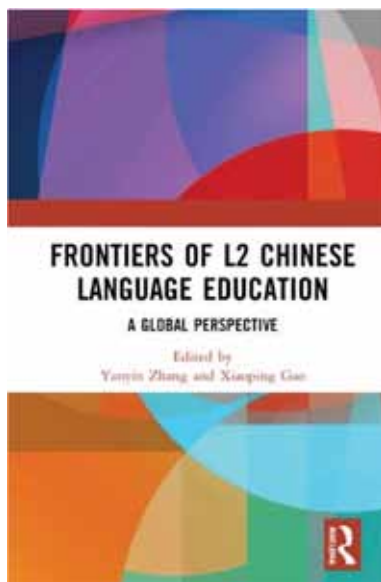***Frontiers of L2 Chinese Language Education: A Global Perspective.*** Zhang, Y., & Gao, X. (Eds.) (2021). Routledge, Abingdon**,** 206 Pages, ISBN: 9781003169895.

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Chinese has become widely taught and learned as a second or foreign language. Capturing current trends, Yanyin Zhang and Xiaoping Gao collaborate on the volume *Frontiers of L2 Chinese Language Education: A Global Perspective* in the hope of contributing to theoretical research and instructional practices in teaching Chinese as a second/foreign language.

In Chapter 1, Zhang and Gao begin with the supportive environment in the research field of Chinese language teaching. Chapter 2, 4 and 10 focus on Chinese education in response to the COVID-19 pandemic. W. He introduces a technology-integrated pedagogy to facilitate the teaching of Chinese character. Qu reviews some strategies for student engagement regarding online teaching, while Zhang reveals positive changes of teachers' attitudes towards the application of technology in Chinese language teaching.

In Chapter 3, Zhang proposes approaches to consolidate the representation of third tone in Chinese in students' memories for their oral capabilities. In Chapter 5, Jiang, Wu, Xu, and Tian show how integrated performance assessment can help students achieve learning goals and offer numerous implications for teachers. In Chapter 6, Gao examines oral corrective feedback in teaching Chinese and finds that the use of *recasts* is the most effective technique. In Chapter 7, Zhang concentrates on the sequence of teaching Chinese

existential structure and confirms that textbooks are compatible. In Chapter 8, Suzuki, Nishi, Furukawa and Nakata call for a more communicative needs-oriented grammar syllabus in Chinese language teaching.

In Chapter 9, Yan, Zeng, and Guo discuss educational inequity caused by socioeconomic status inequity and analyse the corresponding techniques for Chinese language teaching. Wang examines the factors that influence Chinese language education from a transdisciplinary viewpoint in Chapter 11, while Zhang and Gao shed light on Chinese pedagogy studies in the following directions: organic settings, learning outcomes, instructional practices, and liberal arts education in Chapter 12.

Overall, this volume carries remarkable merits. First, it provides learner-centred insight into educational philosophy, addressing students' holistic development. Instead of merely learning to speak Chinese, the contributions emphasise the importance of communicating properly, thinking critically, and judging reasonably in language learning. Second, this volume presents various pragmatic advice for teachers to respond to the sudden change of teaching patterns, contributing to sustainable teaching under the prevalence of the COVID-19 pandemic as not a threat to Chinese language education, but as a source of prospects and opportunities for educational innovation.

There are a few areas in which the book may be improved. For example, it would have been better if the complexity of and individual differences in language learning could be further emphasised through Chinese learning education, because learning differs much depending on context. A more in-depth evaluation regarding the extent to which innovative teaching approaches, such as pronunciation teaching, could be conducted to contribute to teaching outcomes. In summary, this volume will be of great interest to teachers on the front lines of Chinese language instruction, but also for researchers and university students who are interested in foreign language teaching and learning on the whole.