

awareness, and educational purposes can be served by making active use of the linguistic landscape.

Finally, reading Josh Prada's and other articles in this collection made me aware of the many newer methodologies that can be used to do and report research findings. Prada, for example, in "Sensescapes and What it Means for Language Education" talks about having had to adopt "new roles that flowed between learner (as they explained to me their perspectives on the market), senser (as I attuned to the various stimuli they called upon while inviting me to make sense of the environment in the same ways they did), and researcher (as I tried to pursue—but still adapt—the original objectives of the project)." I was really floored by the extent of innovation, inclusion and knowledge formation that a single volume contains. It is a must read for any researcher!

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King, L., *The Impact of Multilingualism on Global Education and Language Learning*. Cambridge Assessment English Perspectives. UCLES, The Languages Company, 2018.

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In the context of globalization, the world is becoming more multilingual than ever before owing to migration of people for economic reasons and technological enabled communication. People are migrating within a country or outside their countries and forced to communicate in a language other than their native language. In this backdrop, the English language is gradually occupying its place as a link language or a global language. Now, learning of the English language moved from elite status to aspirational language and people across the world started thinking about the value of English knowledge to succeed in life. Many countries are moving towards English medium education at all levels to meet the aspirations of their people. In this backdrop, the

English language has become a lingua franca and its scale and influence is unprecedented in world history. The language policies of the nations are also gaining significant importance in their education institutions due to multilingualism and multiculturalism of the societies.

The book is divided into five sections. The first section of the book deals with definitions of multilingualism and plurilingualism and the attitude of people towards the use of languages. The second section of the book addresses the multilingual landscape of societies across the globe. Historically multilingualism was the norm in many countries like Europe, India, China, Africa and America and at the same time some countries in Europe and other parts of the world maintained their linguistic hegemony and continued as monolingual to maintain their culture. In recent times new nation states have emerged on linguistic grounds. Monolingualism has been promoted by dominant groups and has posed a great challenge to the languages of indigenous, regional, local and immigrant minorities worldwide. Despite the existence of several languages a majority of countries recognize only one language for legal and official purposes, and even where several languages are officially recognized, one is usually dominant carrying 'disproportionate amounts of social, economic and political power. The globalization of many cities in the world emerging as cosmopolites, represent the multilingualism culture. In these cases, policy may be directed firstly towards language education at school and university, in particular in relation to the major languages of international communication, and secondly towards the provision of multilingual services and information for visitors. Significantly these cities and states will often choose to use English as the recognized 'hyper-central' language.

The third section of the book highlights the role of the English language in the context of globalization and multilingualism. Most observers now agree that English has effectively become the global language and that its role is unprecedented in world history. It is probably not too controversial to say that English has acquired this 'hyper-central' role not because it is a superior or intrinsically more useful language, but as a reflection of geo-political realities. In many countries English is said to be the first foreign language in 100 per cent of secondary curricula but there is a huge gap between the demand and supply in terms of the number of students enrolled in English medium schools and the availability of trained teachers, material and infrastructure facilities.

The fourth section of the book examines the trends and issues in multilingual education. The book mentioned the 1975 Bullock Report (A Language for Life) which argued that language was more than just a subject in schools but, in fact, the key to learning across the whole curriculum. Language is used in every subject area both to impart and acquire knowledge and understanding. In that sense it was said by Bullock that “every teacher is a teacher of language.” In the context of multilingualism, children from diverse groups are attending school and school language is different from that of knowledge of language that they bring to school. There is a huge gap in the cognition of children if their conversational language is different from that of the academic language. In many countries there is an immense vacuum in terms of language policy, especially when the school language differs from children’s mother tongue or the national language of the country. The book suggests that children have the ability to acquire two or three languages at the same time. Mother tongue or local language should be given preference at initial level and later English can be introduced for academic development and English language should not pose any problems to the local or national languages. It mentions some approaches like the use of mother tongue, individual support, CLIL and translanguaging for improving competence of English language.

The fifth and final section provides the recommendations for national systemic change in the context of growing cities and multilingualism. It suggests three areas which policy makers should consider - the validation of multilingualism, providing resources to protect the cultural and economic activities and provision of translation and interpreting services and educational opportunities for all citizens, particularly in relation to language.

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