The three questions for reflection and discussion, which close the book, address the readers directly inviting them to relate the main ideas and proposals so far presented to their own educational context and personal experience (1. What curriculum reform is necessary? 2. What advantage is to be taken of linguistic and cultural diversity? 3. How intensively should language and language awareness be focused on?), thus linking the end with the beginning and the core content of the volume, and establishing a circle of theory and practice, which is typical of Anglo-Saxon pragmatic methodology and literature the book is an excellent example of.

In fact, written by two well-known linguists and teacher trainers, Rod Bolitho and Richard Rossner, *Language Education in a Changing World* seems to be a sort of "Bible", a compendium of all that teachers, teacher trainers, policy makers and stakeholders should know about the educational systems, the methodological developments, the open questions, the necessary changes and the future perspectives of language(s) education all over the world. In particular, in the *Introduction*, the authors undeline "the influence and impact of language and communication on our lives and on society at large" and express their intention "to write a book focusing on the relationship between foreign language teaching, the teaching of additional languages and language across the curriculum" (p. 13 - 14).

The structure is designed in *3 Parts* which define three areas of analysis: 1) *Language and Languages in Education*; 2) *Teacher Education and Training*; 3) *Stakeholder Interests*.

Part 1 examines the term 'language education', which has usually been associated with the teaching and learning of foreign or additional languages, while today it is not so much different from the 'language of schooling', as the students have various levels of literacy and represent the multilingual and multicultural society they live in. Because of this the role of language in education is crucial, and following the examples of Piaget and Vygotsky, who proposed that "thinking and concept development are only possible with the help of language", we should focus on the following aspects:

- *Classroom language*: that is the 'exploratory talk' or 'dialogic teaching' as a means of research in order to move from the traditional transmissive routine and encourage genuine dialogue;
- *Questioning*: trying to move from 'questions which elicit information' to 'questions which shape understanding' and above all to 'questions which press for reflection';
- *Scaffolding*: supporting students in their learning difficulties in the right way and at the right time, being ready at the same time to gradually reduce or remove such support;
- *Multiliteracies*: because of the fast-moving evolution of modes of communication in multicultural societies and global communities learners need to develop transversal skills and a multifaceted literacy.

In the *Concluding Remarks* (a section which closes each chapter summarising and highlighting the main points dealt with – a good practice quite common in academic literature) it is asserted that, as there is a close relationship between language, thinking and learning, all subject teachers should frame their educational objectives linguistically.

In *Part 1* there are other two interesting chapters dedicated to both the changes occurred in second and foreign language education and the growing influence of English. In the first case a short historical overview

covers the milestones of the development of second/foreign languages from the collapse of the British and French Empires to post-war Europe and its language issues (in particular the *Threshold Level* in 1975, and the *Common European Framework* or CEFR published by the Council of Europe in 2001 and used by publishers, syllabus designers, examination authorities and for self-assessment in order to identify standards). The Council of Europe has also been influential, through its Language Policy Programme, in supporting multilingualism and plurilingualism, because "multilingualism represents a move away from 'one nation, one language' trend of the 19th and 20th centuries, which disadvanged and threatened the very existence of minority languages" (p. 46). Language policies in many European countries have become more and more complex because of the large-scale movement of people from the Middle East and Africa from the 1950s onward – migrants and refugees - whose "children have always needed to be assimilated into state education systems, a process which has required attention to acculturation as well as to the development of language proficiency" (p. 53).

As for the emergence of English as the preferred foreign language there are many reasons for it: first of all 'the hegemony' of English is the consequence of British colonialism, then the language is seen as a relatively easy one to learn and use (but David Crystal[1] contradicts this view, underlying there is "one chief reason: the political power of its people – especially their military power"); and finally English belongs to its native and non-native speakers at the same time, and this guarantees more acceptability and diversity in the way in which English is spoken, taught and learnt all over the world. In such a way English is used as lingua franca because of globalization and its future evolution is uncontrollable and unpredictable: an example of this is that "500 words are added every three months and no fewer than 2000 new words each year".

Part 2 deals with teacher education and training: it starts focusing on the so-called 'Philological Route' in pre-service education, that is a model, embedded in traditions and practices in most European countries, and based on 'language knowledge' and not so much on 'communicative skills'. It is underlined that "the teaching of a foreign language is seen as the teaching of any other school subject and the students planning a career as a teacher have little in terms of practical orientation: they start their career late, and they teach in the same way in which they were taught" (p. 89). This is a great fault, but in some countries reforms have taken place to provide suitable and valid initial teacher training, and in order to show the link between pre-service teacher education and the school curriculum a couple of interesting case studies are provided (Uzbekistan, Ukraine).

The relationship between research and practice in the field of education has been quite fruitful throughout the years (from the *European Profile for Language Teacher Education*, by M. Kelly and M. Grenfell in 2004, to the rise of Pedagogical Institutes and Colleges of Education, like the International House in 1962, and to the diffused request of certifications.

Continuing Professional Development (CPD) or *In-service training* (INSET in UK) share the same objectives and key points as initial teacher training, but "it needs to respond to clear needs, which may derive from the teachers themselves, from learners or from the institutions. It should also be ongoing rather than a one-off, embedded in the reality of teachers' work, and involve collaboration among teachers and between teachers and management" (p. 131). As stated before language and communication have a paramount importance for all teachers, not just the teachers of a foreign language, and this implies that linguistic, communicative and plurilingual skills are key elements in CPD as well as in curricula, as indicated by the Council of Europe in its *Reference Framework of Competences for Democratic Culture* (2018)[2].

The last section of the book (*Part 3: Stakeholder Interests*) "considers the expectations of the various stakeholders in language education, as well as the influence they have on policy development and implementation, and the part they play in determining the role of language and language awareness" (p. 166). Stakeholders include a wide range of people: from learners themselves and parents, to teachers,

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[1] A British linguist (born in 1941 in Northern Ireland), academic and author; an expert on the evolution of the English language (he has authored, co-authored and edited over 120 books, reference works like the *Cambridge Encyclopedia of Language* (1987, 1997, 2010) and the *Cambridge Encyclopedia of the English Language* (1995, 2003, 2019).

[2] https://www.coe.int/en/web/campaign-free-to-speak-safe-to-learn/reference-framework-of-competences-for-democratic-culture

employers, ministries of education, institutions, policy makers, associations and publishers. All of them usually value the socioeducational model of language learning by Gardner (2005), which sees "the individual's motivation to learn a second language as related to two classes of variables: 1) *attitudes towards the learning situation* (such as, for example, a devoted skilled teacher, an exciting curriculum, meaningful evaluation procedures); 2) *integrativeness* (individuals whose ethnicity is not a major component, and who are interested in other cultural communities)"(p. 169). Because of this stakeholders usually provide educational offer and services, as they are concerned about social cohesion and collective wellbeing and trust young people at school age may grow up to feel comfortable in societies which are evolving in a diverse, multilingual and multicultural way.

Another important aspect which is presented and debated is policy making, that is what political and cultural decisions about the teaching of the language of schooling and the development of literacy in school-age children have to be taken at national and regional level. Political decision, academic inquiry and classroom realities should interact and come together, but not always this happens: sometimes linguistic conservatorism prevails (i.e. the suppression of regional languages through insistence on the national language as the sole medium of communication in educational institutions), even though this trend has been reversed in many countries in the last few years, and multilingual competence is being promoted.

Further on *Chapter 9: Commercial Interests in Language Education* is a detailed account of institutions (like the *British Council*), examination and teacher training providers, and also of publishers who have greatly contributed to improving language teaching and learning, identifying quality standards and introducing certifications (for example, Cambridge CELTA, DELTA, TKT).

Finally, the last chapter (10), *Towards New Paradigms*, is both a good synthesis of the main pillars of the book and a sort of omen that changes and reforms may affect school systems in the near future. Two models are presented: 1. Change initiated 'top-down' at national level; 2. Change that starts in the classroom and works 'bottom-up' (p. 253).

Referring once again to *The Reference Framework of Competences for Democratic Culture* and its educational objectives, the conclusion is summarised in these words: "to achieve these goals, it is crucial for each individual to use a well-developed language repertoire across disciplines, and in all aspects of life outside and beyond education, and it is essential that teachers and curricula in schools enable them to do this" (p. 256).

In conclusion, in the wealth of topics and materials given in the book, readers can either choose focusing on the area they are mainly interested in, examine it more closely, and find out the most suitable suggestions and guidelines in order to plan and implement their educational work, or they can have a general overview of the "state-of-the-art" of language education through time and space. In both cases the "ways forward" have been clearly shown: now it is mainly teachers' and decision makers' responsibility to carry them out in relation to their context and needs.

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