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Teaching Chinese Literacy in the Early Years: Psychology, Pedagogy and Practice. Hui Li. Abingdon, England & New York, NY: Routledge, 2015. 258 pp., (hardcover), £90 & 145\$, ISBN: 978-0-415-84129-0.

Teaching Chinese literacy in the early years: Psychology, pedagogy and practice is a timely contribution to the internationally growing field of learning and teaching Chinese. How Chinese literacy is learned and taught is of great interest and importance to many, including scientists, students, teachers, teacher educators, and policymakers. There are very few academic publications in the English language that are devoted to understanding the psychology, pedagogy, and practice of Chinese literacy acquisition. Li's book has filled a large gap for the dissemination of contemporary research advancements and practical innovations in this field.

This book is the most systematic and critical review of the psycholinguistic features of Chinese language that I have ever read and demonstrates the author's solid background in this field. Most important is Li's critical and comprehensive review of the neuropsychological processing of Chinese literacy learning/teaching. It analyzes such key topics as the following: (1) Is there a universal neurological network for reading across languages? Most of the relevant neuroimaging studies are reviewed to address this controversial problem; (2) What is the role of Left Middle Frontal Gyrus (LMFG) in Chinese reading? LMFG seems to be the exclusively important brain area for reading logographic Chinese. The brain mechanism of Chinese reading is discussed with a focus on the three topics: (a) the roles of visual, phonological, semantic, and morphological skills; (b) the brain network of Chinese reading; and (c) the unique role of LMFG. Latest scientific neuroimaging data are thoroughly explored to reveal the critical role of Chinese writing in literacy acquisition.

The book has addressed the pedagogies of teaching Chinese literacy as L1 and L2 as well the practice and assessment of Chinese literacy. Li outlines his personal views to answer three questions: What is the best Chinese literacy pedagogy? Which is the most effective pedagogy? What is the best way to assess Chinese literacy in the earlier years? These questions are indeed very important and much more research is needed. I am not totally convinced by the author's answers, especially for L2 Chinese learners. A very interesting part of the book is a set of comparative studies of Chinese literacy classrooms in the Chinese

Mainland, Hong Kong, and Singapore, which reflects the changes in early literacy practice between the 1990s and 2010s.

The book focuses on the practice of evaluating Chinese literacy attainment in the early years and has introduced two widely used literacy scales. These two important literacy measures are presented in the appendix of the book. Chinese literacy teachers and researchers will find them very useful and helpful indeed.

Addressing a wide range of issues from the psychology to the practice of Chinese literacy is certainly one of the strengths of this work, but the multifaceted nature of the issues undermines the coherence of the book as a whole. Despite this drawback, however, this book is expected to be a useful handbook for L1, L2, and even L3 teachers and their educators who are concerned with both fundamental theoretical issues and practical topics in Chinese literacy teaching. It will also be a very important reference for scientists, students, teachers, teacher educators, policymakers, and everyday people and will serve as an important vehicle to facilitate practical and theoretical studies of Chinese literacy learning and teaching.

In short, this book is an excellent resource for Chinese teachers, teacher educators, and researchers as it provides readers with an understanding of how Chinese literacy can be taught in the early years as L1 and L2.

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Educational Policy Innovations: Levelling Up and Sustaining Educational Achievement. Sing Kong Lee, Wing On Lee, and Ee Ling Low (Eds.). Singapore: Springer, 2014. 242 pp., (hardcover), £90, ISBN: 978-9-814-56007-8.

How can we know that an education system is efficient and effective, or in other