TOP 5 PARENTING RESOLUTIONS

VISITING FAMILY ABROAD: WHAT TO EXPECT

KIDS AT HOME? KEEP THEM BUSY WITH SUMMERTIME ACTIVITIES!

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Elke from Brownsburg, Indiana, USA

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Multilingual Living Magazine - July/August 2007
From the Editors’ Desks...

With the warmth of summer comes the time for family visits. Grandparents embracing grandchildren after a long separation, and cousins getting to know one another again. It is a time of laughter, hope, joy and reuniting. Yet, sometimes it doesn’t go as smoothly as we would hope. Our extended family members may feel resentful that we have moved so far away or that we haven’t been able to visit more often. We notice that our parents, grandparents and siblings have grown older and have changed in many subtle ways. There are no easy answers to the difficulties of coming together again after an extended period of time but we hope that this issue of Multilingual Living Magazine will remind you that YOU ARE NOT ALONE in your situation and that each family has its own quirks. And remember, even when our extended family members are complaining about how we didn’t make it for a visit the year before (as we had promised), or how upset they are that we live so far away, they are also most likely in awe of what we have been able to create, the endurance we have shown through thick and thin, and the dedication we have given in the name of love and multiculturalism! It is hard NOT to be in awe!

Summer usually brings long airline flights - many of them as we crisscross contents and oceans. But how often do we give thought to the impact this has on our globe? Are we, as multiculturals, impacting the environment with our lifestyles? There’s no reason to panic, but this summer it wouldn’t hurt to give this some thought and to even come up with ideas (together with your kids) on how you can help protect our earth’s environment as much as possible, while at the same time living global lives. Sami Grover will give you some tips in the interview he gave us.

Think you are a fabulous parent? Of course you are - you are reading this magazine, aren’t you?! But why not have some fun and take our bilingual parenting quiz! See where you stand in the whole scheme of things. Are you one of those parents who is stressed out all of the time, worried that you aren’t giving your child enough language support? Or maybe you think you are doing all you can but really you can’t seem to figure out what consistency means in your day-to-day language plans? Don’t take your “score” too seriously but do give it some thought. Maybe there are some things you can change to make things around your household revolve more smoothly? Only you can know this and make the necessary changes.

If you won’t be flying the friendly skies this summer you will certainly still have your own family issues to deal with. Are the kids home from school this summer? Instead of starting off the season wracking your brain on how you can keep your kids entertained in your language, start by stepping into their shoes to try and think up activities, games, events, stories and more in which you would be interested if you were them. Your kids have been in school for many months and the last thing they want is a parent who is “teaching” them language all summer. Try to just “be” your language and culture, and entice your kids to join in! Check out our four pages of activities in this issue to help get you started!

Most importantly, don’t let yourself believe that you are doing everything wrong! Reassure yourself with a quote from a friend of mine: “Nobody is going to crash and no lives will be lost.” So, do what you can and let the rest work itself out!

Wishing us all summers of joyful multilingualism,

Corey & Alice
Our Managing Editor, Alice, took a trip to London with her daughter to see the sights and to visit a good friend.

Read more about tips on visiting London with kids in this issue of Multilingual Living Magazine!
Kinderbücher aus Deutschland!

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Thank you so kindly for publishing my question in the May issue, and also for your wonderful article -- after a year of studying the topic, debating if I should try this with my daughter, and just all around doubting... this was exactly what I needed to just dive in. I’m giving myself a “trial run” of at least 3 months -- to see how I make the adjustment emotionally. I started a few weeks ago and it is going so much better than the first time I tried, which was about a year ago, and only lasted 2 weeks. I just feel more confident and more in control of the practical, daily aspects of everything.

I feel like I found the best-kept secret with this magazine -- I found it at the perfect time. Thank you so very much for all of your insight and help!!!

Sincerely,
Kristen

We have found that few students are aware that language skills, in addition to many other benefits, are also an economic asset. As a result, the Highline Public Schools, near Seattle, produced a series of videos that show some of the ways language skills can lead to interesting and rewarding careers. You can learn more at: www.speakyourlanguages.com

My name is Jessica, and I’m an American living in China, married to a Chinese man, and expecting our first child this year. My husband and I speak Chinese to each other and I plan on teaching our child both Chinese and English and raising him/her in a bilingual environment. I run a foreign language school in China (www.wanchengeducenter.com) and my husband is a musician, who also helps me with the school part time.

I have a new blog that I recently started, and I was wondering if you might consider linking it to your site. My blog’s address is www.thelocaldialect.blogspot.com. If you feel it meets your criteria, please feel free to include it.

Thanks for your consideration,
Jessica

For families in the Seattle, Washington, USA area...

Sponge School is opening an additional location in Issaquah, Washington, USA in 2007!
Sponge offers language classes for young children (newborn – 5 years) and their caregivers.
For more information go to: www.spongeschool.com.

From the Editors: You can read our review of Sponge School here: www.biculturalfamily.org/spongeschoolspotlight.html

I love your magazine and hope that the print version won’t be far away.
Barbara

Please include our afterschool/Saturday school program in your listing:
School Name: La Crèche
School Location: St. Louis, MO
Website: lacrechestl.googlepages.com
Level of Immersion: after school/Saturday school
Languages Offered: French

Thank you for providing this amazing resource-- we suggest your website to all of our families. Keep up the good work!
Rhonda BROUSSARD
Founder, La Crèche
lacrechestl.googlepages.com
phone: (314) 771-3694

We want to know what you think of our magazine! Which articles do you enjoy the most? Did any impact you positively or negatively? Let us know! Just go to: www.biculturalfamily.org/message_form.html and send us your thoughts!

Note that we reserve the right to edit your message for grammar and length if we include it in Multilingual Living Magazine.
Die besten Kinderklassiker

This beautiful collection contains the most famous and loved classical children's tales Max and Moritz, Struwwelpeter, Kleiner Häwelmann, Pinocchio and Peterchens Mondfahrt. Not only children will love the stories, but parents will feel like going back in time when they are reading these German classics. A must for every Kinderzimmer!

Wort für Wort

How do you write "Pirat"? Name the first letter in "Insel"!

This game allows children to learn German words in a fun way and several different play levels help to keep it interesting and challenging for older children. You have to place the right letter next to the picture and spell the word. The parrot on the spinning wheel will tell you how many letters you are allowed to take and you can self-correct your spelling by looking at the picture's backside.

The game contains 45 picture cards, 90 letter cards, 1 spinning wheel featuring a parrot, 4 sticker, German instructions

Mein Quiz-O-Fant

Learning is fun with this game from the popular series Wieso? Weshalb? Warum? aimed at children aged 4-7 years. 10 different topics like animals, vehicles, farm, food, dinosaur etc. can be explored and a magnetic elephant will help you find the answer if you need some help or want to confirm it. The game encourages children to discover and ask questions beyond the obvious and with its three different game levels it is attractive for older kids as well. The game contains 12 playing cards (printed on both sides), 1 magnetic elephant, 24 play chips, German instructions.
**Wieso?Weshalb? Warum? Am Meer**

This book is the newest of the series Wieso?Weshalb?Warum? Junior which is for children aged 2+ years. Life in, around and along the ocean is shown in different scenes and explained to the children on their level. The book helps to understand, for example, which animal is living in the ocean or in the dunes, how weather is changing the coast line and what you can do at the beach. There are many lift-a-flaps that reveal more details and are fun to find.

**Felix bei den Kindern der Welt**

Sophie's rabbit has been to many places and this time he visits the children from different parts of the world. The musical story CD includes 6 songs and takes you to the Sami in the North, the Tourag in the Sahara, the Maori in New Zealand, South Africa, San Francisco and Israel. Felix gets to know different cultures and shares his experiences with Sophie in his letters that he sends home.

**Kinder brauchen Träume**

A nice collection of 12 songs, including a picture booklet with 160 pages! Rolf Zuckowski and his friends are singing about stories that happen around the year like "Immer wieder kommt ein neuer Frühling", "Stups, der kleine Osterhase" or "In der Weihnachtstäbckerei". A nice CD to listen to in the car or at home!

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**BILINGUAL PARROT STOLEN!**

*Birds can be bilingual too, can’t they!?*

Our reaction to this news item is probably the same as yours: *amused astonishment.*

But apparently it’s true: a rare *macaw* capable of uttering words in both English and Cantonese has been stolen from the botanical Garden in Hong Kong. The bird is estimated to have a value of approximately **$2,500.**

In comparison, the value of a perfectly trilingual child must be … *priceless!*

---

**Bilingual Parenting Resolutions:**

1. **I WILL LISTEN TO MY KIDS.** I will give all my attention to my kids when they want to tell me something (yes, that means turning away from the computer, TV, or the newspaper).

2. **I WILL NOT CRITICIZE.** I will refrain from criticizing or correcting my children’s speech.

3. **I WILL HAVE REASONABLE EXPECTATIONS.** I will not expect my children to be 100% perfect bilinguals. Bilingualism takes time and I will give my children the time they need to develop their languages.

4. **IT IS OK TO STUMBLE.** Sometimes we have good days, sometimes bad. When things are not going as well as we would like, I will not be discouraged but tell myself that it is all a part of the game of bilingual parenting.

5. **WE WILL HAVE FUN!** Despite all the difficulties and setbacks that I encounter, I won’t lose our sense of play. Bilingualism is about enjoying, experimenting and playing with the languages that we use! Let’s not forget to have fun with our variety of languages!

---

**Parent Tip…**

_**Tired of reading the same old children’s book over and over and over again?**_

Dig out those old photo albums with baby pictures and use them to entertain your child, instead! Kids love seeing photos of themselves when they were babies. Spend half an hour of quality time together with your child by flipping through their albums!
Seven hundred & thirty-seven!

The number of living languages spoken in Indonesia is 737!

YES, YOU READ RIGHT!

Indonesian, or Bahasa Indonesia, is the official language, but most people speak their local languages, such as Javanese, Sundanese or Balinese as their first language.

Language shapes the way we think, and determines what we can think about.

Benjamin Lee Whorf

Who is the MOST Multilingual?

Was it Sir Peter Ustinov, British actor, writer and dramatist who spoke 8 languages fluently? Or Heinrich Schliemann, German archaeologist and discoverer of the ruins of Troy, who spoke 12 languages? Paltry! Liberian-born Ziad Fazah outdoes them all with his 58 languages! Prof. Ziad, currently a resident of Brasil, is listed in the Brasilian edition of the Guinness Book of World Records as the world’s number one living hyperpolyglot. Of all the languages, he considers Mandarin the most difficult because of its infinite number of ideograms. What is a hyperpolyglot? A hyperpolyglot is someone who can speak six or more languages fluently. The term was coined by the linguist Richard Hudson in 2003 and derives from the word “polyglot”, meaning one who can speak multiple languages. For more information: en.wikipedia.org/wiki/Hyperpolyglot

Website in Focus

Omniglot writing systems & languages of the world

If you are interested in languages and writing systems of the world, spend some time browsing the Omniglot website: www.omniglot.com. Simon Ager, the creator of the website, lives in England. His native language is English, he studied German and French in secondary school, Chinese and Japanese at the university, and has added many more languages to his repertoire since then. We recommend that you start with the “Writing systems” page for an exhaustive list of character sets, and then check out the “Tips on learning languages” page for tips, suggestions, and much, much more!
To Tanzania and Back
A family reunion in the beautiful landscape of Tanzania

BY MOLLAR NKIWANE
DECEMBER 2, 2006 - DAY 1: GETTING STARTED
It’s finally here! We’ve been preparing for this trip forever, and at long last it’s here! My husband Scott, our son Zenzo, my in-laws and I are heading to Arusha, Tanzania. We’ll be there for almost a month. It’ll be a family reunion of sorts – two of my sisters, one of my brothers and his family, as well as my mother, will be there. It’s been more than two years since we last saw each other and it will be wonderful to have so much time to spend together. I wonder what Tanzania will be like. My family is originally from Zimbabwe (Zim), but with everything that has happened there we have all moved away over the years. My siblings are now in three countries, spread over two continents. This will be my first visit to Tanzania, an African country where I don’t speak the local language. I have never been to Africa and failed to visit Zim before, so this will be a new experience for me. Will it feel like home away from home, I wonder?

STILL DAY 1: DELAYED...
What a disappointing day this was! When you consider that we had to be waiting by the door at 6 a.m. it is no small accomplishment that everyone – adults, baby, bags and all – was ready on time. But our shuttle didn’t come to take us to the airport. Turns out they thought we needed the shuttle in the evening, not the morning. Thank goodness Scott had insisted we allow enough time for unforeseeable mishaps. The shuttle did come eventually, and we got to the airport in time.

Sadly, that wasn’t the end of it. The flight from Portland was delayed due to a plane stuck on the tarmac in Seattle. And delayed. And delayed again. We ended up having to spend the night in Seattle (only about 150 miles from Portland)! This was not the magical beginning to the vacation I had hoped for!

DAY 3: WE’RE HERE!
After hours of traveling from Portland to Seattle to Amsterdam to Dar es Salaam then finally to Arusha, we’re here! Going through customs was challenging because we had so much luggage, but Scott used his charm and got us through without a financial penalty. We walked through the doors and there was my family, waiting excitedly for us. We did it!

DAY 4: I KNOW I’M IN AFRICA
The smells, the sounds, everything says “you’re not in the States anymore,” and I’m thrilled. We’re still tired today, so we won’t do much. It’s just fun to catch up with my family, and to look around the surroundings.

We take a walk around the neighborhood. In some ways it is so similar to Zim, it’s uncanny. The woman sitting by the side of the road selling fire-roasted maize. The man riding his bicycle furiously in the sweltering heat, his trouser legs held down by clothespins. The little cardboard box stands here and there full of people selling bubble gum and cell phone minutes. How like Zim this is! And yet it’s so different. A woman calls to me, and I don’t know how to answer. I think someone asks me a question, but I don’t speak KiSwahili, the language they speak in Tanzania, so I’m not sure what they’re asking. I shrug my shoulders and raise my hands hoping they’ll take that to mean “I don’t know.” Ndebele, the language my family speaks, is different from KiSwahili. And yet because both Ndebele and KiSwahili are Bantu languages, there is the odd word or two that I actually understand. So I smile and wave, and they, too, smile and wave. It’s not much, but it is enough. Ah Africa, how I have missed you!
DAY 5: TIME FOR AN OUTING!

I’ve been in the States so long I had almost forgotten that the automotive rules are different here in Africa. Seat belts are not always required, and having five people crammed, where typically three people should fit, is not uncommon. I wonder if my in-laws will be comfortable with that, and we try to accommodate them: everyone wears a seat belt in the car they’re in, and we try not to have more people than intended in the car, but we don’t always succeed. My family tolerates us putting Zenzo’s car seat in one of the cars. Clearly, this is not something they are used to, but they defer to us and say nothing about it. We pack up, and off we go to the Snake Park.

DAY 12: FOOD, CLOTHING AND FUNDI

The past week has been filled with small walks, lots of conversation and good food. The spices are out of this world. I have tasted fried bananas for the first time, and they are good. We have liver one day, and I remember why I love it still. The next day we have oxtail, and I clean my plate. The food is delicious!

Today, I am going to buy local dress material then get measured for some outfits. I miss this in the States, the idea of having a personal tailor. Here, the material is very reasonably priced, the tailors are good and they work quickly, too. My oldest sister, having lived in Arusha for more than 7 years now, tells me that the tailors are called “fundis”. In Ndebele “ukufunda” is the verb meaning “to learn”, so a “fundi” is a “learned one.” I ask her if it’s the same in KiSwahili, and she says yes. But here there are many types of fundis; mechanics, tailors, etc. In essence anyone with expertise in a certain area is a fundi in that area.

We decide to go to two separate fundis. With my sister interpreting, I am measured and told to come back for my outfits in a few days. I wish that I could sew as well as they can. Feeling a little philosophical, I tell myself that we can’t all be good at everything!
**DAY 15: TAKING POWER FOR GRANTED**

We’ve been living with power outages on a daily basis. I am impressed by how patient and tolerant people are here. The power can disappear at any moment during the week, so many people have had to install backup generators. This morning I get up at 8 a.m., but I am too late: the power is already gone. So I take a cold shower, whining the whole time. I ask my mom about it and she doesn’t seem to notice. “It’s part of life,” she says acceptingly, “and we live with it.” She shrugs as if to say “what can you do?” And she leaves it at that. I notice that I don’t take power for granted here as much as I do in the States. Here, where each day is a gamble whether the power will be available and for how long, I appreciate it more. I vow to be more careful with it when we get back to Portland.

**DAY 16: WHEN THE NGORONGORO BEACONS**

We decided to go to the Serengeti today. No one comes to Tanzania and fails to do that, we say! At least, that was the original plan. But after talking it through amongst ourselves we decide to go to the Ngorongoro Conservation Area instead.

We set off a little later than planned because one of our drivers overslept. He shows up late, and his car isn’t working. After a fair amount of hand-wringing and a little finger-pointing, we fix the car and decide to set off. Ngorongoro is beautiful. We see the crater, marveling at the history here. We’ve decided not to go down to the bottom, so we just look at it from the top. Everything seems to be better here – the colors seem brighter, the grass greener.

Then we are accosted by a group of kids hoping to sell their wares, and reality sets in. I realize that the same problems that exist in Zim and in the States also exist here. People need to eat, they need jobs, education, good health, and no matter how beautiful their immediate surroundings are, those needs still exist. We admire the craftsmanship of their wares. It is hard to distinguish the crafts from each other because most look the same, so instead we go on the personality of the kids. We disagree on how to do that, but in the end we all buy a thing or two, thus ensuring that most of the kids sell something. But the more we buy, the more other kids appear, and soon we are swarmed. We finally escape, feeling sad for these kids that are just trying to make a living.

We have a wonderful day. We see elephants, zebras, kudus, giraffes and many other animals. We eat the packed lunch we brought, and finally, in the evening, decide to call it a day.

**DAY 18: TIME PASSES TOO FAST**

The end of the vacation is in sight now, and although I fight it, I am beginning to feel a little sad. I didn’t realize how much I miss my family. I am fortunate to have Scott’s family near us in...
Portland. They have embraced me with open arms, and I’m lucky to be part of such a wonderful family. However, as I look at my brother’s daughter I am taken aback at how much she has grown since I last saw her. I suppose it is no revelation that children grow – that’s what they do – but I am a little surprised at just how much she has changed.

**DAY 20: MT KILIMANJARO – WORTH THE GUILT!**

We are a little ill, as almost half the household has come down with some kind of stomach bug. There is quite a bit of discussion over the obligation we have to each other. If one or more members of the family are ill, should we all stay home and keep them company? Or do the healthy among us continue to see as much of the country as we’d planned? After much discussion and negotiation, a smaller group of us, specifically Scott, Zenzo, my brother, his fiancé and I decide to go to Mount Kilimanjaro (Mt. Kili) even though we feel a bit guilty.

We’ve reached the decision late in the day, and it is cloudy so we don’t suppose we’ll be able to see much of the mountain. And we’re proven right. We drive all the way to the base at the main entrance, but can’t catch a single glimpse of her. Despondent, we hire a guide to show us a few local sites, and we have a decent time. A few hours later it’s getting dark, so we decide to head back.

It’s a pretty decent road, and we’re fairly comfortable. Then to our right we see something – could that be her? It’s hard to say. We keep driving, and we see it again. Surely it’s her! The excitement is palpable. We pull over rather suddenly, and everyone piles out of the car. There she stands, majestic, proud; Mt. Kili herself. There’s a flurry of activity as we try to locate our cameras. What a sight to behold! This, Scott and I say to ourselves later, was well worth the guilt!
DAY 22: “WHEN IN AFRICA…”
We are leaving in two days. I have decided to get my hair done, as I am surrounded by experts. The beauty of being in a place where there is a large supply of black hair professionals is that the price is often more affordable. In the States, Portland has significantly fewer black hair stylists so while I’m here I decide to invest the time to get my hair done. I get up early in the morning, before Zenzo wakes up. By 11 a.m. I’m done, and even if I do say so myself, I look good!

I get home and we finish the chore of hand-washing laundry. We hope it won’t rain, otherwise we’ll be carrying damp clothes. It does. We start to pack it anyway, damp as it is.

DAY 24: SAYING GOODBYE
The bags are packed, and we’re on the road once again. Before I know it we’re at the airport, checking in. We get there early, so we figure we’ll have time to relax and have some tea in the airport restaurant. But we are thwarted. Once we’ve checked in we are told we are not allowed to go back outside.

I am in a near panic. I didn’t say goodbye to my family because I thought we’d be right back. I ask to be allowed to leave, but I am denied. Not good enough. I ask again, and eventually am escalated to one of the managers. He listens to my sob story, and while he’s clearly not impressed, he lets me go. I dash out to say goodbye to the group and explain to them that we won’t be coming out. I have left Scott, Zenzo and my in-laws inside. It is a rushed farewell since Scott and Zenzo are waiting for me inside. What an anti-climactic end to a wonderful trip! After another round of hugs, I head back in.

The trip back to Portland is uneventful and we are a somber crowd, sad to be leaving my family. Yet at the same time we are happy to be coming back home. I marvel at how quickly the time flew by. I make myself a promise - we will definitely make it to the next reunion in Johannesburg, in December 2008.

Mo, Scott and Zenzo live near Scott’s parents in Oregon, USA. Although Scott is more structure-oriented and Mo more laid-back, they have been able to find a common ground on more issues than they can count. A two week trip to the east coast sealed their fate and before they knew it, they were happily married. You can read about how they met in the Sept-Oct 2006 issue of Multilingual Living Magazine. Mo works as a freelance writer and a full time mom. Her blog is at www.nkiwane.com/mo.
Both Kai and Mia look like their fathers, but not like their mothers. People always ask the two if they are with baby sitters, when they are actually with their moms. The other children at school don’t believe Mia and Kai’s claims that the women are related to them, which the two find very upsetting. At first, they try to think of ways to look more like their mothers, but then they realize that they shouldn’t have to change. Finally, Mia and Kai find a creative way to tell the world, “That’s my mum!” Derek Brazell’s beautiful illustrations help give younger children a better understanding of the story’s dual messages of self-confidence and open-mindedness. Ages 3-8. To access lessons and activities that use this book, see Language Lizard’s “Understanding and Appreciating Cultural Differences” lesson plans at the following link: www.languagelizard.com/lessonplans.htm. This dual-language book is available in English with Albanian, Arabic, Bengali, Chinese, Czech, Farsi, French, German, Gujarati, Italian, Panjabi, Polish, Portuguese, Serbo-Croatian, Somali, Spanish, Swahili, Turkish, Urdu, Vietnamese and Yoruba.

Your earliest language learners will love this adaptation of the popular song, complete with bright pictures and music printed on the back of the board book! The board book features big, bold text in both English and one other language, making it the perfect gift for both a young child and his or her parent. Ages 0-3. This dual-language book is available from www.languagelizard.com in English with Arabic, Albanian, Bengali, Bulgarian, Chinese, Chinese-Simplified, Croatian, Farsi, French, German, Gujarati, Hindi, Irish, Italian, Japanese, Korean, Kurdish, Panjabi, Polish, Portuguese, Russian, Shona, Somali, Spanish, Tagalog, Tamil, Turkish, Twi, Urdu, Vietnamese and Yoruba.
Just Another Extended Family Affair

How to make visiting extended family work wonders!

BY GERALDINE MACDONALD-MORAN

The author with nuclear and extended family members. Family relations aren't always easy but learning how to make them work will provide multilingual and multicultural families with immeasurable rewards!
If you’re raising bilingual or multilingual children, chances are you may have had some special struggles concerning language use around extended family...

What are they saying? Will our grandchild (niece, cousin, etc…) ever be able to speak with us? How will we get to know the children if they can’t speak our language? How can he/she, so little or young, speak in that strange tongue? Why not speak our language when spending time with us? I can’t understand a word they are saying! Are they laughing at us?

It seems so easy, so right to those of us who embrace a multilingual family life; but what about extended family members who don’t comprehend the other languages we use? Are they excluded, alienated or left out in the cold?

Perhaps we breeze in from foreign countries, jabbering excitedly in sounds that our families don’t understand, which can be overwhelming and unsettling. Lack of comprehension can rouse a gamut of emotions, especially in close relatives, with respect to communicating, connecting and relating to our children and us.

Extended family members may not have the same convictions we do about using multiple or foreign languages freely. You may have noted that some relatives are unenthusiastic or reject the use of different languages in their presence. Here is where attention to small details can make a large difference in how well your foreign language is accepted by the greater band of family beyond your nuclear unit.

If we yearn to sustain foreign languages amid close relatives, friends or society beyond, we can start by putting the proverbial shoe on the other foot! Being in a circumstance where you don’t know what is being communicated is unnerving to most. How do we ensure that our languages are used liberally with our children while respecting, and remaining sensitive to, relatives who don’t understand?

Smile! It’s a universally understood gesture of kindness!

You can likely recall a time when you, or your partner, didn’t understand more than one language. The blending of two homes, two cultures or two or more languages took place over time and with a lot of practice and varied types of exposure, right?

Give it time.

Include extended family members, little-by-little, word-by-word.

Benjamin Franklin allegedly once said, “Tell me and I’ll forget, teach me and I’ll listen, involve me and I’ll learn.” Teach your extended family something they can grasp and use easily with you and your children from the beginning (starting with how to pronounce names):

- When mixing cultures and languages in your home, pick names for your kids that can be pronounced easily for both sides of extended families.
- Give your children two names, one from each language or culture, and accept either family using the one they recognize and can identify with (or a translated version).

Love may be a language that speaks to and from the heart but there are times when words do help!

“Hello,” “please,” “thank-you,” and don’t forget, “I love you!” These are great things to teach your extended family members, in the foreign or other language, to enhance communication between them and your youngsters. Be culture-sensitive and choose key phrases or easy words with deep meaning for you, the persons involved and the particular culture in question.

Talk to extended family members about the plans or reasoning behind your language use.

Communicate openly and share opinions:

- Involve, rather than detach relatives from communications between you and your partner
Luciana states that she speaks Italian with her son and husband at all times. When she uses English with them it makes her feel strange, but out of respect for non-Italian speaking guests, she feels it’s only fair. She adds that her son is always encouraged to use his second language, Italian, with his Italian-speaking relatives, by sharing stories and songs with them when they vacation in Italy every summer, which supports his fluency in both languages.

Marie’s children study French immersion in a predominantly English society. Although neither she nor her partner is a native French speaker, they wanted to provide their children with a bilingual future. Marie says that she had always liked the idea since her younger brother had studied in an immersion environment and she became aware of the advantages.

Rosy tells us that she uses English, her non-native language, with her 3 year-old daughter 100% of the time, no matter who is around (adding that she does a lot of explaining to those who don’t understand) because she feels the need to emphasize and reinforce the language and combat their natural tendency to fall back on native Spanish. She has strong convictions that giving her daughter this ‘gift of English’ now will improve her future in Mexico, or at least boost her daughter’s language skills to give her the competitive edge she’ll need in a global market.

Teri’s children reject her use of their second and third languages with them directly, because they identify their first language of major communication with her as mom and primary caregiver. She tries to make it fun and slip more second and third language use into their daily routines; including music and songs, stories, games and single word use, but she finds that the biggest help of all is dedicating more time (and communication) with their extended families on both sides (with cousins, aunts and uncles, and grandparents), which helps them build stronger relationships and enriches her children’s lives immeasurably.

Laura says that when she visited home, her relatives often turned away when she used a foreign language with her kids. It seemed that her family felt left out. On a recent trip, she discovered an arrangement that worked wonders and made her family seem more comfortable. She spoke to her family in her native language first, and later reiterated the same statements to her children in her second language, for reinforcement. This way, her family always knew what was being said beforehand, and no longer acted like they were being shunned or disregarded. Surprisingly, they then began to follow along and seemed more eager to learn, participate and interact with the kids in their other language.

*all names have been changed.
or children.

- Pay attention to body language while using other languages in their presence; the last thing you’d want to do is turn away whisper and giggle or point using words and gestures your political family doesn’t comprehend!
- Invite unenthusiastic family to become educated about the benefits of bilingualism: talks, seminars, articles and books are good, all-purpose ways to validate dual or multiple language use.

**You’ll have a lot of explaining to do!** If you choose to use a foreign language with your partner or children in front of relatives who don’t comprehend explaining what you have said, or will say, keeps others out of the dark and actively involved in ongoing conversations.

**Believe in your language choices** while sharing and communicating those beliefs with extended family: don’t forget to include, not exclude!

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**More tips to ponder.** If extended family members seem uneasy with your multiple language use, try some of the following to draw them in and include them more:

- Include extended family members by first speaking to them in their native language (even if it’s not yours or your children’s) and later repeating, explaining, reiterating or reinforcing to your children in the language(s) of your nuclear family unit.

- Encourage your kids to teach their monolingual (or other language) relatives! If your children are able to read, encourage these skills and invite grandparents and relatives to share story time with your young reader. Picture books are fun, didactic tools that help the listener comprehend more and stay involved by following along visually (no matter the age).

- Encourage year-long relationships with long-distance extended family members, via regular e-mails, letters, and telephone or voice communications.

- When in a group or social setting, try spending more time using the language of the majority of the people present, as a simple rule of more-majority.

- At family gatherings and special occasions, respect the languages and traditions of the host, and your children will also begin to associate the language and/or culture with their respective extended family members on either side.

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Gerry Mac Donald-Morán, who divides her time living between Canada and Mexico, is a graduate of Queen’s University at Kingston Ontario with a Bachelor of Nursing Science degree and the mother of four young children. She currently works internationally as a medical research (Spanish-English) translator, style-corrector, and editor and is developing scholarly, two-way-immersion and multilingual curriculum design for an independent, alternative educational program. Her two recently published ‘English as a second language’ textbooks for nurses have sold worldwide (www.lynxpublishing.com) and she is presently editing two children’s stories, in Spanish and English versions, for future publication. Make sure to visit her monthly column which is intended to preserve, protect, and promote the Canadian culture abroad: www.canadianculture.com. Send comments to Gerry: gerry@canadianculture.com.
**Don’t Leave Home Without It!**

If you don’t speak French and are not up on your French national values, then you had better forget about joining your family in France, at least as far as French President Sarkozy is concerned. This is the first of what may be many moves to curb immigration into France. However, opposition is in place, calling the draft law xenophobic. If it goes through, would-be immigrants will be “tested in their country of residence on the degree of their knowledge of the language and values of the Republic,” and families in France who took in their relatives would be expected to sign a “host contract,” giving their assurance that children would be integrated into French society. “One of Mr Sarkozy’s projects – attacked on the Left as unFrench – is to promote selective immigration by well-qualified people from outside the EU.”

Looks like we will have to wait and see what comes of this draft and what future efforts will be presented by President Sarkozy to “clean up” the ghettos, which he sees as a root cause for France’s cultural divide. Read a full article about this topic at: [www.timesonline.co.uk/tol/news/world/europe/article1929265.ece](http://www.timesonline.co.uk/tol/news/world/europe/article1929265.ece).

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**Facial Movements & Language Learning**

Did you know that infants at four months old can tell which language a person is speaking just from facial movements? If your child is growing up in a bilingual environment, this may be happening in your home right now. Monolingual and bilingual infants aged four, six and eight months were tested to determine their sensitivity to language through visual information. The findings showed that by eight months old, only the bilingual infants were able to tell the two languages apart, while the monolingual infants no longer had this ability. Once again, a reminder to us parents of how important it is to provide our children with an environment in which they are exposed to all of our languages as much as possible. Read a Science Daily article about the research here: [www.sciencedaily.com/releases/2007/05/070524145058.htm](http://www.sciencedaily.com/releases/2007/05/070524145058.htm).

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**Google Introduces a Cross-Language Search**

Looking for pages in a language which you don’t speak? No worries, Google has come to your rescue. Now you can type in a query in your own language and the Google search will translate your query into the other language and show you the results. The results appear in their translated form and when you click on a given link, the page which opens is also automatically translated for you. Try it out for yourself and let us know what you think: translate.google.com/translate_s.
Memories Tied to Language?

A year 2000 study reveals that we access our memories more readily when the retrieval is conducted in the same language in which it was acquired. What exactly does this mean? It means that language plays a role in the way we organize our memories. The experiment was conducted through interviews with English-Russian bilinguals in both languages. Participants were prompted with words in each language and were asked to recall events. The researchers found that when prompted by Russian words, more Russian events were recounted, and vice versa when prompted in English. A second experiment was conducted in which interviews took place and again the participants recalled more events which took place in the language of the interview. “That provides support,” the authors believe, “for the notion that bilingual individuals possess two separate language modes, which can create different general mind sets or ways of thinking.” But beyond the purely fascinating elements of this study, there is also real everyday value: “this could benefit people in the legal world in terms of interviewing bilingual witnesses.” Read a full article about the research: [www.apa.org/monitor/nov00/tongues.html](http://www.apa.org/monitor/nov00/tongues.html)

Hey Baby, What’s Your Name?

After spending months to come up with just the right multicultural name for your baby, you probably didn’t realize how important your baby’s name would become in her language-learning process! It’s not the name that matters, so don’t worry! It is HOW your baby uses her name to learn other vocabulary in her language which is key. Researchers have shown that infants as young as 6 months old are already starting to segment language by using their own name as a kind of anchor. This segmentation is one of the many steps in language learning, and it is accomplished by identifying words that come around familiar words, such as a name. For example, when we say, “Maria’s cup” and “Maria’s toy” and “Maria’s book,” Maria will start to learn the word that comes after her name by using her name, Maria, as a kind of anchor from which she will branch out. As the Texas A&M University psychology researcher, Heather Bortfeld, states, “We know from previous research that babies are recognizing their names in fluent speech by the age of six months, so we hypothesized that they should be able to use that recognition to segment the speech stream and recognize new words.” Bortfeld appears to have been correct, which means there is yet another reason for us parents to keep babbling away in our languages! Read the full pdf article here: [www.psychologicalscience.org/pdf/ps/familiar_names.pdf](http://www.psychologicalscience.org/pdf/ps/familiar_names.pdf).
Funny-lingualism

Using a label as a tool

BY MADALENA CRUZ-FERREIRA

IN THIS AND THE COMING FIVE ISSUES of Multilingual Living Magazine, this column will discuss the rationale for a proposal. I propose to change the different labels which have been used to describe multilingualism to the single label funny-lingualism.

The reason is that labels should be useful tools. They name things that are relevant to whoever found reason to name them, thereby helping us organise our thoughts about them. In science, labels fulfil their job of identifying very precise things: if I say molecule, or if I say aspirated allophone, everyone who’s used these words before will know exactly what I mean. Everyone will also understand that these two labels refer to distinct things, both worth naming and both worth talking about. So, if I say semilingual, or balanced bilingual, chances are that you won’t have a clear idea (or any idea at all) what I’m talking about. What’s more, chances are that I won’t really either. Now this is, to say the least, funny.

I will illustrate this issue with six labels meant to describe multilinguals which, in my view, are used in very funny ways indeed. The labels are:

1. Language mixer / Code-switcher
2. Semilingual
3. Dominant multilingual
4. L1, L2, L3, ..., Ln speaker
5. Balanced multilingual
6. Native-like user of language

The discussion will show how the all-encompassing term funny-lingualism ideally encapsulates what these labels really mean.

I start with mixes, because using more than one language in the same utterance or conversation has been hailed as the hallmark of multilingualism. Mixed language can only be used by people who, well, have more than one language to mix. It is a contradiction in terms to expect language mixes from people who know only one language -- although it would certainly be interesting to think a while about why we don’t say that monolingual English speakers using words like spaghetti or typhoon are mixing, and about how words like these came to be counted as ‘English’ words.

I like to think of language mixes as an instance of what I call the Buffet Effect. Faced with lavish gastronomic choices laid out before my eager appetite, who will blame me for wanting to sample the salad intended for the fish with a meat course? Even expert gastronomes might nod benevolently, and perhaps follow suit, just to make sure...
that their seasoned taste buds aren’t missing out on some scrumptiously mixed novelty. Why not indeed? You don’t know unless you’ve tried. But if I choose to draw on the whole array of my linguistic assets and switch to language A in an utterance in language B so as to express, as eagerly, something unique, this is often taken as a proof that I don’t know how to use language A, or language B, or both (both, more often than not). Now this is certainly funny, because in all human endeavours, we praise those among us who make the most of their resources and use those resources creatively. We line them up for promotion at work or pat them proudly on the head at home. In all human endeavours, that is, except multilingual language use. Instead of taking mixes as an obvious consequence of being multilingual, in the sense that you can’t help being actively aware of all the resources which are available to you, including language resources, mixed speech is paradoxically viewed as showing lack of resources: you mix because you don’t know how to use a single language properly. Mixing is therefore a bad thing which should be avoided at all costs. In other words, the linguistic resourcefulness of multilinguals ought to be stifled, because they should behave like monolinguals. I find it extremely funny that you’re required to show competence by means of denying competence in the resources you’ve got. It’s like asking pianists to ignore all their knowledge about music when playing the guitar, or else risk being judged as lesser musicians.

The other funny thing is that, in contrast to the loud alarm bells that go off about language mixes themselves, other features of multilingual language use tend to get swept under the carpet instead. For example, that multilinguals do mix, but in exchanges with other multilinguals whom they know or suspect to share the same languages. In monolingual settings, multilinguals know that mixes result in communicative disruption. Take me, for example: I am quite multilingual, and I am writing this article in monolingual English, spaghetti and typhoon included. Multilinguals heed the needs of their interlocutors, just like everyone heeds the limited resources of children when interacting with them. In addition, the fact that research and general curiosity about multilingualism tend to focus on language mixes doesn’t mean that mixes define multilinguals. This would be like saying that our current concerns with environmental issues define our planet, which is a very funny conclusion to draw.

Coming in the next issue of Multilingual Living Magazine:

Semilingual
I always thought that in Spain, they speak Spanish. All of them. It was only after I met my friend and flat mate Maria that I learned that this is not the case.

Maria is from Valencia and speaks Valencian. This is her first tongue, she says. And her second tongue is Castellano. She is bilingual. There are also Catalan, Basque, Galician - all of which are languages of Spain. Or are they dialects? This is all a rather sensitive, steamy subject tied to history and politics. A subject, I learned, that one best not bring up at college parties. At least, not if you want to make an intelligent impression on certain strangers (and not annoy them with the first few words that come out of your mouth).

This is exactly what happened to me. I was at a party and met this semi-good-looking fellow who introduced himself to me, saying he was from Catalonia.

“Oh, cool,” I said. “My friend’s from Spain as well!” highlighting my personal connection.

His initially friendly face shut down like a shop at closing hours.

“I am not from Spain! I said I am from Catalonia! Catalonia is not a part of Spain!” he barked at me. And gave me this deprecating look that seemed to say: you ignoramus! How dare you say that Catalonia is a part of Spain?!

Erm. It isn’t? Is Catalonia in France, or even Italy? I dared not ask out of fear he would really bite my head off if I did. I had unwittingly offended him but didn’t know why or how. He looked like he was daring me to ask, just waiting for me to probe further.

“Sorry,” I mumbled, confused. I let him be and went off to look for Maria or a world atlas, whichever I came across first. There was Maria, so I headed towards her.

“See this guy over there? He is from Catalonia and got all upset when I said that he’s from Spain, like you. I thought Catalonia’s in Spain? What the heck?” He still glared at me across the room, and would, no doubt, have liked to further impound on me how terribly wrong I was with my statement.

“Oh, goodness, that fellow” she said, “He seems to be one of those Catalanian separatists who want to be independent from Spain. Don’t mind him. He’s just really sensitive about this subject.”

Right. Phew! So Catalonia was in Spain after all. I mean geographically. From a non-separatist perspective!

Prior to meeting Maria, I hadn’t really thought much about Spain, Spaniards or the Spanish language, nor how this is all tied to nationalism, identity groups battling for independence, and the loaded question of whether there is only one language or several. In Spain they speak Spanish, don’t they? What more does one need to know?

Apparently things are not that simple. I had been content with a blurry vision of garish images and cultural
stereotypes that I had picked up from movies and books. After I met Maria, she gently corrected some of those images in my mind, and realigned some other linguistic misconceptions that I had about her country. She went about doing this in a kinder, gentler way than the belligerent Catalan nationalist from the party.

I decided to ask her about it first thing in the morning after the party.

“You have to know this,” she says, “Catalonia is an autonomous region in Spain. It’s the area around Barcelona. And its official language is Catalan. It’s as official as Castellano – that is Spanish.”

I was already getting frustrated right there. “So what exactly are you speaking now? Spanish? Castellano? Catalan? Valenciano?”

“My first language is Valenciano, which is spoken around the area of Valencia. And next to Valenciano, I speak Castellano. I’m bilingual.”

“Castellano, that’s, like, Spanish.”

“Yes. You say Español when distinguishing it from international languages, but speak of Castellano when distinguishing it from other official languages in Spain.”

Other official languages? How many official languages can a country possibly have?

“Five. Plus two unofficial ones.”

“And Valenciano is an official language, too?”

“Well, yes.”

“And Catalan?”

“Catalan’s official too.”

“And what is the difference between Catalan and Valenciano?”

“Well … this whole thing is a bit controversial, because some claim that Valenciano is a dialect of Catalan; from a purely linguistic perspective it probably is. But it is a separate, official language, like I said. Talking about this is like opening a can of worms. Do you really want to get into this?”

“I’m all for it. Let’s open this can of worms, by all means!” We dove deeply into the domain of history and politics. Wars have been fought over this issue: whether a language is a language or whether it is a dialect.

“Valencia, or Comunidad Valenciana, which is the correct name of the region, is an autonomous region of Spain,” Maria explained. “As are Catalonia, Galicia, Castilla and Madrid. They are all autonomous. At one point, between the 14th and 16th centuries, both Catalonia and Valencia, along with Aragon and the
Balearic Islands, were all kingdoms under the same
king, or all part of the Kingdom of Aragon, which
eventually merged with the kingdom of Castilla
when the Catholic Kings Isabel and Fernando
married. But saying that Valencia is or has been
at some point part of Catalonia is not correct.
Saying that they were part of the same kingdom at
one point is, though.

This explained a lot, especially why the issue of language
versus dialect is so loaded. Claiming “Valeciano is
a separate dialect” or even better, “it is a separate
language,” is not a simple statement. It comes with
a gigantic historical and sociopolitical baggage
that states that the Valencian community is, and
always has been, independent from Catalonia.

Some Catalonians are eager to unite the whole
area, including Valencia, under a Catalanian flag.
So by saying “Valenciano is a separate language,”
you keep them at an arm’s length. You might as
well shake a fist at them and shout: “Stay away
from us, you bastards!” But by saying Valenciano
and Catalan are one and the same language,
you affirm Catalan nationalist agenda that aims
at immersing Valencian identity, language and
culture, and soil, thereby exclaiming “We are
all One, Brothers!” That’s a huge can of worms,
indeed. No matter what you say, you step on
someone’s toes!

And of course you never, ever say to a Catalanian
separatist that he’s from Spain and that they speak
Spanish. That’s just provoking him to pull out the
guns right then and there. Right, so now I was
quite a bit wiser. I will henceforth be careful about
making sweeping statements such as “They all
speak Spanish in Spain.”

Later that day, I found Maria in the kitchen frying pieces
of chicken in a gigantic pan. Still full of questions, I wanted
to ask her what this language-versus-politics meant to
her on a personal basis, when it comes to everyday-
living. Maria and her family all speak Valenciano at
home, in the street, at work, with friends, neighbors, in
the shops. Valenciano is spoken everywhere. So, when
do they speak Castellano?

“We get Castellano mostly on TV and in school, in
some subjects. Where we live, Valenciano does not feel
at all like a minority language. It’s the language that
everyone speaks on the streets.”

Maria added tomatoes and green beans to the pan, and
seasoned it generously with paprika. “My father’s
really good at this,” she said as an aside, “you
should try his paella one day. Real Valencian paella
is different from the stuff they serve in Madrid. It
comes with rabbit and chicken, and not seafood!”
She smiled and then continued. “We learn not only
Valencian grammar and spelling in school, but also
literature, linguistics, in as much depth as the Spanish
language. We grow up reading as much in Valenciano
as in Spanish. Most kids have fewer mistakes in
Spanish because Valenciano is more difficult in terms
of rules of spelling and exceptions, but otherwise we
can speak, read and write on both languages. Funny,
though, that most of us speak Valenciano on a regular
basis but spell better in Spanish.”
She poured water over the chicken and sprinkled a
pinch of rosemary over it, submerging the kitchen in
a delicious aroma that made me feel instantly hungry
and homesick for a country that I didn’t even know.
“And do your parents never have problems enforcing Valenciano at home in any way?” Like any bilingual situation I imagined it must be hard work to maintain a minority language in the face of an overpowering majority language.

“No. I think it is interesting that we acquire Valenciano without any intentional effort from the parents. Parents do supervise their children’s Valenciano, and correct them and teach them when the circumstances arise, but they are not enforcing the language at home in any way. Yet, slowly we have all become completely bilingual.”

The red broth blubbered and boiled in the pan. I watched, fascinated, how she sprinkled rice in the form of a cross across the pan. “Why do you do that?” I asked immediately.

“It’s a way of measuring how much rice has to go in there.” That’s an interesting way of doing it, for sure! I wondered whether I’d manage to recreate that on my own one day?

“Did you ever rebel against Valenciano? As in that you suddenly decided that you didn’t want to speak it anymore, seeing no purpose in it?”

“Yeah. One curious thing is that most kids go through a phase in which they just want to speak in Spanish! It’s around the time when they have been a year or two in school, interacting with teachers in Spanish, learning songs and games and meeting kids who do not speak Valenciano. Eventually, they go back to speaking Valenciano regularly, but the knowledge of Spanish obviously remains. - There, it has to cook for a good hour now until it’s done.” One hour seems like forever to someone whose stomach was growling wildly, like mine. I grabbed a celery stick and chewed on it thoughtfully.

“Why is it important for you to keep this language alive and use it with your children despite it being a minority language?” I was playing devil’s advocate. That was a mean question, but I was rather curious about her answer.

“For many reasons, really. It might be a minority language compared to Spanish, but it is still spoken by 2 million people. It has a wonderful literature; it’s embedded in my culture. I don’t know any nursery rhymes in any other language but Valenciano, I can’t speak to a baby in any other language, it feels fake, strange. It is important to me that my children speak to my parents in that language as well. In summary, it’s enriching, it’s culture that I can pass on to my kids with no effort. And it is a beautiful language, too. I prefer poetry in this language to any other. And here is what very few people know: Joanot Martorell’s Tirant lo Blanc, written in the Valencian vernacular in 1490, inspired Cervantes to write El Quijote!”

Plus, of course, they have the original Paella, the preparation of which is a real art, as I had just witnessed! By the time our conversation was finished, lunch was ready as well.

As the mouth watering taste of the Paella blended with the swirling of information in my mind, I felt as if I was setting foot in a newly discovered country. Just when we think we know all about the world we live in, we find we have only touched upon the surface!

Bon Profit!

Alice Lapuerta is the mother of two trilingual children and the managing editor of Multilingual Living Magazine. Visit her blog at stitchdiaries.blogspot.com.

Dr. Maria Ribera comes from Valencia and is fluent in Valenciano, Castellano and English. She met Alice during their graduate studies at the University of College Park, U.S.A. Maria is an Aerospace Engineer and currently lives with her husband in London, U.K. Visit her Blog at maccanena.blogspot.com.
Paella Valenciana

olive oil
1/2 (4 pound) whole or boneless chicken, cut into pieces
1/2 (2 pound) rabbit, cleaned and cut into pieces (optional)
1 tomato, finely chopped
1/2 (10 ounce) package frozen green beans
salt to taste
1 teaspoon mild paprika
1 pinch saffron threads
dried rosemary
4 cups uncooked medium-short grain white rice, or ½ cup of rice per person

DIRECTIONS

1. Heat a paella pan, add olive oil and fry chicken and rabbit. Add the tomato and beans. Season with paprika.

2. Fill the paella pan almost to the top with water. Be sure to measure the amount of water as you put it in. This will help you determine how much rice you have to add later. Bring to a boil. Simmer for about 1 hour to make a nice broth. If the liquid cooks off too rapidly, you may want to reduce heat and add an additional ½ cup of water.

3. Season with salt and saffron, thyme and rosemary to make a rich tasting broth. Add half as much rice as the amount of water in the pan. Reduce heat to low, and simmer until all of the liquid has been absorbed. Be sure not to stir as that will cause the rice to get sticky.
The Multicultural Library

How librarians in the United States are responding to the needs of ethnically diverse communities

BY ANNEKE V. FORZANI

According to 2005 Census data, over 12% of the US population is now foreign born and about 1 in 5 residents age 5 and older speak a language other than English at home. These figures are expected to increase and are considerably higher in many areas of the country. Many new immigrants are struggling to learn English while maintaining their connection with their heritage language and country.

As the United States has become increasingly diverse, more and more librarians are implementing creative strategies to attract and meet the needs of their ethnic patrons. Many libraries have transformed themselves into centers of information and learning for the diverse community. Following is a list of innovative ways librarians are welcoming and attracting their ethnic populations:

1. Presenting story times in various languages.
2. Offering newspapers in multiple languages.
3. Developing a collection of bilingual children's books for language learners and families trying to teach a heritage language to their children. Patron feedback has been especially positive when librarians set aside a “bilingual book display area” instead of simply including the books in their stacks.
4. Sponsoring/hosting English as a Second Language (ESL) classes or creating “literacy centers” to help adults learn English.
5. Offering special programs, such as citizenship classes or cultural programs that highlight important ethnic holidays (e.g., Chinese New Year, El Día de los Niños).
6. Displaying colorful multilingual posters, and putting up signs in multiple languages.
7. Carrying books that promote an acceptance of diversity, have multicultural themes and include illustrations of ethnically diverse characters.
8. Accepting alternative forms of identification (such as a Matricula Consular from Mexico) and address verifications (such as utility bills and rent receipts) in order to increase access to the library. REFORMA, a national network of library organizations dedicated to promoting library services to the Spanish-speaking communities, suggests that this will help ensure that libraries serve the community regardless of a patron’s legal status.
9. Hiring staff that speaks the language(s) of the immigrant communities (another recommendation by REFORMA).

For librarians just beginning to develop their programs and collections for ethnic patrons and language learners, here are a few recommendations to get started:

- Look up census data to determine which languages your library should support. The Modern Language Association offers a Language Map where users can find the number of speakers of each foreign language by zip code, city, county or state (www.mla.org/map/main). The information also is available directly from www.census.gov.
- Conduct an informal (or formal) survey of patrons to find out which newspapers they would read and which language books are most in demand.
- Start with a small collection of children's books and display them in a bilingual or foreign language book area. This will stimulate interest, and drive more patrons to share their own needs. It also will provide an opportunity to assess which books are checked out most.
- Post multilingual posters and/or signs to welcome all patrons.
- Ask around to see if there is a volunteer parent, board member or teacher who would be willing to conduct a bilingual or non-English story time.

Ethnic patrons truly appreciate when libraries increase their language holdings and offer services and programs to meet the needs of non-native-English speakers. Small, gradual steps to move forward in this area meet with great response, and establish libraries as true centers of learning for the entire community.

Anneke Forzani is President and Founder of Language Lizard, LLC. Language Lizard offers bilingual children’s books in over 40 languages, multicultural lesson plans, and a complimentary e-newsletter to help parents and teachers expose children to other languages and cultures at www.LanguageLizard.com.

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1. When you are on the playground with your child, you...

A. switch to the language that everyone else speaks.
B. stick religiously to the language that you always speak to your child, even though others don’t understand your exchange.
C. get embarrassed (what will the others think when you speak in a different language?) and, not knowing in what language to speak, you try to say as little as possible.
D. mix. You at least try to be consistent but can’t help but fall into the majority language sometimes.

2. 5 languages...

A. will overwhelm and confuse your child.
B. is impossible.
C. might be possible but you’d rather not deal with so many languages.
D. is a blessing! Research says a child can learn up to 5 languages easily.

3. When your child speaks to you in the “wrong” language, you...

A. ignore him. Your child will only get what he wants if it’s said in the right language!
B. Repeat back what s/he just said in the right language, then continue the conversation in your language.
C. Conclude that bilingualism isn’t working.
D. Don’t even notice that it was in the “wrong” language and reply in whatever language the child speaks to you first.

4. Your child tells you that s/he doesn’t want to speak Spanish with you anymore.

A. You’ve always feared this might happen. This is the end of your bilingual family situation!
B. No chance. Your child will speak Spanish with you no matter what!
C. You stop speaking Spanish with your child, after all it’s what s/he wants.
D. You try to talk to her to find out what caused her sudden change of mind – in Spanish.
5. Someone in a position of authority (teacher, doctor or therapist) told you that you are not doing your child a favor by using two, three or more languages in your family and that you should drop one language.

A. You think that you should consider their advice; after all, they are authorities, right?
B. You reply: “M-hm. I will think about it,” and blithely continue with your 4 languages at home.
C. You get mad at their ignorance so you start to argue and cite from research the benefits that children get from growing up bilingual.
D. You know that they are wrong but a seed of worry has been planted in your mind so you need reassurance that multilingualism won’t harm your child after all.

6. When it comes to literature on bilingualism, you...

A. Know all the names of the linguists in the field of bilingualism and what kind of research they do.
B. Have read a handbook on Bilingualism a long time ago, and some names ring a bell, but that’s about it.
C. Read what’s posted on various online forums and a random article now and then, but only for reassurance that you are doing the right thing.
D. Don’t believe in theory. You’ll figure it out alone through trial and error.

7. You think your child has speech delay:

A. You immediately take her to a speech therapist to get her fixed.
B. You seek help in online forums for bilingual families and ask around whether other people have experienced the same problem.
C. You don’t do anything for now. It’ll go away on its own.
D. You consult all your books and become an expert on the research on speech development and bilingualism, and based on these findings you decide whether it’s necessary to take further steps, or not.

8. Your reaction to the word “OPOL” is...

A. “Huh?”
B. “That’s (not) what we’re doing. But what about it?”
C. “Research has proven that OPOL is the best model to raise bilingual children.”
D. “I’m worried that my children won’t develop as well as others language-wise because we’re not doing OPOL, and they say that OPOL is the best method….”

9. You look at the bookshelves at home in your kids’ rooms and you see:

A. It’s chock full with French, Swahili, Japanese and Chinese children’s books. In addition, there are video tapes in said languages, CDs and DVDs and various CD-roms on language-learning programs. All neatly sorted according to languages.
B. Lots of toys but no books. Wait – back there’s one German children’s book which grandma sent over for your child’s birthday. Three years ago!
C. A haphazard mess of books and DVDs. Some in English, some German, in no particular order.
D. Some children’s books but even more books for yourself, mainly handbooks and self-help books for multilingual families.

10. Your aim is for your child:

A. To speak all languages perfectly!
B. For her to be able to at least rudimentary speak the other language so s/he can communicate with her grandparents when they come over for a visit.
C. If she speaks the other language it’s fine, if not, oh well. At least we tried.
D. To speak both languages reasonably well so s/he won’t be a social outcast at school and with peers.

Question scores and results can be found on the next page...
RESUL TS:

0-10: ‘The Sky is Falling’ - The Anxious Parent
Relax! Rest assured that bilingualism won't harm your child, and re-examine your beliefs about bilingualism and whether you aren't hanging on to some myths that are making you uneasy. You need to gain more confidence in bilingual parenting. Trust in that what you are doing is right! Tell yourself that you are doing the best that you are capable of. Read as much as you can on the topic, but don't let the differing or conflicting viewpoints make you uneasy. There is only one right way of bilingual parenting and that is the one that works for you! Get rid of your fears by talking to a supportive group (online forums might help).

11-20: ‘No Worries’ - The Laid back Parent
The lax, non-committed parent is not entirely convinced of what s/he is doing. A little bilingualism now and then just won't do the trick. Are you sure you really want to raise your child in two languages in the first place? If you do decide to go for it, you need to be a little more committed to the project in order for it to succeed. Reassess your situation at home, choose a language, a method and stick to it. This means sticking to your language even though your child replies in another one. This means going through some hard times without giving up! Bilingualism needs a certain amount of commitment and dedication in order to be successful.

21-30: ‘Natural is Best’ - The Moderate Parent
Congratulations! You've found the golden middle way of bilingual parenting. You are well-informed about bilingual issues yet know that ultimately you have to make your own rules and decisions that suit your family the best. You have a healthy dose of commitment towards your bilingual endeavour, a reasonable amount of self-confidence in what you are doing, and have no problem in bending the rules when necessary and when it's in your family's best interest. You have chosen a model, are committed to it, and don't give up easily when troubles arise. You are acquainted with worries and problems but can ride through rough times by getting the right support from certain experts, your online group and other bilingual parents.

31-40: ‘Rules are Rules’ - The Militant Parent
You certainly take your bilingual project very seriously, and the rest of us can certainly learn from you with respect to sticking to commitments! You have read widely in the field and stick to the rules to the dot of the “i”, possibly too much so at times. You may be very strict in enforcing a certain model or language separation at home, which is basically a good thing. Just make sure you don't become too inflexible in the endeavour. Keep in mind that rules are meant to make our lives easier and that they are meant to be guidelines, not dictates. You may have set your goals too high, and may possibly believe in the myth that you only succeed if your children are perfectly balanced bilinguals. Keep in mind there is no such thing as a perfectly balanced bilingual, and that it doesn't harm to bend the rules at times, if it serves the best for all involved.

Most of us are anxious, laid back, moderate and militant in different proportions at different times. Sometimes we think it's going well; the next day we are prone to throw in the towel altogether. Whether you're always, sometimes or hardly ever anxious about your bilingual endeavour, or whether you indeed encounter serious problems or are just wondering about something, there is always someone to lend you a hand. Contact experts for feedback to help you reassess your situation in an objective light. We are also glad to help you how we can! All you have to do is send a message to: editor@biculturalfamily.org.
“Carl, what’s this?” his grandmother asks, pointing to a tree. My nephew Carl runs over to it, gives it a kiss, and says “arbre.” At 16 months old, he does a pretty good job of figuring out when to speak French and when to speak English, with some occasional (but understandable) lapses like this one. We’re actually amazed, in fact, by how well his French is coming along; his comprehension is great, he repeats a lot of words after me, and he can now say 18 or so French words on his own without prompting. (His English vocabulary far exceeds his French, of course, given that he only hears French once a week when I take care of him.)

Carl has definitely figured out that his Tatie Sarah uses different words than the rest of the family. He doesn’t know that it’s French, but he knows it when he hears it. Of the words that he knows in both French and English (“eat” and “mange,” “milk” and “lait”) he tends to use the English terms with his family and the French ones with me. Then there’s the one word he likes to say in both languages in a row: apple. When he’s with his family, he says “apple, pomme,” and when he’s with me, he says “pomme, apple.”

One of his favorite books in French has a picture of an apple on the cover; he’ll pick it up and say “pomme, apple” even if I’m not around. To me, this indicates that he knows that the book is in his Tatie’s “pomme” language, not the “apple” language that everyone else speaks. Additionally, when his mom played a French CD for him recently, he looked up and said “Tatie!”, recognizing that it was music he hears when I take care of him.

Carl’s mom studied French in high school, and she’s discovering that the language is coming back to her now that she listens to me with him and when reading him the board books I’ve left at their house. As a result, she can ask him questions like “Qu’est-ce que c’est?” (“What is this?”) and he’ll respond in French (if he knows the word). It is times like the tree example cited above that stick out -- when he gives a French word in reply to an English prompt from someone who only ever speaks English with him.

We’re all excited to see what he learns next. We can’t wait to find out what he will choose to say when and to whom. I’m thrilled that he recognizes “my” language and that he doesn’t resist it. I’m sure there will be many moments where he mixes languages and interlocutors, where he uses both French and English in the same sentence, where he repeats himself saying a word in both languages but these stages are all a normal part of language acquisition when a child is growing up with more than one language. And besides, any little boy who loves trees and apples (in any language) is off to a good start!

Sarah Dodson-Knight of Lafayette, Colorado keeps a blog, Bringing up Baby Bilingual, about her experiences teaching French to children: babybilingual.blogspot.com
Reports about global warming abound in today's media. Yet, how often do we give thought to the detrimental impact we have on the environment by living our multicultural lives? Did you know that each time you fly in an airplane to visit family abroad you are exponentially increasing what experts term your “carbon footprint?”

To help us understand the impact that our lives as global citizens have on the environment, we turned to the bilingual journalist and environmentalist Sami Grover, editor of the Bilingual Family Newsletter (www.bilingualfamilynewsletter.com) correspondent for TreeHugger (www.treehugger.com) and Director of Sustainability for The Change (www.thechangestrategy.com). Having grown up bilingual and bicultural and with a lifelong dedication to helping protect our world’s environmental health, Sami understands the dilemma we face, especially now that he lives in the U.S., an ocean (and airline flight) away from his family.

MLM: Sami, thank you for taking time from your busy schedule for an interview. To get started, what exactly is a “carbon footprint” and how can we find out what ours is?

Sami: A carbon footprint is essentially a way of measuring the amount of carbon dioxide (CO2), and sometimes including other greenhouse gases, that you emit in the course of living your life. It would include emissions from the food you buy, your daily travel patterns, your vacation travel, and heating and lighting your home. Other activities also contribute, but these are probably the most significant. There are plenty of carbon calculators out there that can help you calculate your footprint, and they often include advice on how to reduce your emissions through, for example, different travel choices, or reducing your energy use. Calculators can be found at www.carboncalculator.co.uk and www.carbonfootprint.com.

MLM: Why exactly do airplane flights have such an impact on our “carbon footprint?” Doesn’t driving a car each day have a far greater impact?

Sami: There are really two reasons why aviation has such a big impact. Firstly, since it enables people to travel over a huge distance, it encourages people to travel more and further than they would otherwise, burning up a huge amount of fuel in the process. Secondly, the effects of aviation on the climate are much more than just the carbon dioxide emitted. There are also other greenhouse gases, and the contrails that the plane leaves behind can also affect the climate. Some experts estimate that the effects of aviation emissions are as much as 3 times higher than carbon dioxide alone.

To give you some idea of the overall impact, one journey from London, Heathrow to Adelaide, Australia is estimated to
create as much as the equivalent of 5.3 tons of carbon dioxide per passenger, according to UK company Climate Care.

**MLM:** Are there ways in which we can minimize the daily contribution to our “carbon footprint” to help offset the damage of our flights? And what about alternative modes of transportation - do some cause less of an impact than others?

**Sami:** Certainly. Changing your light bulbs, eating less meat (meat and dairy are huge emitters of greenhouse gases), riding your bike, walking, carpooling, buying local, driving a smaller car. All of these things can reduce your impact, but, ultimately, international travel is still going to have a huge impact. Unfortunately, this is one of the downsides of multicultural living. Environmental writer George Monbiot coined the term ‘love miles’ to account for those journeys that we are obliged to make for family or loved ones, but which clock up such huge emissions.

Really, there are only a few things you can do to reduce the impact of your love miles. Firstly, try to avoid flying where possible. Trains are a viable alternative for many countries - the Man at Seat 61 is an excellent website for overland travel (www.seat61.com), and probably even driving is a preferable alternative to flying, especially if you have the car full with passengers. Overland journeys can be so much more fun too - it's nice to see where you are going for a change!

Secondly, try to take fewer trips, but make them worth while. Why not visit once a year, but stay twice as long? In the end, quality, not quantity, is probably more important.

Finally, if you must make a journey, carbon offsets are one way to take responsibility for your emissions. You can pay a provider like Terrapass (www.terrapass.com), or Climate Care (www.climatecare.org) to fund projects elsewhere that reduce greenhouse gas emissions by a similar amount that your flight has created.

**MLM:** As global citizens raising multilingual and multicultural families, what are your recommendations on how we can help to keep our world healthy for our children's children?

**Sami:** Talk to your kids. Read. Learn and understand the reasons why the crisis we are facing has come about, and then set about doing something about it. Personal lifestyle choices, like changing bulbs, riding a bike, or reducing your flying are all important but, ultimately, we need action at the government level. So I’d say kick up a fuss! Demand action from governments and companies to both reduce their emissions, and to bring about legislation that taxes unsustainable behavior, and rewards more responsible actions.

I’d also say that it's important not to get too extreme - nobody likes a nag or a doom-monger. The trick is to encourage the kind of radical, and ultimately positive, change that we need if our kids are going to have a future, without scaring (or boring!) people so much that it becomes a turn off. How we do that, I’m not quite sure, but we should have fun trying!

**Thank you Sami for this interview! And thank you for your dedication to both multilingual families around the world as well as the world’s environmental health! As the Great Law of the Iroquois states: “In every deliberation we must consider the impact on the seventh generation... even if it requires having skin as thick as the bark of a pine.” You are certainly doing your part! ☮️**
**Global Wisdom**

**Tower of Babel**

"GO TO, LET US GO DOWN, AND THERE
CONFOUND THEIR LANGUAGE, THAT
THEY MAY NOT UNDERSTAND ONE
ANOTHER’S SPEECH...”

(Genesis 11:1-9)

The tower of Babel, which means “confusion” in Hebrew, is said to have been located in Babylon - which is contemporary Iraq. It has become the symbol of our linguistic diversity on Earth. Of particular interest to scholars is the notion of one common ancestral language, as indicated:

“AND THE WHOLE EARTH WAS OF ONE LANGUAGE,
AND OF ONE SPEECH.” (Genesis 11:1).

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**Etymology**

**Algebra**

Arabic loanword in English. ربجلا al-jabr, or “the restoring of missing parts.” This word originally entered Middle English with the meaning ‘the setting of broken bones’ before it acquired its contemporary mathematical sense from the title of a famous treatise on equations “Kitab al-Jabr w’al-Muqabala” “Rules of Reintegration and Reduction,” by the 9th-century Muslim mathematician Abu Ja’far Muhammad ibn Musa al-Khwarizmi.

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**The Tamil Language**

Tamil is believed to be the oldest spoken language in India. The claim is that it has been spoken for over 3,000 years and that it has a literary history of over 2,000 years. With more than 77 million speakers throughout the world, Tamil is one of the more widely spoken languages in the world. It is spoken primarily in Tamil Nadu (located in southern India), Sri Lanka, and Singapore. The earliest Tamil literature is the “Sangam poetry,” which consists of anthologies of short lyrics and longer poems. Tamil is defined as a classical language, which means it meets several criteria: it is an ancient language, the tradition is unique and not an offshoot from another tradition, and it has an extremely rich body of literature to its name.
The common definition of language usually focuses on the means by which communication can be performed between individuals. Yet, as citizens of our global world, we know that language means much more than this definition. Language holds within it cultural nuances, subtle shades of meaning, and most of all, a sense of identity and familiarity.

What happens, then, when a language dies out or becomes extinct?

What happens when there are no more speakers of a language? Does an entire culture die along with the language; an entire history? If there is no one left to mourn the death of a language, does it even matter that it is gone? Who is keeping track of the languages and dialects which are dying out each year?

Why do languages die? To keep a language alive it must be needed and used. When a language is no longer needed, it will disappear. As experts in Multilingual Living Magazine state over and over again, our children must have a need to use our languages to keep them alive in our homes and communities. The world, as our larger home, is no different. We must make an effort to keep our languages needed for the next generations. If anything, it is so that our great-great-grandchildren will understand their origins and the unique make up of their ancestral cultures. For a fabulous reference of languages go to: www.ethnologue.com.
It was in 1995. I was an Erasmus student studying English at a University just outside London. I remember this year as being a very important time of my life, a turning point that suddenly made life even more interesting, colourful and intriguing. Until then, I had never truly experienced the ‘international’ life, never lived outside my own country and had never had to fit in and get involved in another culture. I loved it. I was having the time of my life. Not only was my English improving fast, but I was also mixing with a truly magnificent crowd of people from all over the world. How apt that in a time like this I should meet and fall in love with the man I’d spend the rest of my life with.

Initially, I had my reservations about staying in a private household. I imagined it would be like living with my parents, and I would certainly have preferred to live in a student hall. But when the cab driver dropped me off at my final destination, I was pleasantly surprised. My room turned out to be spacious and beautiful, and my landlords, Janet and Mike, were lovely. They were very accommodating, helpful and friendly, and when I first arrived, we had tea and biscuits in the back garden. I felt at home already.

My first week in marvellous London was spent exploring my new surroundings, meeting my fellow students and attending introduction courses at University. The second week I met Roger. There is some slight discrepancy in the way we remember, and subsequently recount, the moment we first met, and it’s mainly to do with what I was wearing, or for that matter, not wearing. Roger likes to think that I was wrapped in a towel, but the truth is that I was dressed in an old pair of pink tracksuit bottoms and a mangy tee-shirt, and the towel was, if anything, wrapped round my head. The fact is, however, that he caught me off guard. I was just getting out of the shower when I heard the front door to my new home shut close and someone shouting ‘hello’ up the stairs. Janet and Mike were both at work, so, who could this be? I darted out of the bathroom and into my room, grabbed the first thing I could find to wear, which we registered at University, we booked our courses, but we hadn’t organised accommodation, thinking that the University would do this for us. Unfortunately, they hadn’t – we panicked. A week before our scheduled departure we phoned the student accommodation office and asked for their help. Luckily, the girls there were very helpful and within a few days had managed to find rooms for us to rent in private households. So, when we finally arrived at Heathrow airport, everything was set for a wonderful year abroad.

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happened to be the above mentioned pieces of clothing, wrapped a towel round my wet hair and opened the bedroom door to say hello to whoever was coming up the stairs now. It turned out to be a very tall, dark-haired, handsome young man dressed in a smart suit, who was asking me whether he could get into my bedroom to get something out of his cupboard. This was, of course, after he’d introduced himself as Janet and Mike’s son.

Roger had moved out of his parents’ house some time before and was now living in a flat nearer to the centre of town which he was sharing with a friend. I liked him straight away. He was very funny, always laughing, smiling or grinning, and he was very communicative. To this day, I have never met a person who can initiate and maintain a conversation better than Roger can. Where some of us would give up, he will still keep going. When Roger first met my Dad, half a year after we first started going out, he conversed with him with the help of a dictionary and a phrase book. He did not speak a word of German then, but still managed to fill in my Dad on how the pet food industry (Roger was working for Friskies at the time) was affected by mad cow disease.

After our initial encounter on the landing we saw each other almost every time he came to visit his parents. We got to know one another better, and three months after we first met, we started going out. The beginning of our relationship was marked by a constant cultural exchange. I, for example, taught Roger his first words of German, persuaded him of the importance of malt wine and Christmas markets to the festive spirit, and made him sample my favourite food, ’Klöße und Rotkraut’ (I am still not sure whether he appreciates it the way I do). Roger, for his side, introduced me to Rugby, the delights of Indian Curries after a good night out, and Marmite on Toast with a cup of tea on the morning after. He cultivated my English vocabulary with words and expressions I’d never heard of before and has been vigorously but unsuccessfully trying to explain the rules of Cricket to me. We spent a lot of time together that year, and simply enjoyed each other’s company.

When my Erasmus year came to an end, we knew I had to go back to Germany to finish my studies. We were both preparing ourselves for a hard time, a long-distance relationship with lots of heartache and loneliness. The next few years were exactly what we expected – trying, tough and unsettling. We spent a lot of time going back and forth between England and Germany, each of us crossing the channel at least once a month. It was hard, but it worked, and our dedication to each other paid off eventually. Three years after we first met, I packed my bags and left Germany with a van full of newly acquired furniture for our new flat, my degree certificate in my hand and lots of hopes in my head.

Twelve years later we are still going strong. We got married four years ago and had two beautiful children since. Sometime in between, we left jolly England for France, where we are now enjoying the richness of a truly trilingual and tricultural life.

Simone is a German national currently living in France with her English husband and her two little trilingual trainees. She is a stay-at home mum with a Master's degree in English Philology, German Linguistics and German Literature, and has a true fascination for, and interest in, multilingualism.
What does a family do when they can’t find the bilingual resources they need? They start a publishing house and call it Multilingual Matters!

Looking for a printed newsletter just for you? Then make sure to check out: www.bilingualfamilynewsletter.com today and subscribe!

This exciting quarterly publication, now in its 23rd year, is designed to help all those families who, for various reasons, are in a situation where they can give their children (and themselves) the advantages of being bi- or multi-lingual. The newsletter publishes short informative articles on current thoughts on language learning, bilingualism, biculturalism, mother tongue, schools, etc. It also publishes descriptions of how individual families have coped in their individual situations, problems encountered and how these were overcome. Readership: mixed marriage families; expatriate families in embassies, schools, contract work etc.; immigrant families; students of language learning; researchers in field of bilingualism. If you enter a subscription, you will be provided with a password giving you free access to the archive of back issues. ISSN 0952-4096, one year subscription: GBP12.50/US$22.00/Euro 20.00. www.bilingualfamilynewsletter.com.
A Parents’ and Teachers’ Guide to Bilingualism
By Colin Baker

The style of the book is to pose questions that people most often ask about raising bilingual children. Straightforward answers follow, written in direct, plain English. This book is perfect for families who are just getting started as well as those who have experience. Families around the world are sure to find questions and answers which speak to the needs of their family’s current needs as well as future dilemmas and situations. The contents cover the following: 1. Family questions, 2. Language development questions, 3. Questions about problems, 4. Reading and writing questions, 5. Education questions and 6. Concluding questions. ISBN-13: 9781853594557, £11.95/US$19.95

Language Strategies for Bilingual Families, The One-Parent-One-Language Approach, by Suzanne Barron-Hauwaert

This book looks at how families can support and increase bilingualism through planned strategies. One such strategy is the one person-one language approach, where each parent speaks his or her language. Over a hundred families from around the world were questioned and thirty families were interviewed in-depth about how they pass on their language in bilingual or trilingual families. The author’s writing style makes this book a very easy read and provides support and research in ways that families around the world can easily put into practice. ISBN-13: 9781853597145, £11.96/US$22.36

Encyclopedia of Bilingualism and Bilingual Education, by Colin Baker and Sylvia Prys Jones

Don’t let the title of “encyclopedia” make you think this book isn’t for you! If you have ever wanted to learn more about bilingualism, this is the book to have on your shelf. It not only explains the details of bilingualism in a way that families around the world can understand, it includes colorful graphs, diagrams, photos and more. This encyclopedia is divided into three sections: individual bilingualism; bilingualism in society and bilingual education and the book concludes with a comprehensive bibliography on bilingualism. ISBN-13: 9781853593628, £79.20/$135.96


This book provides not only a comprehensive discussion of bilingualism, including definitions on who is bilingual and multilingual, but also of bilingual education worldwide. In a compact and clear style, bilingualism at individual, group and national levels are discussed. The nineteen chapters cover the crucial issues and controversies concerning language minorities and bilingual education, including: the development of bilingualism in infancy and childhood, bilingualism and ‘intelligence’, bilinguals’ thinking skills, bilingualism and the brain, effective teaching and learning methods in bilingual classrooms. ISBN-13: 9781853598654, £15.96/$27.96

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Cocoons and Seeds are not as simple as they appear to be; one can produce a butterfly, the other an apple tree. It all depends on your point of view. Whether outside looking in, inside looking out, or uncertain whether you’re inside or outside, circumstances usually appear distinctly different, depending on your point of view.

Outside looking in: Daughter, son-in-law and grandchildren are speaking German to each other in the dining room. I, an English-only speaker, am in the living room, wondering what they’re talking about.

Inside looking out: I engage daughter in a conversation, recollecting memories from her childhood. Son-in-law is in another nearby room, within hearing distance, grading papers. I hope he won’t feel left out of the conversation.

Outside looking in: In the dining room, my two children, adult brother and sister, talk computer ideas, using website design jargon, while in the kitchen, I, relatively-speaking, a computer language illiterate, wonder what new plans they’re cooking up.

Our familiar worlds occasionally get shaken up, turned upside down; familiar boxes, ways of thinking, seeing, feeling, knowing, sometimes get turned inside out or upside down; routines sometimes become disrupted, disorderly, chaotic, strange and/or unfamiliar.

From time to time, we’re all insiders, outsiders and/or somewhere in between, depending on our point of view. Things often appear, and are in fact, different, between one perspective and another. For example, while growing up, I occasionally, from time to time, heard mention of great authors, like Chaucer and Shakespeare, or great explorers, like Lewis and Clark. Without much information to go on, I formed impressions of who they were and what they did or wrote about. Years later, while in college, reading and studying some of Chaucer’s and Shakespeare’s great works, I enjoyed the great and happy surprise of discovering a richness of language and new perceptions of life and being, which I hadn’t beforehand imagined existed. A similar happy surprise occurred very recently, upon my first reading
an historical account of Lewis and Clark’s amazing expedition up the Missouri River, across America, all the way to the Pacific Ocean to the mouth of Oregon’s Columbia River. Suddenly, within a few chapters, Lewis, Clark, Sacagawea and their harrowing journey weren’t just famous names. Suddenly I was vicariously experiencing some of the pristine beauty and wonders of this North American continent as it was then, as well as sharing some of the explorers’ own moments of challenge, anticipation, excitement, setbacks, disappointment, fear and/or exhilaration.

In a similar sense, whenever I hear someone speak in a language or about a subject that I don’t understand, I’m an outsider. Until or unless I’ve devoted myself to or immersed myself in learning and understanding a given area of life, I remain an outsider, and will look, hear and understand that area of life only as an outsider. For example, having grown up and formed religious sentiments, within the concatenation, context and environment of a specific Catholic religious background, I do not feel, know or understand a Muslim’s, Presbyterian’s, Buddhist’s or Hindu’s way of feeling, knowing or understanding their own religious sentiments; at least not in the same way as I do my own. Through intuition and/or study I may increase the accuracy of my outsider’s point of view, but my perspective will probably never hold the nuances and depths that devotees from childhood will hold for the religious sentiments of their own religious origins.

So it is from an outsider’s point of view that I also frequently wonder, “would I enjoy and understand Cervantes better, if I could read his great work, Don Quixote, in Spanish? What about Garcia Lorca, or the Judaic-Christian Bible, or the Koran? Would the wisdom they contain be richer, more meaningful, if read in the languages their authors wrote and spoke in? And, possibly even more important, would I be closer to my daughter, son-in-law and three grandchildren, if I could speak and understand German?”

Outside looking in: Second-born grandson’s fourth birthday party: a house full of delightful, friendly children and adults, all of whom speak German AND English, EXCEPT myself and my adult son, who ONLY speak English.

Inside looking out: Second-born grandson’s fourth birthday party: a house full of delightful, friendly children and adults, all of whom are close family relatives of the birthday boy, EXCEPT the invited, Seattle-neighborhood guests.

Inside and outside: Everyone at the party, including my son and I, sang “Happy Birthday dear Christoph” in English, and everyone also sang “Happy Birthday dear Christoph” in German, EXCEPT my son and I.

Having written the above sentence, I just remembered that I can use my relatively new, handy dandy little computerized phrase translator. It says that “Happy Birthday dear Christoph,” is “Alles Gute zum Geburtstag lieber Christoph,” in German.

Maybe by the next birthday we’ll all sing “Happy Birthday” together, in BOTH languages, including my son and I. *

* “Inside, Outside, Upside Down” is the title of a Dr. Seuss-type children’s book, written by Stan and Jan Berenstain.
Can You Ever Go Back?

When a visit back home leaves us even more confused

BY DINKA SOUZEK

Can you ever go back? That’s the constant question for the immigrant. After fighting through the adaptation process of the new country, the prospect of returning home, even if just for a visit, seems more and more appealing. Finally no comparing; just fitting in. Well. Yet, more times than I can count, going back just left me more confused than before.

Unfortunately, everything is more complicated, and this simple question turns out to be incomplete. Going back … to where or when? To whom? To what? The immigrant always returns to the past in addition to just the place. There is no other way. Time has elapsed, but your memory is stuck and you come back expecting your life to greet you, but all you get is the visual track for your memory because everything else seems gone. Depending on how and why you left your country, this will be a major or minor inconvenience (I’m sure some people are glad not to
find the exact same misery they left). But it will leave you desperate to find a connection because you know that what you left is such a big part of you.

**So you turn to people, meet old friends**, spend time with family. Everyone is happy to see you but then there is the silent awkwardness. They are not sure if you are still the same. And you aren’t - it never bothered you, but now you wish you could just erase the new experience and just melt with your surrounding. You do the same things you used to do; everybody is trying to erase what happened in the meantime. You try to fast-forward your life in the home country, trying hard to convince everyone it’s the same old you. But you’re not. At some point it gets too much, and you stop hiding. That’s when the real friends show themselves, and you have to let go. The truth is, people who stayed are not the same either, but for some this is an impossible realization. They thrive on patterns; and who are you to come here and try to make it all irrelevant? Not insisting on certain regional and national idiosyncrasies equals suicide to them. Oh, you have an accent now! Oh, you wear different clothes! Oh, you don’t share my exact daily reality! What a betrayal! It hurts. But when the emotion subsides you realize they do it for their own protection, and slowly you need their affirmation less and less. Maybe their definition of the “real native” is something completely different from yours? You are left amazed by the fact that you never noticed that before.

**As an immigrant, you have the advantage** to actually “see” time go by. Certain periods of your life are limited to a certain setting, and so visiting often means revisiting your childhood or your adolescence. Since you usually only visit for a short amount of time, the entire experience lends itself easily to lots of nostalgia and idealization. I usually end up in an inner frenzy of comparing the then-and-now, the here-and-there. Is it what it seems? What is my conclusion, where do I stand on the perpetual identity-question? It’s never conclusive; you will just get a headache.

**It’s hard to go back.** You see what you left, and you have to let it go all over again. Then again, it’s nice. You see what you left, and you find yourself in it. And so you hang there... spread like a bridge between two places, neither here nor there.

**Can you ever go back?**
I don’t know. ✰
It is important for me that my tamariki* appreciate life and their culture. It is therefore necessary that they have the knowledge that is required to understand the reason and value of our customs. The gap is created by the structure of today’s society where we are hindered by day to day time constraints and financial pressures. In many instances modern success contradicts appropriate Maori values. To realize my goals, is to find the middle path and one that will add value to the future direction of life for my tamariki and mokopuna.* Although our lives as parents are fraught with challenges I take heart in the growth of my children daily as they participate and enjoy the lifestyle we did not know as children ourselves. Our children are our future and their future is dependant on their ability to participate positively and actively in all aspects of life. Our role determines their ability to do so successfully. Finding the balance in today’s world will enable us to cross the gaps that will insure a strong future for Maori. If we work with honesty and respect for our people, our culture and each other, as artists we can be judged only on our quality of work but not on our choice of visualization. Individual style and imagination is what makes us all different.

* Tamariki = “children” in Maori
* Mokopuna = grandchild or “little one” in Maori

Theresa Reihana is a Maori artist who has become internationally sought after for her unique works of art. Her paintings originate in her cultural heritage and express how the natural elements and spirituality diffuse the realism of past and present. She has had numerous exhibitions in Italy, Australia and New Zealand. She lives in Tai Tokerau, New Zealand, with her husband and their six children. For further information, visit her website: [www.maoriartist.com](http://www.maoriartist.com)
As summer holidays approach, we might be planning a trip to visit the grandparents. In the early days, being a new parent often brought back strong memories of our own childhoods, and our parents becoming important in our lives as the new grandparents. They were curious to see the mixed-gene baby, with its feet in two cultures and with two languages. However, there are also grandparents who simply don’t want anything to do with their grandchildren or are against the idea of bilingualism. Brought up in a monolingual environment, they find the new multicultural generation all too much.

A Danish mother, Stenna, remembers her Swiss in-laws being against her speaking Danish to their grandchildren ‘because they couldn’t understand it’. This doesn’t only apply to less commonly spoken languages like Danish; other families reported their parents disliking the use of French, German or English in their homes too. Older generation grandparents may feel out of their depth with the child’s second language and culture, or feel their grandchild is not really ‘theirs’ because he or she speaks another language. The new bilingual family, in essence, cannot replicate one cultural norm and is frequently a mix
of both, meaning that it may disappoint both sides of the families as it does not duplicate their culture or values.

Grandparents have an important role to play in helping language acquisition, especially the parents of the minority-language parent. Such ‘pure’ input in a real context boosts a minority-language or less-used language to no end. It gives the child what can be described as a ‘language bath’ or immersion in one language, especially if the child goes alone to stay without the parents. Grandparents give the child a reason to learn their language. Grandparents often have more time to read books, answer questions and spend time looking at things together. Praise from grandparents and their friends for speaking two languages can boost the child’s linguistic confidence, although it is important that the child not be forced to ‘show off’ his or her language skills just to impress family members!

A common problem is that grandparents all expect ‘native-like’ monolingual grandchildren – twice. Language development can be compared (sometimes unfavorably) to the monolingual cousins. Other grandparents may criticize the language strategy, especially at the beginning, citing potential speech problems, stuttering or lack of academic skills. The hardest stage seems to be when a child has not yet gained fluency in one of the languages (usually the minority language from lack of practice). The child simply talks in the majority-language or mixes. It is often hard for the grandparents to remain calm and simply continue talking ‘as normal’ to the child in the minority language.

Grandparents sometimes feel that they are incompetent at learning languages and may feel threatened by the grandchild’s precocious abilities (and perhaps their fluently bilingual daughter or son too). They may have had a bad experience themselves with learning languages or heard about children who did not become bilingual. In any case, the grandparents need reassurance that their role is simply to be there and to give a natural model of the language. They also need explanations of what strategy you are pursuing and why. Grandparents make learning a language and about a culture so much more worthwhile. They are a valuable asset and are, as my English mother says: ‘Worth their weight in gold!’

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Tokelau: Education and Preservation of an Island Language

How one island culture keeps its community language alive

BY ALICE DRIVER

PHOTOS: Provided by the author
My husband and I arrived on Atafu atoll of Tokelau feeling tired and seasick after a 36 hour boat ride. I walked to shore, dropped my backpack and lay down under a palm tree. Atafu is the northernmost atoll of Tokelau, a group of three island atolls in Polynesia and a protectorate of New Zealand. The language spoken on the island is Tokelauan, although most people also speak English and Samoan. The village of around 500 people operates largely by inati, a system of sharing. Much of the village work is communal, and catches of fish are distributed among the whole community. Isaac and I quickly found our fridge overflowing with fish, pork, breadfruit and coconuts – gifts from our neighbors. Although everyone spoke English, we asked our friend Latu if she knew anyone we could hire to teach us Tokelauan. She smiled and explained, “Just hang around with the kids and work with the adults and you’ll pick some up.” This sentiment reflects the cooperative concept of inati, or sharing. Whereas Isaac and I had the idea to pay for language classes, Latu reminded us of the importance of daily interaction and the resulting exchange of knowledge. Even though Tokelau now has several shops and an economy based on money, the system of inati is still central to their way of life.

Children of Tokelau now learn both English and Tokelauan at school, but this wasn’t always the case. Missionaries who came to the island in the 19th century spoke Samoan and English, ignoring the native language almost entirely. Elesi Kerisiano Kalolo, 61, is the former director of education and lives on Tokelau with his family. He explains, “The languages of school were English and Samoan when I was in school. You go to church and you still hear Samoan hymns. I think it is time we stand up for our language. The missionaries never bothered to learn Tokelauan. The Bible only appears in Samoan.” Until 1986 the main language of instruction on Tokelau was English. However, Tokelauans noticed that their children could no longer speak fluently in their native language, and began to worry about its future. The department of education crafted a resolution in 1986 to make Tokelauan the main language of instruction in the classroom while continuing to teach English as a subject.

Teaching in Tokelauan presented many challenges for the teachers and community
because few teaching materials and books existed in the native language. Some parents also worried that their children would no longer be as fluent in English and that this would affect their educational opportunities outside of Tokelau. Even though a dictionary and other reading materials in Tokelauan are now available to teachers, teachers say they often teach in English or a mix of English and Tokelauan because of the variety of books, lesson plans and videos available in English. Kalolo, the former director of education, wrote his Master’s thesis in Anthropology and Education on the Tokelau educational system (*Changes in Tokelau Schools: Intentions and Outcome*). In an interview he explained, “It is difficult to get qualified teachers. They are going to build a new school house here – they mustn’t forget the other side – the teachers.”

During our five weeks on Atafu my husband and I watched the kids walk to school in their blue uniforms each morning, and on Friday their voices floated through the village as they sang songs. We had many conversations in English, and the kids were happy to help us learn some bits of Tokelauan. A mother told me proudly in a conversation how her son was first in his class in Tokelauan language. We attended a traditional dancing ceremony to mark the close of the meeting of the Tokelau governing body. The capella singing was accompanied by dancers who moved as if they were fishing, cracking coconuts, squeezing coconut cream or imitating the waves in the ocean. The way they moved in unison, their voices rising and the pace quickening as the song continued was timeless, calm, threatening, powerful and rhythmic as the ocean. The women remained calm, even when the rhythm picked up speed; the men were strong, beating their chests and sending their voices up to the sky, sweat running down their backs. Men and women wore crowns of leaves and flowers, and the women were wrapped in leaf skirts that rustled as their hips swayed endlessly. Isaac and I heard a song so beautiful that we wanted to learn it ourselves (see right sidebar). The song summarizes the Tokelauan legend of how the fish got their color. The story of Hina, a girl who paddles a Vaka (traditional outrigger canoe) beyond the reef and paints all the fish in the sea. With this song I close my article, hoping to convey the beauty of the language and culture of Tokelau. May the community work together for a bright, bilingual future!

Alice Driver is spending the year working and traveling with her husband, Isaac Bingham, as he studies indigenous boat building in Vietnam, Thailand, Malaysia, New Zealand (Tokelau), Peru, Bolivia and Ecuador ([www.savantsofthesea.com](http://www.savantsofthesea.com)). Next year she will finish her Masters degree in Hispanic Studies at the University of Kentucky. Her first academic article appears in the winter 2007 issue of Romance Quarterly.
Esperanto has a liberal word order: it is possible to arrange the words in a sentence differently without changing the meaning. English does not possess such freedom. The sentences

_The dog bites the cat._
_and_
_The cat bites the dog._

have different meanings. The object of the word is determined by the position in the sentence.

In Esperanto the sentences

_\text{La kato mordas la hundon.}_
_\text{La hundon mordas la kato.}\)  

(kato = cat, hundo = dog, mordi = to bite, la = article)

have the same meaning. But how does one know which animal is being bitten? The object that receives the action (the biting in this case) is indicated with an -n. In the above examples it is the dog that suffers, regardless of word order. These sentences are also completely valid and have the same meaning:

_\text{Mordas la hundon la kato.}_
_\text{Mordas la kato la hundon.}_
_\text{La kato la hundon mordas.}_
_\text{La hundon la kato mordas.}\)

The advantages of the free word order are many fold. It allows the author to place an emphasis on different parts of the sentence by moving them into the beginning of the line. Second, the accusative -n explicitly indicates the function of the word inside the sentence and reduces ambiguity. This is a big advantage if a word-by-word translation of other languages into Esperanto is needed. There is no need to rearrange the words inside the sentence.

And another example: “I love you” can be written several ways (notice the -n!).

_\text{Mi amas vin. (this corresponds to the English “I love you”).}_
_\text{Mi vin amas. (this corresponds to the French “Je t’aime” Je = I).}_
_\text{Vin mi amas. (this corresponds to the Spanish “Te amo” Te = you).}_
_\text{Amas vin mi.}_
_\text{Amas mi vin.}\)

**P R A C T I C E**

Which of these sentences make sense? Don’t forget that the direct object receives the action (and is indicated with a -n). Remember from the last lesson that the ending -is indicates past, -as present and -os the future.

a. Min manğıs la kuko.

b. Petro portas la libron.

c. La arbo kreskas.

d. La arbo kreskas la kampon

e. La hundo iros sur la strato.

**Nouns:**

mi: I
kuko: cake
Petro: Peter
libro: book
arbo: tree
kambo: field
strato: street

**Verbs:**

manğı: to eat
porti: to carry
kreski: to grow
la: the article
sur: on
iri: to walk

**A N S W E R S**

Go to page 63 for answers to these Esperanto exercises!
**MUSICALS**

Check out child-friendly matinees on Saturday or Sunday morning:
- **Lion King** at the Lyceum Theatre
- **Mary Poppins** at Prince Edward Theatre
- **Billy Elliott** at Victoria Palace

**WHY VISIT?**

Who says city sightseeing is tedious with kids? Kids love London because of its great variety and family-friendly activities. Museums, parks, shows, zoos, and other attractions, London has it all!

**VISIT HARRY POTTER SITES:**

- **Kings Cross Station**: Go to King’s Cross Station to look for Platform 9 3/4 and you might encounter a real surprise there! Harry was actually filmed catching the Hogwarts Express between platforms 4 and 5!
- **Check out Australia House** on The Strand in London, where Gringott’s bank was filmed, Leadenhall Market for a glimpse into Diagon Alley. And, of course, the **London Zoo** in Regent’s Park, with the reptile room and owl house shouldn’t be missed.

**MUSEUMS:**

Museums don’t have to be a drag! Most of them are free and offer great kids’ activities! Check out:
- **Livesey Museum**: one of UK’s top children’s museums
- **Science Museum**: offers a sleep over program for 8-11 year-olds once a month
- **Victoria and Albert Museum**: kids are given an activity backpack Sat 10:30-5:00
- **Museum of London**: has a great family program
- **Tate Modern**: allows hands on for little artists

**WHERE TO EAT:**

Note that kids are not allowed in Pubs. You are probably best off picnicking in one of the many beautiful parks in London, such as Regent’s Park (open air theatre) or Hyde Park. For the best picnic spot check out Primrose Hill for a fabulous view over London.

For afternoon tea try Harrod’s Mon-Sat 3:45-5:15pm. Tea is taken in the 4th floor Georgian Restaurant, with live music.

The Rainforest Café, Piccadilly – eat in the rainforest surrounded by wildlife and water cascades!

**HOW TO GET AROUND:**

Bring an umbrella stroller for babies and toddlers (which is good for museums and parks) plus possibly another carrying option such as a baby carrier or sling. The London Underground, or “Tube” is a bit difficult to get around with a stroller. Be prepared to carry the stroller a lot.

Take a Double-decker Bus! Hop-on, hop-off sightseeing busses pass main attractions. And getting a London Travel card is recommended!

Cruise the Thames on a river tour as an alternative -- a fun way to sample main attractions!

**DON’T MISS:**

- **The London Eye**: world’s biggest ferris wheel
- **The Big Ben**: Symbol of London
- **Buckingham Palace**: See the changing the guard at 11:30am
- **Tower of London**: Houses the famous Crown jewels
- **Tower Bridge**: Britain’s best-known bridge
- **Cutty Sark**: The most famous tea clipper from 1869
- **Mme Tussaud’s**: A wax museum that will delight the whole family
SUMMERTIME READING

Persepolis: The Story of a Childhood, by Marjane Satrapi

Move aside dry, dull, melodramatic personal accounts of political repression and war-torn civilizations. Marjane Satrapi has no place for such elements in her fabulously honest account of growing up in Iran during the Islamic Revolution! And even better: it is in comic strip format! But don’t let the “childish” layout make you think the subject matter is anything less than intense, captivating and brutally honest. Murders, riots, arrests, bombings... Satrapi reveals the horrifying struggles that took place during a time of utter upheaval, yet does so with the voice of a seemingly average, adolescent girl who takes it all in stride. Make sure to set aside enough time to read this book in one sitting... you will not be able to put it down! (Don’t forget to check out the sequels.) Pantheon Press: www.randomhouse.com/pantheon/home.html. ISBN-13: 978-0-375-71457-3, $12.95.

Eat Pray Love: One Woman’s Search for Everything Across Italy, India and Indonesia, by Elizabeth Gilbert

“I wish Giovanni would kiss me,” – thus starts a hilarious, tender travelogue that tells of one woman’s fascinating search for spiritual enlightenment. A bitter divorce and broken love affair triggers off the author’s existential crisis, upon which she begins her spiritual quest that will take her to Rome where she learns Italian with the aforementioned Giovanni, to an ashram in India to learn Yoga, and to a Balinese medicine man in Indonesia, who ultimately teaches her to find her inner balance. The book is philosophical and compassionate, passionate and truly funny. While daring to explore existential and religious questions in some deeply philosophical passages, the book is also grounded very much in the earthly side of our existence: love and boy problems, and, above all: food. If you like the thought of eating a double mozzarella pizza while pausing for spiritual contemplation in between bites, you will definitely enjoy this book - the experience is quite similar! Penguin Books: www.penguin.com. ISBN: 978-0-143-03841-2, $15.00.

The Global Soul: Jet Lag, Shopping Malls, and the Search for Home, by Pico Iyer


SUMMER IS HERE! So why not take advantage of the warmer weather to sit back with an iced tea and one of the books we are reading right now? Don’t worry, you won’t have to miss out on multiculturalism with these Editors’ Picks - they will take you around the globe in one fell swoop!
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~Nancy Bacon, FIUTS Host

For more information visit www.fiuts.org.
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Answers to Esperanto Lesson on page:

a. Min manĝis la kuko. - Does not make sense. This sentence translates into “The cake ate me.” The -n is added to the “mi”.

b. Petro portas la libron. - This sentence is ok. “Peter carries the book”. The book receives the action.

c. La arbo kreskas. - This sentence is ok. There is no object. “The tree grows.”

d. La arbo kreskas la kampon. - The sentence is grammatically correct, but still does not make sense: “The tree grows the field.”

e. La hundo iros sur la strato. This sentence is ok, it does not require an accusative case. “The dog will walk on the street.” The street does not receive an action from the dog. The dog does not do anything to the street.
Making Global Memories
Create a memory book
BY JENNIFER LEE

WE SPEND THE YEAR straddled over three countries -- a month or two in the U.S., three of four shorter journeys to visit my dad in Shanghai, and most of the rest of the time here in Seoul. Every day, my older son does extra homework I assign him for English and Chinese. The daily practice maintains or improves his language skills, but the travel is what keeps him tethered to these places.

BEING MULTICULTURAL IS MORE than being multilingual. Multicultural means being integrated into the social and cultural networks of a place. We travel a lot, but I wanted to make sure that each trip would help my kids understand their ongoing relationship to these different countries and people. So I began to develop special tools to help my kids narrate their very global lives.

THE MAIN TOOL IS A TRAVEL BOOK, one for each trip. The books are simple to make, especially now that we have a digital camera. In the beginning, I took the photographs from our trip and glued them to pieces of construction paper. Then my son and I went through each page and wrote down the story of our trip. I punched holes in the side and tied it together, making a book that we read together until it was so tattered that I had to laminate it back together. Now I paste the digital pictures into Powerpoint and we type the story together, then I take them to a printer to be printed and bound with a spiral binding and a plastic cover.

THE BOOKS ARE TOLD from kids’ perspectives, including a lot of information about the food we eat, the various animals we meet, the presence of wet paint in the hotel lobby, the different rules in different places (bowing versus shaking hands, shoes on or off in the house), gifts they receive and playgrounds we frequent. As my kids have gotten older, we’ve started building the books before the trip, researching a little about the history, landmarks, and architecture of a place so we know what to look for. As we travel, my kids will now often say, “Mommy, let’s take a picture of this and put it in the travel book!” or “Mommy, this trip is going to make a good travel book!”

THE TRAVEL BOOK STARTED as a way of reminding my sons of their connection to people they may see once a year at best. But it has become a much more important tool, teaching them not just to passively consume their travel experiences, but to be thinking of themselves as adventurers and explorers, participating in the construction of the story of their lives, and giving them the tools to develop relationships to these far-away people and places above and beyond that which my husband and I have imposed on them.
INSTRUCTIONS:

BEFORE:
Prepare parts of the book in advance, as a way of letting your kids know what to expect. If you have pictures of family members or friends living in those places, familiarize your kids with those faces. Talk about the different rules in those places, the different languages, food, climate, etc. Talk about the process of traveling - waiting in line, airport security rules, etc., as a way of letting them know what to expect.

DURING:
Take many pictures -- not just of the landscape but of things your kids may be interested in. Allow them to take pictures or decide what pictures they want to take. They may find the color of the police cars interesting, or a pile of pipes on the street, or a construction site -- remember, this is a story about they way your kids experience the trip, the things they find interesting or jarring may not be what you find interesting or jarring. You can use the book to discuss the ways in which different places and people are the same or different.

AFTER:
Let your kids shape the narrative, but feel free to add to it. I’m always inserting things about language (“So-and-so only speaks Chinese, and I was able to say a few words to him, which was really exciting!”) and about relationships (“Uncle Bob went to school with Daddy, that’s why they’re such good friends. I hope I can visit my friends after we’re all grown up too.”) The books are records of the trip but also ways of shaping and reinforcing your kids’ interests. My son is interested in tall buildings so we tend to include many observations about buildings. He’s also interested in “secret” things: secret passages and the like. For that reason, every time we’re in Shanghai we return to Yu Yuan and take pictures of the secret passages and hiding places in that garden.

FOCUS:
Use the books to help cement your children’s attachment to these places, by focusing on people, activities, and familiar places. The books express and reinforce the relationship you and your kids have to those places.

Jennifer Lee is a Chinese-American, married to a Korean, currently living in Seoul, South Korea. Her two boys speak English and Korean, and are learning Chinese. Learn more about Jennifer’s adventures parenting and living abroad in her blog “Between Pee and Kimchee”:
yunmay.blogspot.com
Question: I am a native Spanish speaker, and we are raising our son bilingually in Spanish and English. When my son was 2 years old, I was delighted to find that there was a Spanish playgroup in our area and started attending with my son. Yet, after having attended the playgroup for a few months now, I find myself thinking about quitting. Even though my son really enjoys spending time at the playgroup each week, I simply do not get along with the other parents in the playgroup for a number of reasons. I have tried to work through my issues with the other parents but have not been successful. I worry that if we stop going my son will lose the opportunity to make friends with other Spanish-speaking children. I'm not sure what I should do. Do you have any advice?

Answer: You are right, it is not always the case that we parents enjoy the company of other parents, even from the same language and background. You also say, rightly, that your purpose is for your son to make friends, not you.

I don’t know how feasible this is in the community where you live, and how willingly other parents will take to it, but it might work to organize children-only play sessions at your home, for example. You could try inviting over a couple of friends your son gets along with best and have them play together for a while, or take them on some fun outings together. Depending on what the playgroup usually does each week, this may also help diversify the children’s use of Spanish, which is a good reason for you to take this kind of initiative. Other parents may just follow suit.

Question: I’m home schooling our two children 6 and 3. As a beginner myself in French, what is the best way to teach my 6 year old? I am self-learning, trying to find a tutor and I need a scope of sequence for concepts. She’s reading English very well and is a visual learner. Any advice?

Answer: You mention in your question that your child reads English. I understood by this comment that you are interested in teaching her to read and write French, am I right? If so, you should make it clear to yourself and to your girl why this is useful. The same goes for teaching spoken French. I say this because children won’t necessarily learn what their parents think may be useful. Children must themselves see that things are useful in order to engage with their learning. Structured teaching/learning of languages is not the best way either to arouse a child’s interest in using them.

If you are a beginner in French, and so is your child, the best way for her to learn is to find French-speaking children with whom she can play and have lots of fun with. She won’t probably learn to read and write the language this way (that can come later), but she will feel at ease speaking the language with interesting peers and friends. This will give her reasons to go on learning more.
Question:
My wife and I are native Chinese speakers. We have been living in the United States for many years, and we now have a 3-year-old daughter. She speaks Chinese fluently, which we are delighted about, but she speaks very little English. Whenever we take her to children’s social events, like birthday parties, where they have children’s games, she tries to participate, but she is unable to answer in English. The other children sometimes end up ignoring her and the parents often tell us that we should be teaching her more English so that she won’t be such an outcast. My wife and I are starting to feel a little worried, primarily about what it will be like for her when she starts school. We are concerned that she will be placed in a special class because of her limited English skills. Should we put her in an English preschool right away, so that she will have more English language exposure? Or should we not worry about it and just hope that it will all work out in the end?

Answer:

It may be that your girl just feels daunted by so many children around her at the same time. Perhaps she also feels that everyone else already has one or several favourite playmates in those groups, and she may not want to intrude. Small children are very aware of social networking!

When we moved to an English-speaking country, and my children, one of them also aged 3, had to learn the language (we speak two other languages at home), I started by inviting home the children they described as their ‘best friends’ from the neighbourhood or from playschool, one at a time, so that both children could concentrate themselves on one another with no distractions, so to say. I first felt I had to help them organize their play, by suggesting games with lots of activity and not a lot of language: hide-and-seek, ball games, even watching an English-language TV programme or video worked fine. But they soon found their own ways of playing together and of using language with each other in ways that satisfied them. Sometimes it worked with the first ‘best friend’, sometimes with a ‘better’ best friend or an even better one; the children just kept on trying because they really wanted to be part of the fun, just like your girl.

I hope this will sound feasible to you. If it doesn’t, please don’t worry about her English when schooling starts for her in that language. What will probably happen then is that English will become her ‘favourite’ language -- from around age 3, peer models for language and for about everything else become much more interesting for children than parent models.

Madalena Cruz-Ferreira is the author of Three is a crowd? Acquiring Portuguese in a trilingual environment, (2006) Clevedon, Multilingual Matters (www.multilingualmatters.com). She has received postgraduate degrees in linguistics from the University of Manchester, UK and is currently a Senior Lecturer at the National University of Singapore. Her main research interests are child multilingualism, multilingual phonology and intonation, and the language of science. She has lived in Singapore for over 10 years with her Swedish husband and their three trilingual children.
Families around the world raising bilingual and multilingual children will sigh a breath of relief to find Colin Baker’s third edition of A Parents’ and Teachers’ Guide to Bilingualism. With its expert answers and easy-to-read format, this book will be a touchstone for families just getting started as well as those needing guidance along the way. As the world changes quickly, Colin Baker has taken the initiative to seek out and answer the most pressing questions and concerns of today’s bilingual families including questions on dyslexia, multiliteracies and autism with the same ease and expertise that we have come to expect from him. Corey Heller, Bilingual/Bicultural Family Network founder and publisher/editor of Multilingual Living Magazine

Written in a very reader-friendly style, the book is a practical introduction for parents and teachers to bilingualism. Straightforward and realistic answers are given to a comprehensive set of frequently asked questions about bilingualism and bilingual education. Areas covered include family, language, culture, identity, reading, writing, schooling and issues.

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SECTION B: Language Development Questions
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Author information

Colin Baker is Professor of Education at the University of Wales, Bangor and a Fellow of the British Psychological Society. He has three bilingual children and frequently gives talks to parents and teachers on bilingualism. He is the author of 14 books and over 50 articles on bilingualism and bilingual education, with specific interests in bilingual development and bilingual education. His books include Foundations of Bilingual Education and Bilingualism (4th edition 2006) which has been translated into Japanese, Spanish, Latvian, Greek and Mandarin. He is the Editor of the International Journal of Bilingualism and Bilingual Education.

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Did You Know?

"Babies don't learn language because they're supposed to, or even because they have to, but because they're surrounded by it. Similarly, children don't learn how to read because they're supposed to but because they're surrounded by people who read and things that must be read. Literature is the road to literacy."


Basics:
A wide variety of books for young children can be borrowed from your public library or purchased:
- Board books, made of cardboard, cloth, or plastic with bright, familiar pictures are sturdy, resilient and fairly chew-resistant are perfect books for babies and toddlers.
- Pop-up and lift-the-flap books encourage exploration.
- Alphabet, counting, and concept books usually have bold, graphic pictures which relate to the concept but sometimes may also have a story line.
- Predictable books include those that are familiar and have a known story or situation like “The Three Bears.” They also include those with cumulative or repetitive patterns such as “The House That Jack Built.” Books with strong picture clues like “Brown Bear, Brown Bear” and those in which the child may easily fill in words or rhymes are also predictable.
- Big books can be used to share picture books with a group of children.
- Beginning leveled books have simple vocabulary, a few words to a page, direct link between the words and pictures, use natural sentence pattern and have topics familiar to children. As books increase in level the vocabulary expands, there is more print, and the pictures are more complicated. Literary language is introduced in the highest levels.

Tips for choosing children’s books:
1. Ask for advice at your local public library. Make use of the expert knowledge children’s librarians have about age appropriate materials and subjects that appeal to babies and young children.
2. Don’t rely on the cover of the book; read it.
3. Picture books for birth to age six should have illustrations on every page and very little text.
4. Children’s books should have a simple, well-developed plot, with a logical sequence of events and a simple, but satisfying ending.
5. There should be a situation familiar to your child and a main character with which your child can identify.
6. Good illustrations should accurately portray the mood and content of the story.
7. The language should be colorful.
8. The book should include some kind of action - dramatic detail, silly sounds, songs, pointing and naming possibilities, bouncing rhymes, repetition, or catch phrases.
9. The text and illustrations should seem clear, accurate and interesting to you.

Whether you are raising a bilingual, multilingual or monolingual child, it is important that your child receive the kind of stimulation that will encourage language development.

Start Today!

Find ways to incorporate these tips, suggestions and ideas into your child’s life!

Books:

Babies Need Books; sharing the joy of books with children from birth to six, by Dorothy Butler. Rev. ed. Heinemann, 1998.

Web Sites:
Choosing Books. Reach out and Read. www.reachoutandread.org/about_tips.html


Reading is Fundamental. Choosing Books for Young Children. www.rif.org/parents/articles/Choosing_Books.mspx

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It’s summer! Time for summer language camp! Not sure what a summer language camp is? It is exactly what it sounds like… a camp which takes place during the summer where children can come together to be immersed in their minority language! It is a wonderful opportunity for your child to spend time with other kids and adults who speak your language!

Happy language camping!

Quality Counts!
Not all summer language camps are created equal. Make sure to start your research long before summer arrives! Find out what different summer camps offer. Are the summer camps intended for children who are learning a language for the first time? Or are they intended for those who already speak the language well? Are there specific language classes which will be offered or will the language exposure take place through fun and educational activities throughout the day? Talk with your children ahead of time to find out what they can expect from language camp. And make sure to check the credentials of the camp administrators and teachers, just as you would any standard summer camp!

Is the only language summer camp in your area offering a language of which your family doesn’t know a single word? If it offers language exposure to children who are just learning a language, then go for it! Learning more languages will not only expose your child to new sounds and words, it will help your child appreciate the diversity of languages and cultures even more! You can prepare your child for a summer language camp in a new language by having some fun in the target language ahead of time. Get CDs and DVDs in the language, read simple books out loud to your child in the language. Go for it and learn the first bits and pieces of the new language yourself!

Go as a group!
Contact other families to find out if they are interested in the same summer language camp. Summer camp is about more than just the language. It is about forming friendships and bonds which may last a lifetime. Find a camp where there will be many opportunities for your children to socialize with their friends and to make new contacts. Especially if your children have been in school all year, you will want to make sure that language summer camp is full of joyful experiences and opportunities for hanging out rather than just more book learning!
FINDING A SUMMER CAMP

❖ Check your local business directory for summer camp listings. You may come across listings for language-specific ones.

❖ Contact schools in your area and ask if they know of any language summer camp programs. Even if the person you speak with does not have any information, he or she may be willing to ask around for you.

❖ Contact local language programs in your area and ask if they know of any summer language camps nearby. If not, ask if they would consider starting one for you, if you were able to find others who were interested.

❖ Check out the internet! Do a thorough search using your favorite search engine. Try entering in many different search words since it is hard to know how the different summer language programs are listed.

❖ If you are planning on spending time in another country during the summer, find out if your destination has summer camps. A perfect opportunity to spend time abroad while at the same time giving your children exposure to native-speaking peers!

❖ If you just can not find anything available in your area, before giving up hope contact your friends and others who speak your language and ask if they would like to organize something with you! Perhaps your summer language camp can take place at a different family’s home one day a week?
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S’mores

For those who have gone camping in the United States, no evening meal is complete without the super-sweet dessert known as S’mores. A common suggestion for the etymology for the word is that campers, whose mouths were full of this chewy treat, stated that they wanted “some more” but all that was heard was “s’more.”

**INGREDIENTS:**

- large marshmallows
- graham crackers
- chocolate

**DIRECTIONS:**

The traditional location for this treat is around a roaring campfire after a long day in the outdoors. Each person starts off by finding a thin (but strong) stick with a pointed tip (or an adult can use a knife to make the end sharp). Push a marshmallow onto the tip of the stick and warm over the campfire until the marshmallow is soft inside (some people like to let the marshmallow catch fire and burn for a bit). Take two graham cracker squares and press them lightly on either side of the marshmallow. While holding the marshmallow between the two graham crackers, pull it off the stick. Then lift off one of the graham crackers and place a square of chocolate on top (or under) the marshmallow. Place the graham cracker back on the chocolate and marshmallow and wait a few minutes until the chocolate has melted a bit from the heat of the marshmallow. Take a big bite and enjoy!

Be warned! These treats can be addictive, especially when having fun chatting around the campfire with friends in the fresh evening air! Just remember to swallow before asking for “s’more!”
“Mama, just one more story, ok, just one more!” My kids turn to me with a pleading look in their eyes. No, it isn’t what you think. I didn’t just read my children a book out loud. In fact, we are all looking at the computer!

Only twenty minutes earlier (in preparation for this review) I paid another visit to the One More Story website. Although my children were in the other room (and in the middle of watching Pippi Langstrumpf, one of their favorite movies in German) I heard them jump off the sofa, quickly shut off the TV and literally come running into my room as soon as they heard the first few notes of One More Story music begin! That is how much my kids love One More Story.

What is it about this program that kids love? To start with, the stories are fabulous! Only the most enjoyable, captivating and interesting have been deemed worthy for the three One More Story shelves (red, blue and orange). Here you will find both classics and contemporaries, full of colorful illustrations and large, clearly printed words across the bottom of the screen for easy reading. And the music is wonderful! Each story comes complete with carefully crafted melodies perfectly composed for each book. Bendy, the book worm, explains how to navigate each screen in delightful detail, as only a little green worm with hat, glasses and bow tie can do.

What exactly is One More Story? It is an internet program which gives children the opportunity to have books read to them out loud in the English language. Any child who has a basic mastery of a computer mouse can navigate through the program completely alone. Your child need only choose which book he or she would like to read, whether the whole book should be read out loud or in ‘I Can Read It’ mode (which is where only the words that are clicked on are read out loud).

We highly recommend One More Story, especially if your children are just learning to read in English and/or if English is your children’s minority language. If anything, your children will come to enjoy books in a whole new medium. One More Story can not replace the joy of children and parents snuggling on the sofa or in bed while reading through favorite stories, but it can provide an additional element to the role that words, books, and narration play in our lives.

**Cost:** $40 for a one year subscription.

**Tour the site in English, Spanish or Korean:** www.onemorestory.com

Have a product that you’d like us to review? We do product reviews for free as a service to you and our readers. Just send us your products and we will add them to our review list! Make sure to contact us first at: info@biculturalfamily.org.
Speak Your Languages

What do a court interpreter, producer of games for world markets, freelance translator and an international baseball scout have in common? The gift of multilingualism, of course! With a student body of nearly 18,000 and more than 80 languages, the Highline Public Schools (located south of Seattle in the USA) realized the need to help youth recognize the value of their multilingualism. With experts in the field of video production on board, the medium of film proved to be the answer for spreading the word.

Be it through learning a second language in school or growing up multilingual, the *Speak Your Languages* DVDs are a delightful way to encourage youth to recognize the value in their language abilities. The DVDs portray real people, engaged in real careers. They provide details on how to prepare for such careers and what to expect once a person is employed. Both of the DVDs which we reviewed (court interpreter and freelance translator) were entertaining and captivating while at the same time providing educational details. It is fascinating to learn what it took for each of the people portrayed to combine their language skills together with the knowledge and perseverance to find viable, and satisfying, careers.

Although parents and youth will certainly benefit from viewing these DVDs at home, we recommend that these be utilized as part of a larger educational program or part of a group setting (such as a multilingual youth and/or parent support group). Since these DVDs are motivational for youth and students who may be interested in working in a field which will utilize their language skills, we suggest that you put together and have available a listing of local resources during each DVD viewing (for example, where someone can find information on specific training for certain careers).

**Cost:** Each of the seven DVDs is $49 or the complete set for $238

**For more information:** [www.speakyourlanguages.com](http://www.speakyourlanguages.com)

Cantamos Todos Juntos
Con Prescolar Alice Francis

Move over you standard children’s CDs, *Cantamos Todos Juntos* is here! This CD is hip-hopping and full of spunk, drum beat and children’s voices. You won’t find the standard professional choir of children belting out songs on this CD. Instead you will hear a truly down-to-earth mix of drums, electronic instruments and preschoolers having a wonderful time singing their favorite Spanish-language songs. Prescolar Alice Francis is a Spanish immersion preschool, dedicated to giving children the room to explore their talents through the medium of the Spanish language. The founder and director, Laura van Dernoot Lipsky, was raised multilingually and the school’s name is dedicated to her mother.

**Cost for CD:** $10 to help support Prescolar Alice Francis

**For more information:** [www.prescolar.org](http://www.prescolar.org)
Green Thumb Multilingualism

Flower garden or vegetable garden - either way you can have fun in the dirt while practicing some great vocabulary along the way! Don’t have a spot for a full garden? No worries! You can create a garden with your children on your balcony or out front in pots. You can even create a garden inside with the right location! But what does gardening have to do with multilingualism and multiculturalism? You can help your child learn the names of all kinds of foods and items! Tomatoes, basil, gardenias and hoe, trowel, compost are just a few examples of the wonderful vocabulary you can share with your child hands-on! Get other children and adults involved by everyone tending to the garden. This way everyone can share in the language (and gardening) fun!

What Could It Be?

A fun guessing game for the whole family! Expect some codeswitching (switching between languages in the same sentence or discussion) while playing this game since it can be hard to explain details! Create cards with photos glued on one side and blank on the opposite side. You can use your own photos or you can cut photos out from magazines. Make sure that the photos are of things that your child is familiar with (dog, cat, mother, father, grandpa, tree, flower, etc.). To play the game: shuffle the cards together and make sure that the photos are all facing down in a pile or spread out on the table. Form two teams (try to make it so that each team has the same age range of children). One team chooses a card, looks at it and then each member on the team takes turns describing the item without actually saying the name of the item. When the other team has guessed what the item is, then the other team chooses a card and the first team must guess. An alternative to the game is for each person on the team to be responsible for describing what they see on the card rather than as a whole team.

Trace It, Guess It

Search for common things around the house... spoon, fork, small ball, little cars, wooden train track and whatever else you can find. Trace around each of the items on a big piece of paper (or standard pieces of paper). Talk about each of the items as you trace around the name of the about them. items into a bag. of the items spots on the the name of items, the next item and free to create the interests of the items, next item and free to create the interests of
Be a (Virtual) Explorer!

You don’t always have to go far to be a serious explorer! Take a virtual expedition at home and in your back yard. To be a virtual explorer, you simply need a healthy imagination to take you far and beyond! Ask your children where they would like to venture today. Find a map of a country that you’d like to explore, or create one of your own. Pack your virtual (or real) back pack, add some food and essentials and you are ready to go. Don’t forget the map! You can either take your virtual expedition while sitting on the sofa munching on strawberries and drinking papaya juice or you can wander in the house or neighborhood, pretending you are walking along the forest floor or hacking your way through the jungle... maybe you are sailing across an ocean or climbing up a gigantic peak! Talk in your language about what you see, what it smells like, what it feels like, what kinds of animals you see, the sound that you hear, and whatever else comes to mind. If everyone is still motivated, have your kids write about it when they get back!

The Writing is on the Windows

What? Writing on the windows? Yes! Get your children writing by letting them use the windows as their canvas! Purchase some washable pens and then let your children have fun. To protect areas around the window from pen marks, you may want to protect the molding with paper or towels. Have your children practice their letters and as many words they can think of. Call out names of friends and families and favorite locations and places (your home town, Grandma’s town, the name of their favorite park). The smaller kids can draw and you can talk about colors and shapes, designs and more. If you have stencils, give those to your kids and they can trace onto the window: letters, shapes, animals, whatever stencils you happen to have. Or you can create your own by cutting out letters and shapes from thick paper. When the fun is over and everyone has had their fill of the alphabet and words, get together and wash off the pen marks from the windows.

The Butterfly Game

Most of us know the game “hangman” but instead of drawing a hanging man to indicate the end of the game, draw a butterfly! Start by thinking of a word that you are fairly certain your child knows (for example, “tree” or “jump” or “train.” On a piece of paper, draw one line for each letter (for example, the word “jump” would have four lines like this: _ _ _ _). Show your child the number of spaces in the word and explain that it means that the word has that many letters. You can start by giving your child a hint of what the word could be, and to make it more fun, write down the clue on the piece of paper. But even if they guess what the correct word is, don’t let them know if their answer is correct. Just say, “Hm, you may be right, we’ll have to spell the word and find out.” Have your child guess letters that they think might be in the word. Each time your child guesses a letter which is not in the word, draw a part of a butterfly on the paper (a small circle for the head, long oval for the body, top of right wing, bottom of right wing, top of left wing, bottom of left wing, right antenna and left an antenna... you can add legs to the butterfly as well if you want to give your child more chances.) Each time your child guesses a correct letter, write the letter into the right spot on the lines. The game is over when either your child guesses all of the letters or you finish drawing the butterfly. Play over and over for added fun, vocabulary learning and a better understanding for your child about how words are created and written.
Match the Dots

This is a fun numbers activity which you can play with your young children anywhere! Cut out squares from heavy paper. On one side, write the name of a number and below it write the numeral. Then on the other side of the card, draw the same number of dots. Create cards for numbers one to ten, and even higher if your child knows them and enjoys the game. Show your child the side of the card with the dots and have him count the dots and to tell you how many there are. “One, two, three, four. There are four dots!” If he is correct, then turn the card over and show him the word “four” and the number 4. You can talk with him about what he is seeing: “The word four has four letters. It starts with an F and it ends with an R. And what are these letters in between?” “The numeral four has three lines.” Then trace your finger over the lines of the numeral 4 and explain that these are all ways to show the number four.

Another variation on the game is to use little stickers (like stars or dots or animals) instead of drawing dots. Or you can even skip the dots and just write the word four on one side and have the numeral four on the other side and practice spelling with your child. Show him the numeral four, ask him what number it is and how to spell it.

No matter how you choose to do the activity, it will stimulate your child’s understanding of numbers while giving you the opportunity to discuss them in your language!

Where’s That Smile?

How many body parts can your child identify? Make it fun with this activity! To make it easy, just trade off back and forth with your child and call out the names of different body parts: “Where’s your mouth?” “Point to your eyes!” Give your child time to think of different things to call out.

To make the activity more challenging, ask questions which demand more thought. For example, “Show me where that smile is!” To encourage your child to say what it is. “Point to that spot where we need to put band-aids most of the time!” (Knees? Or maybe elbows?)

Go ahead and turn the tables and let your child come up with some fun questions which you have to figure out, answer and point to the body part. Even if your child’s questions are very easy to figure out and answer, just play along and have fun!

Another variation is to pretend you are the body part and explain who you are without naming it: “I have nine other sisters and brothers but only 4 of them live with me in the same country. I have a flat hat that sometimes needs to be cut shorter when it grows too long.” (Is it a toe, or maybe a finger?)
Spell It Out

This is a fun activity for kids who are just learning to spell or who haven’t lost their excitement with this wonderful skill! While driving in the car, or going for a walk or while making dinner, call out words of things that you see or activities. Say the words slowly and clearly and see if you child can spell them. You may need to help get the word started. “Stove!” you call out and then start by saying, “Hmmm, I think it starts with Essssss, like a snake’s sound.” Or you can joke with your child and say, “Stove. Hmmm, that starts with Emmm, right?” Your child will most likely laugh and say, “Noooo, not M, stove starts with the letter S!”

If your child can not yet spell, have your child call out words and you can spell them for her. When you spell out the word, try to encourage her to repeat the letters after you. It is up to you whether you would like to use the name of the letter (“em” for the letter M) or the sound of the letter (“mmm” for the letter M). There are proven benefits and downsides to doing it either way. You might want to ask other parents who have children in school how children are learning the letters there. Then you can follow the same process as in school.

If your child can spell but is having a hard time spelling out loud without writing out the letters, go ahead and call out words and have her write them on a piece of paper, or on a chalk board, or in flour on a cookie sheet, or other ways which you can think of that make spelling even more fun!

Family Tree

Try to find as many photos of family members as you can. If they are digital photos, print them out. If they are print photos but you want to keep them in good shape, scan them and used the scanned versions. Go through the photos one by one with your child. Talk in your language about who each person is, how they are related to you or your husband. Tell your child the name of each person, even if the names won’t be remembered. And if you have a fun or interesting story to go with some of the photos, tell it! To take the process of learning about extended family even further, create a family tree and glue the photos onto the right spots. You can draw a family tree on piece of paper or you can look online and find one that you can print out. Leave empty spots where you don’t have a photo for a family member but still tell your child who fits in which empty spots. and write down the names. Hang your family tree on the wall so that your child can enjoy it any time of the day!

Rhyming Fun

It usually takes a while for children to understand what we mean when we say that a word rhymes. Instead of inundating your child with a bunch of information, have fun! Whenever your child feels like it, tell her she can call out a word and you will try to call out a word that rhymes with it. If she says, “Cat,” you can say, “Hat.” Since this might get boring after a while, try to make up words over time. For example, if she says, “Cat,” you can say, “Super-duper-willa-wooper-silly-sonka-at.” She still may not understand why that would technically rhyme but it doesn’t matter. She is having fun with words and after a while she will start to pick up on the meaning of rhyming. Before you know it, she will be interested in learning more about why some words rhyme and others don’t - that will be the time to start explaining it to her what rhyming is and why some words start with different letters but still rhyme, and why other words end with the same letters but don’t rhyme! When the time comes and she needs more of a challenge, then turn the tables and call out words for her to rhyme! Keep up the encouragement even when she sincerely says, “How about this one: cat rhymes with can’t!”
**CALENDAR OF EVENTS**

Presentations, workshops, conferences and more for your learning pleasure!

**CONFERENCES**

**July 5-6, 2007**
Pécs, Hungary
icml11.law.pte.hu/index.html

**July 18-20 2007**
Child Language Seminar
Reading, United Kingdom
www.reading.ac.uk/cls/cls2007.htm

**August 14-15, 2007**
Plurilingualism and Multilingualism in a Globalised World
Malaysia International Conference on Foreign Languages (MICFL 2007)
Putrajaya, Malaysia
www.fbmk.upm.edu.my/micfl

**August 24-29, 2007**
Multilingualism: Challenges and Opportunities
15th AILA World Congress
Essen, Germany
www.aila2008.org

**September 6-8, 2007**
Generative Approaches to Language Acquisition
Barcelona, Spain
www.gala2007.uab.es

**September 13-15, 2007**
II International Conference Translating Voices Translating Regions
Durham, United Kingdom
www.dur.ac.uk/conference.booking/details/?id=37

**September 17-18, 2007**
Multilingualism in Early Childhood
Saarbrücken, Germany
www.fruehkindliche-mehrsprachigkeit.de

**October 1-3, 2007**
08th international conference on language and development
Tshwane (Pretoria), South Africa
www.unisa.ac.za/default.asp?Cmd=ViewContent&ContentID=19711

**Send us information!**

Are you giving a presentation, workshop or seminar on bi/multilingualism or bi/multiculturalism? Know about an upcoming conference or event which would be of interest? Send information to: editor@biculturalfamily.org

Toda información suministrada es confidencial.

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Envíe IGUANA a: (escriba en letra de molde)

Nombre del niño/niña
Dirección
Ciudad Estado Código Postal
Fecha de cumpleaños

Envíe su pago a: NicaGal, LLC.
P.O. Box 26432, Scottsdale, AZ 85255

La suscripción es ordenada por:

Nombre
Dirección
Ciudad Estado Código Postal

Teléfono (en caso de que necesitemos contactarte)
Correo Electrónico (en caso de que necesitemos contactarte)

Escriba su cheque a: NicaGal, LLC.

Firma del adulto


IGUANA es perfecta para niños de 7-12 años y contiene lindas fotografías e ilustraciones, interesantes cuentos realistas y fábulas, excitantes experimentos, divertidas manualidades, deliciosas recetas, tiras cómicas, juegos y lo mejor de la literatura infantil.

Ayúdele a sus hijos a mantener su idioma y a preservar sus raíces.

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**BILINGUALISM AND IDENTITY**

“Our individual identity is not fixed, given or unitary. Identity is socially created and claimed through language, through an intentional negotiation of meanings and understandings. We speak a language or languages and it often identifies our origins, history, membership and culture. But that identity is daily authored, imagined, re-constructed and displayed as we translate social experiences and take on multiple roles and identities... Our identity is conveyed in our language, in our symbol of our identity, conveying our preferred distinctiveness and allegiance (e.g. Irish). However, language does not by itself define us. It is one feature or marker amongst many that makes up our constructed, shifting and hybrid identity... We do not own an identity as much as hybrid and multiple identities. Our social constructions of our gender, age, ethnicity, race, dress, nationality, region (e.g. country, state), locality, group membership (e.g. religion, politics), socioeconomic class, for example, provide us with a host of complementary, diverse, interacting, ever-changing, negotiated identities... We do not establish our identities by ourselves but through social comparison, labeling by others, dialogue within ourselves and with others, and through the experience of ever-varying contexts. No one is purely their labels [and] labels are sometimes fleeting as situations and contexts change.”

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<tr>
<th>Albanian</th>
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Read stories of other multilingual families, including their successes and challenges.

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Ask your questions and share advice with other parents.

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Locate language-specific sources for free online games and activities for children.

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Developed by a parent raising bilingual children, Bilingual Families Connect began as a survey of other bilingual families from various language and cultural backgrounds. Their stories were fascinating. Parents were so enthusiastic about sharing their insights and learning from one another that Bilingual Families Connect was created. ©2006