

Book Reviews

Multiculturalism, Language, and Race in Japan: Agency, Pedagogy, and Reckoning

edited by Gregory Paul Glasgow

Candlin & Mynard ePublishing (2023) xii + 396 pp., paperback, ¥3611 ISBN: 979-8378771400

Over the last two decades, Critical Applied Linguistics (CALx) has emerged as an effective lens through which to view language education, particularly with regards to the way CALx can be used to draw “connections between classrooms, conversations, textbooks, tests, or translations and issues of gender, class, sexuality, race, ethnicity, culture, identity, politics, ideology, or discourse” (Pennycook, 2008, p. 169). Consequently, a number of recent works have attempted to demonstrate how critical theories, when applied to language teaching, can materialize into critical pedagogies in the classroom (e.g., Crookes & Abednia, 2022; Jacobs & Crookes, 2022; López-Gopar, 2019; Ludwig & Summer, 2023). Gregory Paul Glasgow’s recently released edited volume is a further contribution to these developments. Comprising fifteen chapters from twenty authors, *Multiculturalism, Language, and Race in Japan: Agency, Pedagogy, and Reckoning* offers an eclectic range of interesting perspectives concerning the interconnection of race, native-speakerism, and language teaching in Japan. The book moves from the theoretical through to autoethnographic reflexive contributions, and then further still to qualitative research reports and action research-style accounts of critical language pedagogies in the Japanese EFL classroom.

After a brief forward by Nelson Flores, editor Gregory Paul Glasgow provides an introduction to the volume. He explains how “pre-conceived notions of who one should communicate with, what one should look like, and how one should sound when communicating in an international lingua franca like English” (p. 14) pose serious impediments to pluralism in Japan. Glasgow argues that this *raciolinguistic ideology* (Flores & Rosa, 2015) needs to be challenged, because it permeates “problematic pedagogies and practices not only in social structures, but educational practices in ELT in Japan” (p. 14). He provides an overview of the coming chapters—pieces he feels are “examples of how a multiracial and multicultural group of educators in Japan have broached topics of social justice in their classrooms through lesson planning, materials design, learner engagement, and collective professional development” (p. 15).

In Chapter 1, “Constrained Agency: Legacy, Race, and the Paradox of Multiculturalism in English Education in Japan,” Glasgow provides a conceptual framework for the book. He starts with Japanese discourses of multiculturalism, internationalization and the erroneous assumption of Japanese homogeneity. Glasgow shows how race is discursively constructed in Japan, and how this filters into problematic Japanese educational policies such as *tabunka kyōsei kyōiku* (multicultural coexistence education) and *kokusaika* (internationalization). Much of this literature review from the early part of the chapter will be familiar ground for many *JJMM* readers. It is, nevertheless, foundational for understanding subsequent chapters in the book. Glasgow also canvasses work dealing with the so-called native/non-native dichotomy in TESOL, and Japan-specific critical pedagogical approaches to promoting social justice and multiculturalism in the language classroom. He also fleshes out the notion of “raciolinguistic ideology,” a concept touched upon in the preceding introduction.

Part One of the volume (Chapters 2-4) is titled “Inner Reflections.” It consists of

three inspirational autoethnographic accounts from practitioners who do not fit the contentious category of “native-speaking teacher.” In Chapter 2, Finnish-born, U.S. tertiary-educated Tiina Matikainen reflects on her twenty years of diverse English language teaching experience in Japan. In Chapter 3, Jackson Koon Yat Lee, a Hong Kong-born Canadian citizen tracks his professional trajectory in Japan through his experiences in *eikaiwa* schools, high school, and university contexts. In a third example of compelling counter-storytelling, Myanmar-born May Kyaw Oo describes her struggles in Japan as a female professional educator resisting the ascribed label of “non-native teacher.” She shares her commitment to “teach[ing] to empower” (p. 123) and offers some practical advice for teachers in similar positions. All three of these richly nuanced and compelling narratives are refreshing in that they amplify the voices of stakeholders frequently marginalized in discussions about ELT in Japan.

“Research Perspectives” is the title of Part Two (Chapters 5-8). This section provides a diverse range of qualitative, critical investigations into issues relating to multiculturalism in Japanese ELT settings. Marife Carpio and Alison Stewart begin with an examination of Filipino English teacher identity and agency. Utilizing data from diary entries and interviews, they highlight how their Filipino informants were often marginalized and delegitimized in an industry that remains predicated on native-speaker norms. Next, in Chapter 6, Mayu Konakahara advocates for “the necessity of pedagogical intervention to make people ELF [English as a lingua franca] aware” (p. 161). After teaching two specialized courses at two different universities, she analyses data to demonstrate an “attitudinal transformation process” (p. 162) in two of her participating students. Konakahara shows how the students learned to prioritize the goal of message conveyance over adherence to notions of grammatical accuracy or native-speaker “correctness.” In Chapter 7, Natasha Hashimoto details an ongoing study into Japanese students’ perceptions of the ideal English teacher. She first provides a textual deconstruction/decoding of both NHK and private *eikaiwa* school advertisements for English lessons. Hashimoto then outlines a large survey of 290 Japanese university students that she conducted to investigate their “expectations about and evaluation of teachers of different racial backgrounds based on their photographs” (p. 182) and demonstrates that “the ideal speaker” (i.e., teacher) is often “synonymous with whiteness” (p. 194). In Chapter 8, the final contribution to this section, Trica Okada employs the notion of “outsider teacher” to uncover perspectives from Filipino English teachers in Japan who are following divergent career trajectories from other, more conventional, Filipino teachers. The teachers in Okada’s study had no formal training or qualifications in ELT, but relied on their own experiences learning English in the Philippines, where it is an official language, to inform their pedagogical approaches. Okada surmises, perhaps somewhat contentiously, that, because the educational backgrounds of her informants “did not necessarily denote a TESOL-related background as understood from a Western standpoint” (p. 220), they were disadvantaged in the Japanese ELT labor market. The chapter is, like all others in this section, original and thought-provoking, and provides yet another snapshot of an area of ELT in Japan that had been, to date, rarely touched upon.

Part Three (Chapters 9-13) is called “Pedagogical Interventions.” As the title implies, these contributions contain accounts of critical classroom practice. Utilizing a duoethnographic approach (Lowe & Lawrence, 2020), Aiko Minematsu and Jenny Morgan draw on the notion of “funds of knowledge” (González et al., 2006) to illustrate how “[i]n promoting intercultural, racial, and ethnic understanding in English language classrooms in Japan, educators need to break away from the deficit view of their local Japanese learners as monocultural and monolingual subjects and recognize the diverse lived knowledge of

students” (p. 227). A particular strength of this chapter is the authors’ explanation of how they explicitly set classroom “community norms” aimed at creating safe spaces within which students are able to explore sensitive, complex issues (pp. 236-237). In Chapter 10, Gordon Myskow outlines a range of classroom activities designed to raise students’ awareness of how the language used in textbooks is often racialized. And in Chapter 11, Warren Stanislaus details an EMI class he designed and taught in a Tokyo university called Afro-Japanese Encounters. Through the use of counterstorytelling, Stanislaus provides a fascinating account of how he was able to “nurture critical perspectives and disciplinary knowledge” (p. 286) of race and blackness in Japan. Stanislaus provides a convincing argument for the judicious use of the L1 when teaching critical content at the university level, as well as a place for translanguaging practices in such classes. Next, in Chapter 12, Michael Ellis offers an inspirational account of his own transformation with regards to his teacher identity, from “someone who shied away from politically charged content to someone who actually engages with it” (p. 309). This inspiring, reflective piece contains several valuable take-homes for teachers interested in introducing critical content in their language classes. Ellis maintains that students *can* indeed handle critical topics when introduced to them appropriately, that there *is* “power in missteps” (p. 307) when experimenting with critical pedagogies, and that engaging in social issues *can* rejuvenate teachers and prevent burnout. In the final chapter in this section (Chapter 13) Mahboubeth Rakhshandehroo provides examples of “transformative learning” (p. 331) from her university level classes. Against the backdrop of failed *kokusaika*-infused educational policies, Rakhshandehroo demonstrates how she was able to both affect change regarding students’ native-speakerist perceptions of English language learning (and teaching), and help them gain confidence as legitimate users of English.

Part Four, “Sustainable Advocacy” (Chapters 14 and 15), relates to how teachers can continue to advocate for social justice both in and outside the classroom. First, Tanja McCandie, Eleanor Smith, Gretchen Clark, and Jamie Taylor detail the collective efforts of the organization *Equity ELT Japan* to successfully organize and hold a conference (Equity ELT Japan Forum 2021), an event that “highlighted the extent to which sexism, racism, native-speakerism, ableism, heterosexism, and ageism prevail in ELT” (p. 341). Then, in Chapter 15, Gerry Yokota provides a valuable retrospective essay on her distinguished career as a politicized educator concerned with issues of social justice. She explains the notion of “decentering” in the pursuit of more equitable, just forms of teaching and learning. Yokota employs metaphors from organic farming—tilling, planting, watering, weeding, and rotating crops—to show how they can be applied to both teaching and professional service.

This volume concludes with a synthesizing chapter by the editor titled “Critical Multiculturalism in ELT in Japan: The Way Forward.” Glasgow recounts the main themes of the book before proposing a “blueprint for action” (p. 388). He advocates here the need for the diversification of teaching staff beyond those from Kachruvian Inner Circle countries such that students may be exposed “to a wider variety of cultures beyond the Global North” (p. 389). Glasgow also suggests tackling imbalanced racial representation in ministry-approved textbooks and exposing pre-service teachers to the concept of Global Englishes. He hopes that by striving, through continued research, we may advance our understanding of “how racialization intersects with language teaching in Japan, and the manner in which teachers and learners are affected” (p. 390).

As Pennycook (2008) has pointed out, one criticism sometimes levelled at scholars working in Critical Applied Linguistics is that their research rarely progresses beyond the practice of critique—they are justifiably keen to identify what is wrong with “the system”,

but less frequently seem to offer solutions to the issues they have problematized. This is a failing that this volume cannot be accused of. The chapters do indeed provide unique critiques of issues related to race and language teaching in Japan, but they also provide messages of inspiration, suggestions for transformation, and glimmers of hope for what might be possible in the future. As such, Gregory Paul Glasgow's *Multiculturalism, Race, and Language in Japan: Agency, Pedagogy, and Reckoning* is highly recommended.

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The Bilingual Brain

by Albert Costa

Penguin Books (2021) xiv + 158 pp. Paperback, ¥1,946 ISBN: 9780141990385.

Initially published in Spanish, in 2017, and reprinted in English, *The Bilingual Brain* by the late psycholinguist Albert Costa offers an insightful exploration into how two languages coexist in the same brain. Drawing on a wide range of research, including classic papers, his own work, and that of colleagues, Costa is an entertaining guide to various aspects of bilingualism and the science of the brain. Topics include infant recognition and acquisition of two languages; the processing and representation of two languages in the brain; the purported cognitive benefits of bilingualism and, surprisingly, how bilingualism affects ethical choices.

In Chapter 1, “Bilingual Cradles,” Costa delves into bilingualism in infancy, highlighting the crucial roles of exposure and social interaction. Even before birth, babies are exposed to language, and from the first few weeks are already able to distinguish language from other background noise. Following that, through a process of segmentation and statistical probability, infants divide language into words and distinguish one language from another. Studies by Werker and Lalonde (1988), for example, show how children at six months can recognize distinctions in minimal pairs in Hindi that do not exist in English, but this sensitivity to linguistic distinctions declines between six and twelve months, in a process called perceptual narrowing. Subsequent research by Kuhl and colleagues (2003) shows that, as well as exposure, social interaction is also necessary for infants to grow up bilingual. When monolingual English-speaking infants of nine to ten months old were exposed to Mandarin spoken by a tutor, they developed and retained sensitivity to sounds in Mandarin, whereas those who merely listened to the same input in Mandarin audio fared no better in their recognition of the sounds than those in the control group who received no Mandarin input at all.

In Chapter 2, “Two Languages in One Brain,” Costa provides a particularly fascinating exploration into how the brain represents and processes two languages. This can be explored by observing patients with brain injuries, by using modern neuroimaging techniques, and by conducting code-switching experiments. Patients with brain injuries had long been observed to have so-called *dissociated deficits* in their language abilities, such as a difference in proficiency with nouns and verbs. This occurs in a condition known as *anomia*, in which patients have trouble recalling the names of familiar objects. It has been hypothesized that dissociated deficits may occur with bilinguals if their two languages are stored in different parts of the brain (e.g., by Paradis, 1977). However, Costa’s own research on bilingual Alzheimer’s patients shows a parallel deterioration in Spanish and Catalan. When asked to recall the names of familiar words, his subjects often struggled with nouns or with verbs, but at the same rate across both of their languages. This suggests that certain areas of the mental lexicon, such as where nouns or verbs are stored, are more distributed than where individual languages are stored. Neuroimaging somewhat confirms this picture, as it suggests that with high proficiency bilinguals, there is a greater overlap in the areas of the brain used for both languages than with lower proficiency learners. Costa then discusses code-switching and how there is apparently orderly mixing of the languages that he likens to juggling. An intriguing experiment (Thierry & Wu, 2007), revealed that late-bilingual Chinese speakers of English who were shown pairs of English words and asked if they are related, had slower responses if the pairs of words shared a common ideogram in Chinese even if the English words were not related. This suggests that bilinguals’ languages

cannot be “turned off” and a language not currently being used can interfere with the language that is in use.

Chapter 3 asks “How Does Bilingualism Sculpt the Brain?” and focuses on mental and physical changes to the brain. Firstly, Costa presents an ingenious experiment (Fan et al., 2015) which suggests that children who grow up in a bilingual environment are able to take the perspective of others earlier than monolingual children. In the experiment, a “director” and “participant” are seated either side of a 4x4 grid in which objects, such as toy cars of varying sizes (small, medium-sized, and large), are placed. However, some of the objects (such as the smallest car) are hidden from the director. When monolingual children aged between four and six were asked to hand over the small car, they often exhibit an egocentric bias and hand over the smallest car hitherto hidden from the director, whereas the bilingual children more often assume the perspective of the director and hand over the medium-sized one. This suggests that bilinguals may acquire an early ability to develop a theory of mind, which allows children to distinguish what they know from what another person may know. It is supposed that children who have to navigate a world in which some people cannot understand one of their languages but can understand another, figure out that different minds have different contents and competences. Secondly, there are interesting findings that bilingualism increases the density of grey matter, possibly due to having to store a larger lexicon. Costa compares this to similar increases in grey matter found in London taxi drivers who underwent the arduous training called the Knowledge.

Chapter 4 is called “Mental Gymnastics” and describes how bilingualism affects attention and executive control. With more than one language stored in the same area of the brain, and the need to avoid interference described earlier, it would appear bilinguals may have to exercise greater facility in executive control, which may be measurable in non-linguistic contexts. Studies by Bialystok et al. (2004) appear to support this using a method called a *Simon task*. In the Simon task, participants were to look at a screen and press a button marked X with their left hand on a keyboard if they saw a blue square, and a button marked O with their right hand if they saw a red square. This task is simple enough to do when the square appears on the side of the screen corresponding to the hand pressing the button (congruent stimulus), but participants typically react more slowly when the square appears on the opposite side of the screen to the hand pushing the button (incongruent stimulus). However, bilinguals performed better than their monolingual counterparts on the task, and the gap between the two groups widened with age, leading the researchers to conclude that bilingualism does indeed improve executive control. Costa himself, and his colleagues (2009), employing a similar method of incongruent stimulus called the *flanker test*, collected evidence which also supported this conclusion. However, Costa then cites another group of colleagues whose study, “The Inhibitory Advantage in Bilingual Children: Myth or Reality?” (Duñabeitia et al., 2014), was unable to replicate these findings when applying a further experimental procedure called a *Stroop Test*. Costa reflects on a number of issues which have beset bilingual research (and social science in general), such as the publication bias in favour of positive or exciting findings at the expense of negative findings or the lack of replication studies. He concludes the chapter with a laudable call for rigorous methods.

Chapter 5, “Making Decisions,” explores a phenomenon called the *Foreign Language Effect*, which refers to a curious divergence of subjects' choices depending on the language in which a dilemma is posed. The main explanation for this disparity is that a person's second or foreign language is not as emotionally engaged as their first language. Behavioural economists, who study the psychology of decision-making, have noted that people tend to make decisions using mental rules of thumb, known as heuristics. These

heuristics tend to involve useful mental short-cuts, but they have been shown to result in systematic cognitive errors. One example is that when people are asked to make decisions, they tend to choose options that minimize losses. One study found that bilingual speakers presented with a dilemma in their second language had a far reduced loss aversion than had previously been observed in monolingual speakers (Keysar et al., 2012). Similarly, in a study by Costa et al. (2014), using the classic *trolley problem* ethical dilemma, two scenarios are presented in which the subject is asked if it is ethically permissible to sacrifice one life to save five other lives, consistent with the philosophy of utilitarianism, or the greatest good for the greatest number. However, in the first scenario, the action merely involves pulling a switch that would divert a runaway train from one track containing five workers to another track containing one. In the second, it involves pushing a large man off a bridge onto the track that the trolley is travelling on, stopping the train, and thereby saving the five workers on the track. The second is clearly more emotionally harrowing, and when asked what the correct ethical decision is, 80% of people say it is permissible to pull the switch in the first scenario and yet the same proportion say it is not permissible to push the man in the second scenario. Yet when bilinguals are asked this question in their second language the gap, surprisingly, narrows with bilingual speakers more often consistently choosing the utilitarian option. As Costa points out, this is an effect that has been replicated in many studies (eg. Musty & Andrews, 2017), demonstrating that bilingual speakers, using their less dominant language, may be able to make decisions less clouded by emotional or cognitive biases than monolingual speakers.

The Bilingual Brain is an engaging and accessible introduction to the relationship between bilingualism, cognition, and the structure of the brain. Sadly, this review cannot cover all of the fascinating research and experimental methods described. Clearly the book is aimed at a general readership, and those who have an academic interest may be disappointed at the lack of references to the specific papers that Costa summarizes. However, its informal explanations, cultural references, and enjoyable descriptions of studies into bilingualism and the brain make this a valuable introduction to the field.

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Bilingual Success Stories around the World: Parents Raising Multilingual Kids Share Their Experiences and Encouragement

by Adam Beck

Bilingual Adventures (2021) 252 pp., paperback, ¥2,195, ISBN: 978-4908629105

Maximize Your Child's Bilingual Ability

by Adam Beck

Bilingual Adventures (2016) 310 pp., paperback, ¥2,195, ISBN: 978-4908629013

It is often said that true bilingualism is most easily attained when the learner is under the age of 10. As someone with children fast approaching that age, and having recently started to struggle with creating time and space for minority language usage in the home, I felt it was time to get some practical advice and encouragement from someone who has successfully raised his children to become bilingual. Adam Beck is not just a parent; he has also created an entire website (<https://bilingualmonkeys.com>), blog (<https://bilingualmonkeys.com/blog/>), and online forum (<https://bilingualzoo.com>) to help other parents on their bilingual journeys. From these spawned these two books that complement each other well in their balance of theory, practice, and testimony.

Bilingual Success Stories Around the World is a collection of 26 families' journeys to raising bilingual children (and in some cases, grandchildren, and even a parrot!). These stories had Beck crisscrossing the globe (until Covid-19 prevented further international travel in 2020) to witness firsthand the creative and rigorous ways in which various families have approached this challenge, which play out in a multitude of ways.

Beck divides this book by the age of the children at the time of his contact with the families: the first section covering families with pre-school children, the second for families with elementary school-aged children, and the third in which the children are in their adolescence.

Family situations are explained (number of children, nationality, current location, and native languages of parents) and then some background is given about the parent who speaks the minority language. As each journey is unique, no chapter is like another from this point forward. However, they all share a few common threads. First, no story is over and no story is perfect. Secondly, each family has a few practices that have really made a difference to them. Finally, each chapter concludes with Beck commenting on something in particular that he believes the family is doing well, often bridging back to his previous book (see below) and some of the principles he encouraged people to practice. After Beck's "Afterword," he includes each family's contact information (email addresses, websites, titles of books written by the family), offering readers a chance to reach out, build community and gain extra advice and wisdom from the book's subjects.

No two stories are alike, and yet each offers equally powerful encouragement. One in particular resonated deeply with me, though. In Chapter 25, the subject has a son who was diagnosed as having a mild form of autism spectrum disorder (ASD). Language production often does not come easy to children with ASD, and many doctors at the time discouraged bilingualism, as they considered it might be an unrealistic goal and too stressful. However, the father found ways to make it work, and while his son's version of bilingualism looks different than most, it works. As the father of an ASD child, it was truly encouraging to me to read about someone else's journey that probably resembles mine more than any other in the book. In reality, though, ASD is about as diverse as the entire human race—no two cases are the same, and they are in fact often more different than they are similar!

Other standout chapters include the one about Michele, who is teaching her four

children French while living in her native country, the USA. Her husband immigrated from Thailand as a child, and as a result of his concerted efforts to integrate into the local culture, sees more value in using English with his children than teaching them his mother tongue. On the other hand, Michele grew up in a monolingual English environment and developed an affinity for French when she found connections to it in her ancestry. She spoke exclusively in French with her children while also learning the language herself. She dedicated much of the family's time and finances to providing her children a chance to learn a language that, as a French-language schoolteacher, she observed was difficult for her teenage students to acquire. She joined a mail service book club, drove her children to French language events several hours from their home, and invited French speakers (exchange students, au pairs) to stay at their home to provide their children with more input. She and her husband also saved up to take family vacations in France, where they enrolled their children in local schools for several weeks. This story showed me the importance of creativity, resourcefulness, and dedication to a challenge that seems unnecessary on the surface but will surely serve her children well in the future.

Another chapter features Jana, a Czech woman who has been living in the UK for over 20 years. Her children are entering adulthood, but she has been speaking to them in Czech for their entire lives, despite being completely fluent in English herself. Her pure desire to cultivate a strong bond with her children in her own language was the driving force that allowed her (and her children) to succeed. She found that spending ample time doing things that her children liked, instead of trying to make them do things that she liked, was key. She also did something unique—helping her children with their majority language homework while exclusively using the minority language. Though this undoubtedly took more time than simply finishing the homework in English, this was part of the bonding experience as a family for them. She also felt that for her children to truly know her and build a meaningful bond with her, their interactions needed to be done in her native language. In the rare instances that the children tried talking with her in English, she told a white lie (but in a “fun” way) that she did not understand them. This kept the atmosphere light and enjoyable, while redirecting the children to communicate in their minority language. In the end, the children were not only successful in acquiring a high level of Czech, but also have a strong personal relationship with their mother.

When I interviewed Beck in August 2023, he told me that *Bilingual Success Stories around the World* was inspired by the overwhelmingly positive reception he received to an earlier book he had written in an effort to provide parents with tips on how to increase the chances of success in raising bilingual children. People all across the globe shared the positive effects that book had had on their endeavors through testimonials on Beck's website's forum. Many of their accounts alluded to the original book and the advice they applied from it.

The previous book, *Maximize Your Child's Bilingual Ability*, gives the reader 30 perspectives and 30 principles to help make the journey a success. As can be expected, the perspectives are given with the intention of providing parents with a sound mindset. The first perspective is that raising bilingual children is a marathon, not a sprint. The next perspective gives parents the outlook that this marathon is not a burden, but an opportunity to spend more time fostering the relationship with one's children. Another interesting perspective was the idea that our children unconsciously desire bilingualism as well, even when it does not seem that way. The middle (15th) perspective is one that Beck emphasizes throughout the entire book: Be very, very serious about your aim, but at the same time, be very, very playful in your approach. The last two perspectives end the book's first half with the ideas that parents should appreciate their children's bilingual efforts, and that their

bilingualism may help them positively impact the world.

The principles in the book's second half offer practical tips and methods for parents to implement. There are two principal principles upon which all others hinge: bilingual success is much more likely when children are given ample exposure to the minority language (especially through books), and when they perceive a need for the minority language in their lives. In other words, parents need to find a way for their children to feel that learning the minority language is important to their present, and not just their future. Another principle that gets a lot of print is something Beck calls *captive reading*. One main strategy here is to put a piece of writing in a place that makes the child want to read it (and where it is nearly impossible to avoid). Examples include the bathroom wall or a short note in their school lunch. All of those little bits of exposure to the minority language, after all, are pennies in the bank. Both perspectives and principles are littered with anecdotes of Beck's own experiences raising his own children (who go by the sobriquets of Lulu and Roy).

For readers living in Japan, many of the anecdotes have the reader nodding their heads in agreement, as cultural references are made to the school system as well as other aspects of Japanese life. Though Beck wrote this book in 2016 when his children were still in elementary school, it is no less relevant in 2023, especially to this parent of 10- and 7-year-old boys whose language situations parallel those of Beck's children. Many parents, myself included, feel as though the journey to bilingual success will be fairly straightforward, and we may not even experience many challenges until their children enter a majority language school. At this point in the journey, both exposure to and need for the minority language are at risk of bottoming out, unless the parents are able to have a sound perspective and apply some of the principles in this book.

My overall impression of these two books is that they have a lot to offer busy parents who are either about to embark on this endeavor or find themselves somewhere along the path and need some extra stimulation or encouragement. Beck writes very clearly, candidly, and competently, and, as such, the pages turn quite quickly. There is no pretentiousness either, and Beck's writing often includes caveats that the experiences described are unique to a particular situation and do not guarantee anyone else's success. He also admits that he is on the lucky side of the equation, as English is a popular language with ample resources worldwide, and it is even taught in schools in Japan. On the whole, the conclusion of the first book encapsulates the spirit behind both books: He wants to see others succeed, whether because of what he has offered or not.

Though they may not be viewed as academic publications, these two books include reference lists and recommended further reading. They are quite easy to read, with a leisurely mindset, while offering practical advice and tips that can immediately be implemented and experimented with. What is more, they will give parents (and future parents) the courage and confidence that they can succeed and, as the title suggests, maximize their children's bilingual ability.

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[Editor's note: A previous publication from Adam Beck, *The ABCs of Bilingualism*, is available free from the Bilingual SIG website: <https://www.bsig.org/monographs>]