

this direction. I wish all the potential inherent in this book may be truly enjoyed by the readers.

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**R. Bolitho & R. Rossner, *Language Education in a Changing World: Challenges and Opportunities, Multilingual Matters, 2020***

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***Reviewed by Nupur Samuel***

Rod Bolitho's latest book offering with Richard Rossner offers a glimpse of challenges and opportunities that are an intrinsic part of the language education landscape. Rod has worked in language education as teacher, teacher educator and manager for over 50 years in both the public and private sectors, working as a trainer and consultant on various ELT projects, many of them funded by the British Council. Richard Rossner, too, has spent many decades of his career in the field of English language teaching. The experience of these authors is amply evident in the breadth and scope of *Language Education in a Changing World: Challenges and Opportunities*.

Increased travel across the world has made the unknown accessible to many and social media with its ubiquitous presence gives moment by moment commentary and access which impacts language like never before. How is language education changing in this novel and complex world? That is the question Bolitho and Rossner set out to answer in this 175-page book. Part of *Multilingual Matters'* series, 'New Perspectives on Language and Education', it provides a sweeping overview of a range of perspectives on how languages are taught and learnt; the way in which language permeates the curriculum, and impacts educational achievement. The only problem in making it accessible to interested stakeholders across the world is the price: about Rs. 8,500 for a hardcover and Rs. 2,800 for a 175-page paperback.

The book is divided in three parts: (1) language and languages in education, (2) teacher education and training, and (3) stakeholders' perspectives. The writers early on clarify that language education is understood as the teaching and learning of foreign or additional languages and that the book discusses in detail the supreme role English now plays in this discourse. While the position and dominant role of English language in the world cannot be denied, the book is written from a British perspective. The book brings in some fresh perspectives such as addressing the growing interest in Vygotsky, though it is dealt with rather superfluously in the text.

Each chapter ends with a short section 'Questions for reflection and discussion' which has about 3-4 questions: some ask the reader to think specifically of their own context and reflect on how the theory is played out in practice while other questions ask the reader's opinion on some of the key aspects discussed in the chapter. This is a useful section, especially for teacher educators and teachers to engage with some important ideas that bring out the relationship between theory and praxis.

A historical perspective which records how language issues changed according to the changing political climate, including the end of the colonial era and the two world wars gives a strong sense of how the field developed. Also, a section on CEFR in Chapter 2 provides a historical perspective and summary of a body that has over the years dictated how languages are taught and assessed over the world. Chapter 2 also addresses the issue of migration, especially from the Middle East and Africa, and the growth of language teaching as an industry with specific reference to bodies such as the British Council, Alliance Française and Goethe Institut.

While the book begins by declaring at it is about foreign or second language education, it restricts this discussion to the teaching and learning of English. No reference is made to promoting and supporting lesser-known languages such as Sanskrit or Spanish in universities in North America. So, while the book refers to languages, it keeps its focus firmly on English not only in the chapter specifically devoted to it but to all discussions in other chapters. Also, in the initial teacher education section there seems to be no attempt to distinguish teachers of language teaching at different levels—primary, secondary, tertiary—given that the requirements are different at each of these.

There is an important critique of CELTA which despite being “a purely training-based qualification, with an emphasis on pedagogical knowledge of language and on methods, with absolutely no wider education content” (p. 61) caters to a massive demand for language teachers across the world. The authors rightly point out how this consolidates the view that language learning is simply learning to communicate rather than being a tool to access pools of knowledge and different perspectives. Other important issues such as the gate-keeping role of assessment practices, cultural aspects that inform (or should inform) education of language teachers and teacher education preparations are dealt with in separate sections. While these sections are crucial to the discussion on language education, they are given very little space and leaves the reader only with a summary of what the authors feel about these issues.

The scope of the book is immense and therefore, understandably, many issues are referred to but only dealt with in a cursory manner. While this gives the readers a large view of the multifaceted aspects of language education in a world that is constantly in flux, it does not provide an in-depth discussion of some of the key issues. Some prior knowledge is required to access the content otherwise it is too dense for novice practitioners or early-career researchers, and teachers.

This does not undermine how comprehensively this book explores the critical role of language education in an ever-changing world. Not only do the chapters record key milestones in the development of language education from the perspective of various stakeholders such as the learners, parents, employers, and most importantly, the teachers, they also keep up with the latest developments in the field. However, it would have been more comprehensive to look beyond the British and European frames of references since the book title claims to discuss the challenges of language education in the whole world.

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