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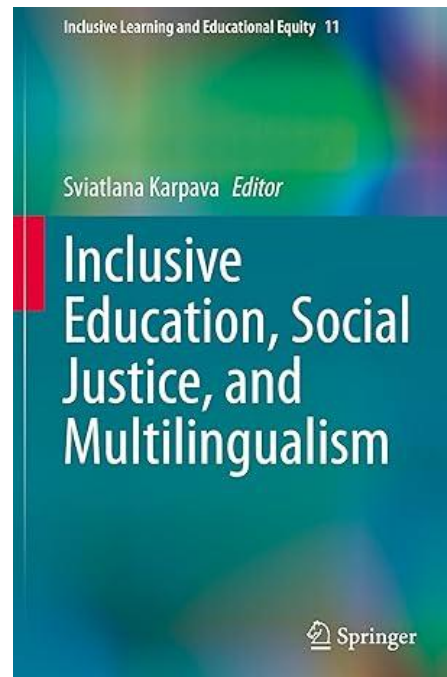
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Inclusive Education, Social Justice, and Multilingualism, edited by Sviatlana Karpava, offers a timely and analytically rich contribution to contemporary discussions on equity, diversity, and inclusion in education. The book positions multilingualism at the center of inclusive education debates, arguing that linguistic diversity is not a barrier but a critical resource for promoting equitable learning environments.

Edited by Sviatlana Karpava, an assistant professor in applied linguistics and multilingualism at the University of Cyprus, the book benefits from her strong scholarly background in sociolinguistics and bilingual education. The contributors, drawn from diverse disciplinary and geographical contexts, further strengthen the book by providing a wide range of empirical and theoretical perspectives, enhancing both its credibility and global relevance.

The importance of this book lies in its response to the growing linguistic and cultural diversity in educational settings worldwide, driven largely by migration and globalization. Despite these shifts, many education systems continue to privilege monolingual norms, often marginalizing multilingual learners. Karpava's edited volume challenges this dominant paradigm by highlighting multilingualism as integral to inclusive and socially just education. The book emphasizes that inclusive education cannot be fully realized without addressing linguistic inequities and recognizing the sociopolitical dimensions of language in education (pp. 3-5; also see Huang, 2025, p. 2). In doing so, it advances a critical understanding of how language policies and classroom practices can either reproduce or challenge systemic inequalities.



The book is particularly well-suited for researchers, graduate students, teacher educators, and policymakers interested in inclusive education, applied linguistics, and social justice. Its interdisciplinary approach, combining with theory, empirical research, and pedagogical insights, makes it accessible to both academic and professional audiences. The chapters explore a range of topics, including multilingual pedagogies, teacher education, family language practices, and the experiences of migrant and minority students. By incorporating multiple stakeholder perspectives, the book provides a holistic view of inclusive education in multilingual contexts, emphasizing the importance of collaboration among educators, families, and communities.

One of the major strengths of the book is its integration of theoretical and practical dimensions. The contributors not only engage with critical frameworks of social justice but also provide concrete examples of inclusive practices in diverse educational settings. This balance enhances the applicability of the book for practitioners seeking to implement inclusive multilingual strategies in their classrooms. Additionally, the book's emphasis on multilingualism as a "valuable educational resource" challenges deficit-oriented perspectives that often dominate educational discourse (p. 7). The inclusion of diverse voices, particularly those of marginalized learners and communities, further aligns the book with social justice principles by highlighting lived experiences and contesting dominant narratives.

The work, however, is not without limitations. As is common with edited volumes, there is some variability in the depth and analytical rigor of individual chapters. While some contributions offer critical and theoretically grounded analyses, others remain more descriptive, limiting deeper engagement with issues such as power, structural inequality, and policy implications. Furthermore, although the book adopts a global perspective, certain regions are more prominently represented than others, which may affect the generalizability of its insights (Huang, 2025).

In relation to existing literature, Karpava's book builds on and extends foundational work on linguistic rights and multilingual education (e.g., Skutnabb-Kangas, 2009), specifically aligning with influential scholarship on translanguaging and inclusive pedagogies (e.g., García, 2009). However, this book distinguishes itself by explicitly integrating multilingualism within broader frameworks of inclusive education and social justice, offering a more comprehensive and contemporary analysis of these interconnected domains. As noted by Huang (2025), the book effectively bridges the gap between monolingual educational systems and the realities of linguistically diverse classrooms.

In conclusion, the book *Inclusive Education, Social Justice, and Multilingualism* is significant and relevant contributions to the field of education. Its interdisciplinary and critical approach provides valuable insights into the complex relationship between language, inclusion, and social justice. While some limitations exist, the book remains a valuable resource for scholars, educators, and policymakers committed to advancing equity in increasingly multilingual educational contexts.

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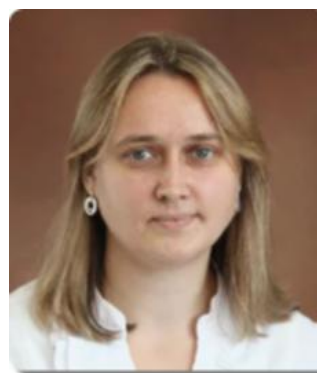
About the Reviewer

Sazzad Hossain is a part-time professor in the Faculty of Education at the University of Ottawa. He brings extensive teaching experience from his roles as a guest lecturer at the University of Ottawa and as an adjunct faculty member at Northern University of Bangladesh in Dhaka, Bangladesh. He holds a PhD in education from the University of Ottawa, Canada, concentrating on teaching and learning. His doctoral dissertation focused on challenges faced by post-secondary students with learning disabilities in Ontario. Dr. Sazzad has earned postgraduate degrees from higher education institutions in Canada, the United States, and Bangladesh. He has contributed to community development initiatives in Canada and the developing world, with a focus on supporting marginalized populations, including persons with disabilities and Indigenous communities.



About the Editor

Sviatlana Karpava is an assistant professor in applied linguistics/ multilingualism and Coordinator of the MA in TESOL program at the Department of English Studies, University of Cyprus. She is Co-Director of the Discourse, Context and Society Lab and the Testing, Teaching and Translation Lab, Chair of Cyprus Teachers of English Association, active research collaborator of the Cyprus Linguistic Society, and Harmonious Bilingualism Network. Dr. Karpava is the editor of several volumes on multilingualism and heritage language development. Her area of research is applied linguistics, second/third language acquisition, bilingualism, multilingualism, sociolinguistics, teaching, and education.



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