

## Assignment 2

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### Multilingualism types your colleague identifies him/herself with

Karolina Schild

I identify with successive multilingualism as I've learnt English after acquiring my first (and dominant) language - Polish, and when I had partly learnt English, I started learning Spanish. When it comes to language status - my first language is Polish, my second language is English. I'm proficient in Polish, quite close to proficient in English and non-proficient in Spanish, so I'm an unbalanced multilingual. I'm neither an early nor a late bilingual as I started learning English at the age of 4-5, and I'm a consecutive multilingual. I think that subtractive bilingualism could have affected me as studying in English slightly decreased my Polish skills. The context in which I acquired my second and third language is formal as I learnt them at school. As far as the typology is concerned, they are all Indo-European languages but belong to different language families. Polish is a Slavic language, English is a Germanic language, and Spanish is a Romance one. I identify as a high-prestige multilingual. When it comes to the frequency of use, it is unequal. I use Polish and English daily, but I hardly ever use Spanish. I use Polish in private life, and I hardly ever use it for academic purposes. When it comes to English, the situation opposite as I use it for academic purposes, but I rarely use it in private conversations. I switch frequently, but only in private conversations. I often switch to English when I don't know how to express something in Polish. On some rare occasions, it happens to me that only a Spanish word comes to my mind. I rarely switch from English to Polish as I use English for academic purposes, and I know that switching might not be welcome. Therefore, my mode is multilingual or monolingual, depending on the situation. When it comes to my control ability, I'm a non-switcher as I am aware of when I can switch language and when I shouldn't do so.

Thalia Primikyri

My first language is Greek, my second language is English and my third language is French. I identify with additive multilingualism as my level in my first and dominant language (Greek) hasn't been influenced by the fact that I'm learning other languages because I use it much more than English and French. I also identify with successive multilingualism as I had acquired partially my first language (Greek) before starting learning English at the age of 8 and then at the age of 12 French. In my early childhood the only language I was learning was Greek and I started learning English and French later, so I identify with late multilingualism. My proficiency in Greek is the highest, I am also close to proficient in English and my level in French is intermediate (non-proficient) and thus I identify with unbalanced multilingualism. The context of acquisition of these languages is formal as it took place at school and at extracurricular private tutoring. When it comes to the typology of the languages, they are typologically distant as Greek, English and French are all Indo-European languages but belong to different subgroups, them being Greek, Germanic and Romance languages respectively. I identify as a high-prestige-language multilingual because of English and French and as a low-prestige-

language multilingual as my first language is Greek. The frequency of use of these languages is unequal since I'm using Greek predominantly in my every-day life, English only a little for my university assignments and French almost not at all except for my French learning classes. The purpose of use of English is for academic work and of French none so far. When it comes to the control ability, I identify as a non-switcher as there is no unintentional switching from one language to the other and as for my switching habits, there is no switching, but a monolingual mode.

### Multilingual learning strategies

Some multilingual learning strategies that we have detected are the following:

- Deconstructing a language into its grammar and syntax
- Translating in one's mind
- A lot of practice
- Reading articles/books in the language you are learning
- Watching videos/movies or listening to songs/the news/radio/podcasts
- Trying to mimic the accent of a language
- Grammar – Remembering the use of the tenses
- Vocabulary – Some words may have the same or a similar meaning and dictation
- Learning some phrases with a specific syntax or collocations rather than individual words
- Finding someone that is native to the language so you can practice (through some app like Tandem)
- Using cue cards

### Typical features of multilinguals/polyglots

Some typical features of multilinguals/polyglots that we have detected are the following:

- They have musical hearing
- They have analytical thinking
- They have good memory
- They have strong motivation and passion
- They have persistence
- They have time to spend on studying hard
- They may eat protein (like one does when they work-out)
- Most of them have one mother tongue
- They are mostly men
- They have a talent of learning fast
- They may be left-handed
- They may have mathematical ability or be mathematically inclined
- They may have an auto-immune disorder
- They can mimic an accent or the special sounds of a language and follow the rhythm of the language
- They have a very strong desire to learn and speak different languages, almost as if they are addicted to it
- They can break down patterns in a language (like in music when someone is learning an instrument)