English and Spanish are used for work and academia |
| Control ability | Has the ability to unintentionally switch from one language to another with the purpose of doing so |
| Switching habits | Frequent switching occurs in the more proficient languages(Polish, English), while it does not occur in Spanish |

Table above presents Jan Golinski's multilingual profile

Evi described herself as a late bilingual, who often uses code switching (mostly English) in her communication. The main purpose of learning other languages is for working purposes, since she wants to be a tour guide. In Greece though it's not that rare being a bilingual.

Jan studies English Literature and as expected can effortlessly switch to English, something that he does on a daily basis. In Poland bilingualism is not that common, but he can recall a case of a polyglot classmate who since school, was very interested in languages and preferred to spend her time learning new ones.

On the basis of the film and our experience we concluded that typical features of multilinguals are i.a. talent, good learning strategy (frequent repetition), lots of hard work and dedication, actual drive to study a foreign language. We think a really important factor in achieving high level of fluency in a

given language was to actually like the language, since it makes it much easier to be persistent throughout the learning process, which can be full of struggles. Jan did not like Spanish, so naturally didn't excel in them and the same applies for Evi regarding German. On the contrary, we both love English so we became fluent very quickly and without that much effort. Moreover, it is crucial to have a good memory and to be focused on the process of learning and use language in a conscious and intentional manner. We both agreed that learning languages by watching videos and films is a great and entertaining idea, however there could be some issues regarding translation and subtitling from less popular languages (Italian-> Greek in Evi's case). Also in our times, you can easily download an app for language instruction or simply for communication with foreigners.