



Early language learning policy in the 21st century: an international perspective

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BOOK REVIEW

Early language learning policy in the 21st century: an international perspective, edited by Subhan Zein & Maria R. Coady, Nature Switzerland, Springer, 2021, 317 pp., ISBN 978-3-030-76251-3

This book aims to understand how language policies are developed, attempted, critized, defended, developed and modified. This book contains reports on policies taken by governments, non-governmental bodies, international companies, and all kinds of foundations, as well as the efforts of groups that try to oppose or change government policies. The series is aimed at scholars in the field of language policy and others interested in topics, including sociolinguistics, educational and applied linguists, language planners, language educators, sociologists, political scientists and comparative educators.

This fourteen chapters of book consist of an introduction, twelve main chapters, and a conclusion that are well organized. Each chapter presents empirical data related to the development of each language and its policies in the world. Each chapter is reinforced with theoretical and qualitative methodologies that contextualize the analysis of each chapter.

In Part one, there are three chapters (2, 3, and 4) focusing on community access and policies. Contributors to these chapters review the importance of providing equal access to early language learning, enabling training through communities of practice, and developing intercultural understanding at the community level. They do so while developing a rich context that spans: Japan, Serbia, and Oceania. Part two, include chapters 5, 6, and 7, focuses on policy curriculum and the way to improve educational instruction for foreign language teaching and learning. All of the chapters included in this section highlight the complex issues surrounding the provision of a curriculum for early learners of Spanish, Arabic and English. The contributors to this section focus on reforming the curriculum, considering other aspects of pedagogy to improve the learning process.

In part three, the book focuses on personnel policy, particularly in preparing qualified teachers. The three chapters (8, 9, and 10) in this section cover early language learning contexts such as Argentina, Israel and Mexico, as well as discovering some factors that can influence policy implementation. The work of these contributors shows how an integrated personnel policy is aimed at improving teacher professionalism as a key to improve quality. The last part (chapter 11, 12, and 13), covers several domains within the framework of Kaplan and Baldauf (2005). It includes materials, resources, evaluations, methodologies, and personnel policies that arise from the early language learning policies in Spanish, Mandarin and German. The chapters included in this section cover the various domains of the policy framework as it relates to their context. Most importantly, these chapters show how the various dimensions of Kaplan and Baldauf's framework (2005) are interconnected. The contributors to these chapters point out the importance of the linkages of various policy domains as these, they argue, lead to integrated and sustainable policy enforcement.

Finally, this book provides valuable information from a global perspective on ELL policy developments and is likely to be of interest for graduate students, researchers, teachers, and decision makers who want to understand early language learning policy and practice around the world. Reading this book as a whole is like putting together a puzzle, the two parts taken together reveal the complete picture. The editors of this book have succeeded in breaking new ground by publishing this collection of papers and providing insights into the



implementation of language policies and ELL in a coherent and interesting manner and providing a comprehensive study of ELL at the global level. The initial foreign language teaching policy needs to be explored again because of the increasing demands for international interaction. Therefore, language education decision making needs to adapt quickly so that there are no gaps.


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