

Ulrike Jessner
LINGUISTIC AWARENESS
IN MULTILINGUAL
ENGLISH AS A THIRD LANGUAGE

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The first chapter of the book, Multilingualism with English, concentrates on the sociolinguistic aspects of multilingualism, which are seen to develop in parallel with the changing status of English. Following Hoffmann's (2000) approach the author focuses on 'multilingualism with English'. The interdependency between linguistic conditions on the societal level and the individual use and knowledge of languages is emphasized. As a widely used lingua franca English is developing distinct characteristics. The essential research question of when a speaker can be called multilingual is discussed.

The second chapter, Learning and Using a Third Language, analyzes the psycholinguistic aspects of Third Language Acquisition. Jessner specifies differences between the processes of Second Language Acquisition and Third Language Acquisition. She demonstrates models of multilingualism that illustrate language awareness and language choices in a multilingual individual. Following dynamic systems theory (DST), third language learners develop an enhanced level of metalinguistic awareness and metacognitive strategies, which considerably contribute to the quality of Community Learning and Information Networking in multilingual.

The third chapter, "On The Nature of Linguistic Awareness," provides a state-of-the-art description of research on metalinguistic awareness including a presentation of the functions and roles that metalinguistic awareness in multilingual speech and learning can fulfil. First of all, a survey of research on metalinguistic awareness in bilinguals is presented.

Providing a comprehensive overview of research on metalinguistic awareness, Jessner states that the terminology used in this growing area of research on multilingualism is rather confusing (I would suggest that the question of confusing terminology is relevant in code-switching research as well. The author suggests that linguistic awareness might also be studied from the point of view of qualitative changes in learning processes. It plays a decisive role in monitoring and cross-linguistic interaction in multilinguals, which contribute to the understanding of multilingual proficiency. Monitoring is described as keeping track of how the learning process is developing and taking appropriate measures to deal with problems interfering with the process.

The fourth chapter, "Exploring Linguistic Awareness in Third Language Use," aims to provide evidence of linguistic awareness as an essential component of multilingual proficiency. The author deals with multilingual studies of language mixing resulting from linguistic search in various settings. The methodology of introspection is described. Jessner presents a study carried out at Innsbruck University with Italian-German bilingual students from South Tyrol studying English as their third language. The research method was introspection in the form of thinking-aloud protocols (TAPs), that is, the subjects were asked to articulate aloud all their thoughts during the writing performance without the use of a dictionary. The structure of this investigation was based on a study of academic writing in a second language. The aim of the Tyrol study is to explore the relationship between cross-linguistic interaction and linguistic awareness in the use of multilingual compensatory strategies. A detailed analysis of examples is presented as well. The chapter ends with considerations on future research.

In the fifth chapter, "Crystallizing Linguistic Awareness in Multilingual Education," research on linguistic awareness in multilingual education is presented. Jessner notices that in contrast to bilingual education, third language learning at school has received little attention so far. A growing number of studies of the linguistic behaviour of multilinguals clearly give evidence of cross-lexical search and

thus represent an argument against total separation or independence of languages in multilingual processing. While from the 1970s to 1980s the mother tongue was assumed to exert only negative influence, recent studies have shown the facilitative role of transfer in the language learning process. Language awareness begins with the teacher. But making language learners aware of their own metacognitive knowledge is also an essential aim of multilingual education ('how to learn to learn a language'). Concentrating on new ways of looking at English as part of a developing multilingual system in the language learner, Jessner underlines some innovative didactic approaches to teaching in the multilingual classroom. She stresses that teaching English as L3 is not teaching English as L2. The differences between native and non-native teachers of English are also discussed. Jessner concludes that every English teacher potentially and necessarily needs to function as a forbearer and founder of multilingualism.

The sixth chapter, "Envoi", emphasizes the need of restructuring and expanding language awareness definitions and scope. The basic reframing of linguistics towards multilingual norms is also required.

The purpose of this book is to explore links between research in third language acquisition and trilingualism, cognitive aspects of language acquisition and metalinguistic awareness. All this is done on the basis of English as one of the languages in a multilingual context.