When NOT to choose immersion school

What about Values?
Should schools teach morals & values?

SEMI-lingualism? What you should know!

How Myth-Resistant Are You?
Take our QUIZ and find out!

Bilingual Home Schooling
Your child’s education in your own hands!
In each issue we offer fun prizes for you to win! All you have to do is go to the link below and enter to win!

To enter the September-October contest, go to: www.biculturalfamily.org/drawing.html


CONGRATULATIONS to our July-August WINNERS:
- Brooke S. in Amherst, MA, USA
- Bee P. in Sweden
- Annie R. in San Mateo, CA, USA

Go to: www.biculturalfamily.org/drawing.html for more information!
We offer a wide selection of popular German children books, CDs/DVDs/Software, toys, games & more products imported from Germany in our store and invite you to browse! Our quality merchandise has been carefully selected to encourage children of any age to read, learn, and/or play with German language products, especially in a bilingual environment. Most of our products are in stock for fast and economical shipping, including optional gift wrap service. We ship worldwide and accept major credit cards, Paypal, checks or money order.

Do you need a special book or other German product?
Contact us and we will do our best to find it!

www.abckinderladen.com
Fon 1-866-357-5953
Features

16 Birthday Cha-Cha
Immersion schools bring families together via language
by Sharon Adelman Reyes

18 Interview: Fred Genesee
Expert advice for parents raising multilingual children
by Alice Lapuerta

21 Questioning Bilingual Education
NOT choosing bilingual schooling
by Ilana Benady

28 Self Discovery in Vietnam
The value of cultural heritage
by Alice Driver

30 Values in Education
Trusting another country’s school system to teach your children values
by Kate MacVean

40 Bilingual Homeschooling
Educating our children at home in more than one language
by Corey Heller

46 Bringing Bilingual Education to China’s Youth
Helping children learn to love a new language
by Jessica A. Larson

Spotlights

6 From the Editors’ Desks
Greetings from the editors

7 Videos of the Month
Multilingual Identity - Up Close and Personal

8 Mailbag
Tell us what is on your mind!

36 Our Multilingual Lives
Professor Aneta Pavlenko

44 Art in Focus
Huichol traditional yarn painting

48 The Language of Iguana
An interview with Christianne Menses Jacobs, founder of Iguana Magazine

50 Interview with Kathleen Herles
La voz de “Dora la Exploradora”

54 How We Met
Paula & Andrew

55 Global Recipes
Coconut Flan

58 What We are Reading
Does Anybody Look Like Me?
Interpreter of Maladies
Raising Global Nomads

64 Product Reviews
Professor Toto (Various Languages)
One Wee World Mexico (Spanish, DVD)
Bees Buzz & Lions Roar (Spanish, DVD)
Multilingual Musings
Interesting tidbits from around the world

In the News
Keep up on the latest research and more

How Myth-Resistant are You?
Take our QUIZ and find out!

Global Wisdom
History, etymology and much more

Ask an Expert:
- Playgroup parenting conflicts
- Teaching a second language
- Not speaking the community language

Literacy in the Preschool Environment
Tips on helping preschoolers love books

Language Activities
6 fabulous activities to keep you and your children having fun with languages!

Calendar of Events
Worldwide events about multilingualism

Final Words of Wisdom
Types of bilingual education
The effectiveness of bilingual education

ABC Kinderladen
Fabulous German products for spring and beyond
www.abckinderladen.com

Multilingual Matters
Books for parents, teachers, students and more
www.multilingual-matters.com

Alphabet Garten
German books, CDs and more for the new year
www.alphabet-garten.com

Turtles In Ties
A wonderful Spanish-English DVD just for kids!
www.turtlesinties.com

Language Lizard
Delightful dual language books and products!
www.languagelizard.com

Iguana
Spanish-language magazine for kids aged 7 to 12
www.iguanamagazine.com

Habla (Mostly) Espanol,
I Don’t Speak Spanish in Spain
by Carrie Ferguson Weir

Funny-lingualism
Semilingualism (half a language?)
by Madalena Cruz-Ferreira

The Life of an Immigrant
Multicultural Patriotism
by Dinka Souzek

Tatie Teaches a Toddler
Language Treasures Everywhere
by Sarah Dodson-Knight
School is starting again. Summer was grand and now it is time to take a deep breath and get ready for the school year to begin. For those of you whose kids are starting school for the first time, be prepared for your children to receive a big dose of community language exposure. It is impossible to know how your child will react to all of this. The first step is to wait and observe. Give your child the room to grow and develop in the new school environment before making any big decisions. For those whose children already have a few years of schooling under their belts, this school year will be but one step further along the education path. It also probably feels like one more step away from your children ever speaking your language ever again. This is that time of year where you put yourself into your children's shoes while at the same time giving yourself a pat on the back for continuing to speak your language. It is worth it!

We have included some fabulous interviews in this issue - voices from the diverse community in which we all have the privilege to share. Fred Genesee, an expert on bilingual acquisition, shares his insights and Aneta Pavlenko starts off a new column for us about the mix of language preference in multilinguals. Christianne Meneses Jacobs shares with us the joys and struggles of starting a magazine for Spanish-speaking children and has allowed us to reprint her interview with Kathleen Herles, the voice of the popular bilingual public television program Dora the Explorer. All of these interviews shed a tremendous amount of light onto our lives as multilinguals.

The time has come where we ask you for feedback. We know that there are many of you out there with skills which could help us move forward with our magazine. We have brainstormed many ideas but would really appreciate having more experts on our team -- people who know the ins and outs of marketing, public relations, sales and advertising. If you have any of these skills and would like to be part of a fun, diverse, dynamic team, email us at: info@biculturalfamily.org and tell us a bit about yourself and your skills.

For those of you who took our magazine survey, thank you! There was an overwhelming request that we keep the PDF format of the magazine; most of you didn't care if we had the HTML pages or not and the majority said they would shell out $30 a year for a print version. Thank you everyone for your feedback!

Corey & Alice
The Communication of Emotions in Foreign Languages

Watch Dr. Jean-Marc Dewaele's presentation on "The Communication of Emotions in Foreign Languages" at www.lww-cetl.ac.uk/seminar_0307.htm.

Immigration Reform: Becoming Americans

I absolutely LOVE the magazine!!!!! It is so well done and such an excellent source of info! My husband read it as well, and we are most definitely going to subscribe today. It is a perfect source to share w/ the families in my language program for tips, resources, etc. I will be sure to let my clients know about the subscription link. Thanks for producing such a quality product!

Jennifer Manriquez
Founder, Bilingual Fun Company
www.bilingualfun.com

**The Bilingual Fun Company**
Parent/Child Spanish Classes (daytime/after school classes)
Ages 18 months- age 10.
Fun, Interactive, Educational!
Parents learn alongside their children in these upbeat, communicative classes!
Located in Plymouth, MI.
Visit [www.bilingualfun.com](http://www.bilingualfun.com) for more info.

What a great publication! Congrats. It far exceeded my expectations and I’m not even halfway through it.

I know it’s a labor of love; I hope in the near future it will also be a revenue stream for you. Keep at it, as you’re putting out a great product. Our Spanish immersion preschool, now entering its second year, is poised to hit full enrollment this year and thus likely to operate in the black. We’re obviously excited about this, though it’s been a long road—there have certainly been moments when we were ready to throw in the towel. I’m now very glad we’ve persisted as we’re probably going to expand our offerings to accommodate the demand.

Anyway, thanks for all you’re doing. I’ll try to promote your magazine and web site via my own electronic newsletters and our circle of friends and contacts who are in multilingual families.

Brian C.
[www.boisegarabatos.com](http://www.boisegarabatos.com)

---

**Sent to us from David Cotlove:**

**Teaming with an Interpreter - Online Training Now Available**

Highline Public Schools announces the availability of an on-line, self-study training, Teaming with an Interpreter, at [www.speakyourlanguages.com/training](http://www.speakyourlanguages.com/training).

This training is for anyone who needs to communicate using a spoken-language interpreter and is available at no cost. The goal of the training is to enable people to get beyond their fears and other obstacles so that they can communicate clearly and build strong relationships with people who do not speak English.

The training demonstrates how to communicate effectively when speaking to an audience, having one-on-one conversations, interacting with small groups, and engaging in conversations while moving about during an event. The training shows how to avoid common mistakes made when working with an interpreter, such as being afraid to engage in conversation, speaking at length, and looking at the interpreter rather than the person with whom you are trying to communicate. “These are things people naturally tend to do, but they prevent effective communication,” explains Dave Cotlove, one of the co-developers of the training. “And these are not things we instinctively figure out. But once people take this training, everyone says ‘Ah ha! Now I get it!’”

The training can be completed in about 30 minutes. Courtney Searls-Ridge, a professional interpreter and co-developer of the training, says “It only takes a small investment of time to take this training. But the payoff is big – you will be able to comfortably and confidently communicate with people from all over the world.”
ANNOUNCEMENT!

Dugan Romano is currently working on a new revision of her book "Intercultural Marriage: Promises and Pitfalls." She is looking for couples to contact her who have had to overcome religious differences in their relationships as well as same sex intercultural couples. She can be contacted anonymously at the following email address (without quotes): "repave 21472@mynpacks.net".

We are happy to announce that Family Services in Seattle is expanding its ability to provide counseling with two more languages – Spanish and Korean. We believe both of those are quite needed. The list of languages spoken by our therapists now include: Bulgarian, English, French, Gujarati, Korean, Russian, Spanish.

Maria Minkova
www.family-services.org/get_help/counseling/multicultural_counseling.php

I’m really enjoying your site, even if I haven’t yet won any of the books etc. with my comments! ;-) 

“Me quito el sombrero” - I take my hat off to you not only for getting this up and running, but for the fact that you are raising bi-lingual children!

Martha C. S.

The intriguing title ("Don’t they speak Spanish in Spain") induced me to read your article before any of the remaining contents of the July-August issue of the Multilingual Living Magazine. I found the article totally fascinating in content and very readable for its style. In fact, I printed it out so as to make sure to have it on file for future reference.

Keep up the good work!

Regards
Jonathan Goldberg
www.AudioVideoLatino.com

We want to know what you think! Which articles do you enjoy the most? Did any impact you positively or negatively? Let us know! Email us at info@biculturalfamily.org and tell 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 Toureg 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 Weihnachtsbäckerei". A nice CD to listen to in the car or at home!

---

We offer a wide selection of popular German children books, CDs/DVDs/Software, toys, games & more products imported from Germany in our store and invite you to browse!

[www.abc-kinderladen.com](http://www.abc-kinderladen.com)  •  Fon 1-866-357-5953

**Do you need a special book or other German product?** Contact us and we will do our best to find it!
Celebrate Hispanic Heritage Month!

September 15th to October 15th is Hispanic Heritage Month in the United States. On Sept 15th, Costa Rica, El Salvador, Guatemala, Honduras, and Nicaragua declared independence; Mexico declared its independence on September 16th; and Chile on September 18th. According to the 2000 U.S. census, 35 million people identified themselves as Hispanic or Latino and the number is growing. It is projected that by 2050, Hispanics will comprise 24% of the total United States population! If you live in the United States, keep an eye out for celebrations in your area throughout the month.

Hispanic Heritage Month at Home...

Celebrate your own Hispanic Heritage Month by learning at home using online resources: Education World has a comprehensive set of activities: www.educationworld.com/a_lesson/lesson/lesson023.shtml and Scholastic has great activities and information: teacher.scholastic.com/activities/hispanic/ as well as a book list organized by grade: www.scholastic.com/librarians/ab/bklist_hispanic.htm. If you'd like to peruse Hispanic U.S. Census facts, go to: www.census.gov/Press-release/www/releases/archives/facts_for_features_special_editions/007173.htm for a long list!

Parent Tips...

Elke, our July-August Drawing winner’s tip:

“I like using YouTube for watching cartoons (Petit Ours Brun) and listening to songs (Papa Pingouin, L’école est finie, for example) in the ml.”

And Rhonda shared her YouTube.com tip as well:

“Our current favorite resource for raising our daughter with both of our languages (French/English) is YouTube! We’ve been able to find a wealth of French children’s cartoons (Petit Ours Brun, T’choupi, Trotro) and children’s music videos as well (Bébé Lilly is a big favorite these days). We’ve also found Italian versions of her favorite movie, Kirikou.”
Dominican Blending!

A creole mix of African and indigenous American cultural elements, yet with an official language of Castilian (commonly known as Spanish) from earlier Spanish colonization, the Dominican Republic savors a cultural blending through the willing and forced movement and immigration of peoples across its island soil. The Dominican Republic is a Latin American country located between the North Atlantic Ocean and the Caribbean Sea. It occupies the eastern two-thirds of the island of Hispaniola and shares a border with the Republic of Haiti. Haitian Creole is the second most widely spoken language in the country with English, French, German and Italian also spoken throughout. “Musically, the Dominican Republic is known for its exportation of merengue music, a type of lively, joyful music and dance music consisting of a tempo of about 120 to 160 beats per minute, based on African rhythm that is similar to the Haitian Meringue but is played and danced faster.” And it is not only in music that African influences can be seen. It can also be found in food, family structure and religious influences. (From en.wikipedia.org/wiki/Dominican_Republic, photos from en.wikipedia.org/wiki/Image:Isla_Saona.jpg and en.wikipedia.org/wiki/Image:LocationDominicanRepublic.svg)

Immersion vs Submersion

No matter which way you put it, the terms ‘immersion’ and ‘submersion’ have a definite sink-or-swim association: The target language represents a large body of water and your child is just about ready to jump in! Will she make it? Will she sink or will she learn to swim?

What is the difference between an immersion program and a submersion program?

In basic terms, an IMMERSION PROGRAM is the overall term for one of a variety of programs where the students in class have the same level of proficiency in the language of instruction. There are many different types of immersion programs:

1. **Total Immersion:** close to 100% of the class time is conducted in the target language.
2. **Partial Immersion:** about half of the class time is conducted in the target language.
3. **Two-way or Dual Immersion:** the classroom is made up of half speakers of one language and half of another language; course time is conducted half in one language and half in the other (with both groups learning in both languages).
4. **Plus many other programs** for teaching immigrant students the community language and community-language students a foreign language.

A SUBMERSION PROGRAM, on the other hand, is a program in which most students are native speakers of the instruction language and non-native speaking students attend regular classes side-by-side with them. The non-native speakers learn the language and the subject matter at the same time in the same class. Some have criticized submersion programs as having a detracting effect on bilingual and multilingual children’s appreciation for their home language and culture. More information: en.wikipedia.org/wiki/Language_immersion

To have another language is to possess a second soul. Charlemagne
Fat Brains = Fast Language Learning?

Have you ever felt that you just aren’t very good at learning languages? Maybe the problem is with your brain - your brain’s amount of white matter and its symmetry, that is. A research study by Narly Golestani at University College London, UK, conducted a study whereby 65 French participants were asked to distinguish between the French ‘da’ sound (as in the word ‘dad’) and the Hindi ‘da’ sound (as in the word ‘ardent’). The main difference is with the placement of the tongue. Golestani noted that the fastest participants were able to pick up on the difference in sounds within 8 minutes whereas some were still guessing after 20 minutes. The fastest and slowest participants were then given brain scans with magnetic resonance imaging (MRI), focusing on an area of the brain known as ‘Heschl’s gyrus’ which helps to process sound. The results of the scans showed that “the fastest learners had, on average, 70% more white matter in the left Heschl’s gyrus than the slowest learners. They also showed a 3.2-fold difference between the fast learner with the most amount of white matter and the slow learner with the least amount of white matter.” The reasoning being that the white matter makes it easier for information to flow to and from Heschl’s gyrus. To read the NewScientist article on this study go to: www.newscientist.com/article.ns?id=dn8964.

Parents Vocal about Language Teaching

Parents in Australia are pushing for more language instruction in schools. This stems from a growing fear in Australia that the younger generation will be unable to compete internationally if more serious attention to language learning is not implemented in schools. A nationwide survey “found that 90 per cent of parents and 70 per cent of students believed learning a language would help their understanding of the world, while 74 per cent of parents and 66 per cent of students thought being bilingual would enhance job prospects.” However, according to the Australian Council of State School Organisations, representing 2.2 million public school students, the language programs currently in place are severely lacking. Rupert Macgregor, the national project manager, said that due to a decade of neglect, the study of languages in schools was at a “crisis point,” making it “an international embarrassment and national disgrace.” Realizing that language knowledge is becoming more and more important in our international world, “the frustration is that it isn’t happening in an accessible way,” he said. Based on parent surveys and educational studies, Australia will have a lot of ground to cover. Read a full article here: www.theage.com.au/news/national/parents-vocal-on-language-teaching/2007/07/11/1183833599448.html.

Six Languages

Primary school children from the age of nine in three educational districts in the UK are learning six languages before they even start secondary school: French, German, Spanish, Japanese, Punjabi and Latin! This will give students the opportunity to choose for themselves which language they would like to continue with after transferring to secondary school. Ministers are even insisting that by the end of the decade, children as young as age seven should be learning languages in school. “It is educationally better for the children,” states Peter Downes, the manager of the project. “We will need a much wider language base in future.” Having children follow the same language learning program also alleviates the problems inherent in students entering secondary school and taking the same language classes but having different language proficiency. The program is currently being evaluated by the University of Manchester and will be promoted nationally if the reports are positive. Read more in The Independent online article: education.independent.co.uk/news/article2697802.ece
Language and Mathematics

Can the language you speak determine your ability for solving mathematical puzzles? This is a tricky question since it is always hard to say whether it is our language which determines how we approach subjects such as mathematics or if it depends on how we have been taught. However, researchers led by Yiyuan Tang at Dalian University of Technology, China, claim that their research supports language as having a strong influence. The researchers recruited 12 participants from the local university in Dalian where Mandarin Chinese is spoken. They also recruited 12 English speakers from various countries who were in Dalian teaching English. Magnetic resonance imaging (MRI) was performed on the participants while they solved mathematical puzzles (which were conducted using Arabic numerals which Chinese students also learn at a young age). Although both groups of participants showed the same level of activity in the area of the brain thought to give a sense of quantity, research team member Eric Reiman of the Banner Good Samaritan Medical Center in Phoenix, Arizona, US, noted that, “...native English speakers rely more on additional brain regions involved in the meaning of words, whereas native Chinese speakers rely more on additional brain regions involved in the visual appearance and physical manipulation of numbers. [...] Reiman and his colleagues suggest that the Chinese language’s simple way of describing numbers may make native speakers less reliant on language processing when doing maths. To read more in the New Scientist article, go to: www.newscientist.com/article.ns?id=dn9422.

24-Hour English-Language Television in Iran

With a staff of more than 400, Iran launched its first 24-hour international English-language television channel. 26 reporters will be employed around the world in Washington, New York, London, Beirut and Damascus, Abuja, Istanbul, Basra and many other locations. The television station, Press TV, is sponsored by the Iranian state-run Islamic Republic of Iran Broadcasting. News broadcasts will take place every half an hour and will focus on Middle East and United States issues. The channel states that “Press TV was born out of the need to break the global media stranglehold of Western outlets.” Iran has been experiencing increased pressure from the United States regarding its nuclear program and its role in the Iraq war. “President Mahmoud Ahmadinejad told the staff during an opening ceremony Monday that the channel ‘should stay beside the oppressed people of the world,’ the official Islamic Republic News Agency said. ‘Broadcasting the truth immediately, providing precise analysis and exposing the plots of propaganda networks of the enemy is among your duties,’ he was quoted as saying.” Read the International Herald Tribune article: www.iht.com/articles/2007/07/03/news/iran.php.
The Birthday Cha-cha

Immersion schools bring families together via language

BY SHARON ADELMAN REYES

Cumpleaños feliz,
cumpleaños feliz,
te deseamos todo,
cumpleaños feliz.

Glenna stood at the front of the room, Ms. Sontag behind her, holding her hands. The center of classroom attention, the two gently swayed to the rhythm of the song.

Happy birthday to you
(cha cha cha),
happy birthday to you
(cha cha cha),
happy birthday dear Glennie
(cha cha cha),
happy birthday to you.

As the class sang the traditional room 307 “cha cha chas” Ms. Sontag moved her hands, intertwined with Glenna’s, to the beat. Next came the traditional Mexican birthday song, “Las Mañanitas.”

Estas son las mañanitas
Que cantaban el Rey David
Que las muchachas bonitas
Se las cantamos así
Despierta mi bien despierta
Mira lo que amaneció
Ya los pajaritos cantan
La luna ya se metió.

The 307 ritual continued as Ms. Sontag pulled Glenna’s ears eight times, and then once more for good luck, as the class counted the numbers out in Spanish. Then came the coveted “goodie bag.” After taking the customary unnecessarily long time to fish around in the plastic bag, Glenna pulled out a miniature soccer ball attached to a key chain.

It was already late in the final Friday of the school year. Glenna rushed to pass out the snacks and gifts she had prepared for her classmates and her teacher. The package for Ms. Sontag contained a card that she had composed the night before. It read:

Thank you Ms. Sontag for teching us abaut insects. I hope you like the present. And thank you For teching us.

Happy birthday to you,
happy birthday to you,

The birthday celebration continued at home over the weekend. “How do you do it at school?” I enticed the dining room full of almost third graders as I carried a glowing birthday cake into the darkened room. As usual I was in search or authentic opportuni-

“What else do you sing? Cumpleaños ...”
... feliz,
cumpleaños feliz, ...

Six of Glenna’s schoolmates finished “Cumpleaños Feliz “ and continued through “Las Mañanitas” while two neighborhood children looked on in amazement. Next came the ear pulling.

“Ouch! Mommy that hurts! You’re pulling too hard!”
Eight children giggled as Anthony enjoyed his sister’s suffering.

“I’m sorry. Let’s start over and I’ll do it better.”

“Uno, dos, tres, cuatro, cinco, seis, siete, ocho,” we all counted together. The neighborhood kids had either learned to count in Spanish somewhere else or they were great fakers.

“And one more for good luck!”

“OUCH!”

“Opps, sorry. I guess I’m not as good at this as your teacher.”

The candles were blown out and the cake quickly sliced and devoured. It was a delicious conclusion for a successful party.

Diana and Amber were the first to go home.

“Adiós amigos.” Glenna threw her arms around first one and then the other, pulling each one tight against her.

“Adiós.” They returned the enthusiastic embrace and were on their way.

One by one the rest of the children were picked up. Glenna followed me into the kitchen and sat down at the counter.

“Por favor, algo para tomar.” She continued in the flow of activities and conversation in Spanish that had followed her from school to home on this day of celebration.

I poured some orange juice into a glass and handed it to her. “One hundred, one thousand, two thousand ... Mommy, I can say really high numbers! Quinientos.”

“How much is quinientos?”

“I don’t know, but it’s a lot!”

She drank her juice.

“Remember that letter that your teacher wrote you? You said you were going to write back to her on the weekend.”

I went to my study room and returned with lined paper, a sharpened pencil, and a yellow folded paper triangle which read:

Para: Glenna
Abre en casa por favor.
(For: Glenna, Open at home please.)

When opened to full size a letter was revealed.

Querida Glenna,
Muchas gracias por tu carta y el dibujo bonito. Ayer, yo no lo vi todo lo que pasó con los huevos de las mariposas. ¿Puedes decirme qué pasó?
También quiero saber cómo te sientes ser bilingüe. Escríbeme en español por favor.
Te quiero,
Srta. Sontag

(Dear Glenna, Many thanks for your letter and pretty picture. Yesterday, I did not see everything that happened with the butterfly eggs. Can you tell me what happened? Also, I want to know how you feel about being bilingual. Write me in Spanish please. I love you, Ms. Sontag)

A tiny butterfly had been drawn to the left of “Te quiero.” Glenna wrote her response on the white lined paper I had provided, and then folded it up in the same style as her teacher’s letter. With my urging she responded in Spanish.

Querida Maestra,
Yo no vi qué pasó con los huevos tampoco. Ser bilingüe es bueno porque puedes hablar con muchas personas y también por ejemplo si hay una emergencia y la paramédica es bilingüe y tú no eres bilingüe y no puedes comunicar. Después esa persona que está enferma quizás muera.
Sinceramente,
Glenna

P.S. Want my adres so we can comunicat on summer vacation.
(Dear Teacher, I did not see what happened with the eggs either. Being bilingual is good because you can talk with many people and also for example if there is an emergency and the paramedic is bilingual and you are not bilingual and you can’t communicate. Then the person who is sick could die. Sincerely, Glenna)

Her address was printed within a box she had outlined above “sinceramente.”

Glenna’s folded white triangle was ready to present to her teacher the next day, the final full day of school. As for me, I would bring my thanks to Ms. Sontag for teaching the curriculum in Spanish the entire second grade year and for nurturing not only my daughter’s linguistic development, but also for affirming her bilingual and bicultural heritage.

Sharon Adelman Reyes holds a Ph.D. in Curriculum Design from the University of Illinois at Chicago where she specialized in Multicultural and Bilingual Education. A recipient of the Kohl International Prize for Exemplary Teaching, she was an elementary school teacher for twelve years and an elementary school principal for four years prior to beginning her university career. She is currently an Assistant Professor at Loyola University Chicago, where she prepares future teachers of bilingual children and adolescents. Sharon’s own children have attended Spanish/English bilingual public schools in Chicago, Illinois. Her daughter is trilingual in Spanish, English, and Mandarin Chinese.
Thank you, Professor Genesee, for taking time for an interview. Please start off by telling us a little about yourself and the path which has led you to your expertise in the field of childhood bilingualism. What are your main areas of interest and your specialties?

I work in the psychology department at McGill University. I have always been interested in language and, in particular, language learning. Language learning is interesting to me because it is at the crossroads of all facets of the child’s development - cognitive, social, emotional, educational, and cultural. My research has been motivated by an interest in exploring children’s capacity for learning language. It is for this reason that over the last 30 years I have studied children who acquire language under circumstances that go beyond the simple situation of one language. I have studied children who learn a second language in school (after they have mastered their first language); children who acquire two languages in the home, from birth; and most recently adopted children who were first exposed to another language (e.g., Chinese) before coming to Canada - a case of very early second language learning. By focusing on children whose language learning differs from the monolingual situation, I have tried to better understand children’s capacity to acquire language – how is it similar or different from that of the monolingual. A primary goal in all of these studies is to debunk the notion that monolingual acquisition is normal and acquiring two languages – either simultaneously or sequentially -- is a burden for children and puts them at risk of delayed or incomplete language development.

You are cited in an article in the International Herald Tribune to have said that a child needs to be exposed to a different language for “at least 30% of his or her waking time to acquire it.” Could you elaborate on this? Translating this into practice, did you mean with 30% a minimum of 4 hours a day? (Quoted from the International Herald Tribune www.iht.com/articles/2007/04/26/news/alang.php).

The article also said that if 30% is adequate, then a child could learn 3 languages simultaneously without difficulty – but that is not what I said. That citation is a bit misleading. I had actually said in the interview that when researchers select simultaneous bilingual children for research purposes, they often include only children who have had exposure to each language (usually 2) for at least 30% of their total language experience, on average. This does not necessarily mean 4 hours – it really depends on the child’s total exposure time to language on a daily basis. Even this 30% criterion may not be sufficient to ensure that a child acquires the language completely. We do not really know what minimum exposure is required to ensure that a child who is exposed to two languages will master a language. We know even less about children exposed to 3 languages.

When researchers decide to include only children with a minimum of 30% exposure to each language, it is because they...
believe that this is the bare minimum that a child needs to be on the way to learning the language, not necessarily that 30% is sufficient to ensure complete mastery of each language.

It is important that parents in bilingual families monitor how much exposure their child has to each language when they are with other people, outside the family as well as in the family. If the child is in an environment where their only exposure to one of the languages is from one of the parents, this means that the child has relatively little exposure to that language. This situation will favour the other language – the one that is widely used outside the family. This is not a favorable learning environment when it comes to the minority language. Moreover, children often prefer to use the language that is most widely spoken in the wider community, probably because other children speak this language. This tips the balance even further in favour of the majority language. Parents should try to ensure that their child’s exposure to each language is balanced so that one is not favoured drastically over the other. This can be difficult in North America; but there are ways parents can off-set the dominance of English – through language play groups or holidays in places where the minority language is used.

**What role can the media play during language acquisition? For example, could one hour of Spanish video (say Sesame Street, which teaches counting or the ABCs) count towards the 30%?**

I doubt very much that exposure to media will help young language learners acquire a new language. Once a child has a relatively high level of competence in a language, then exposure to media might advance the child’s proficiency - in vocabulary, for example. For language input to drive language learning in the early stages, it has to be addressed directly to the child and it has to be modified to attract their interest and attention.

**We parents are often told to be ‘consistent’ with our methods. This may be an obvious question, but sometimes I can’t help but wonder what exactly is meant with that. How ‘consistent enough’ is consistent?**

It is not so much a matter of being consistent with “a method of using a language” as it is important to make sure that the child has regular exposure to both languages from day-to-day and week-to-week. Interruptions in a child’s exposure to either of his or her languages can result in interruptions in acquisition and even reduced proficiency in that language.

We do not know precisely what degree of consistency is required; but I would guess that lack of exposure to a language for several weeks or months would result in backsliding in that language. This is one reason why the One-Parent/One-Language strategy can be useful – it ensures that the child gets consistent exposure to each language and, hopefully, balanced exposure to both. This of course assumes that both parents spend significant periods of time with the child.

It is also not advisable for parents to start off using two languages and then switch to using only one because they become nervous that their child is not progressing fast enough, and then go back to using two languages once their fears are allayed. This kind of shifting of language patterns in a family is not the best way to ensure continuous language growth. Parents who are raising their children bilingually need to think about how to use the languages so their child has regular and significant amounts of exposure to each over an extended period of time.

In the plethora of information - and misinformation - that is out there, one comment keeps cropping up consistently. Namely, that a slight delay in speech production may be expected in multilingual children because they need time to sort out and separate their language systems. This sounds logical. But is it true? For other research states that there is no evidence for multilingualism to cause speech delay.

**What are we parents to make of this contradictory information? And what is your take on this?**

This is a commonly held belief, but I have not seen research evidence to support this claim. In fact, the evidence I have seen suggests that bilingual children go through the same basic milestones in language acquisition as monolingual children. That is to say, they begin to segment words from the speech they hear at the same age as monolinguals; they begin to babble and produce their first words and they begin to string words together to form simple sentences at approximately the same age as monolingual children. Of course, this all depends on the child getting sufficient and consistent exposure to each language. If a child has relatively little exposure to one of her languages, then these milestones may be delayed in that language. Children are capable of learning two languages at the same time at the same rate as monolingual children provided they get continuous and rich exposure to both over an extended period of time. The situation is more complex for children exposed to 3 or more languages, but we have little evidence on these kinds of language learners.
There seems to be a controversy in the research world regarding the issue of whether children process language from one system or several. You came up with the 'Dual Language System Hypothesis.' What is it and how does it differ from the other systems?

The Dual Language System Hypothesis says that children who are exposed to two languages from birth have distinct neuro-cognitive representations of their two languages at least as soon as they begin to produce language, and possibly earlier. In simpler terms, it says that the two languages are stored in the child’s brain as separate languages. This hypothesis differs from the Unitary Language System Hypothesis which argues that the two languages of simultaneous bilingual children are initially stored in the brain as a single language, made up of elements from both languages. Early researchers thought that bilingual children had a “mixed up language system” because they code-mix. But, recent research has shown that code-mixing is not a sign of a mixed up system. There is general agreement that simultaneous bilingual children have separate systems at least from the age when they begin to produce language. The picture is probably more complex during the pre-verbal stages of development, but the evidence is still being collected for that period of development.

Is multilingualism a burden for a child with a specific language impairment?

There is relatively little research on simultaneous bilinguals with language impairment and none that I know of on multilingual children. The research that is available on bilingual children indicates that children with language learning impairments can become bilingual. They have impairments in each language, but their impairments are of the same kind and magnitude as those of children with impairment who are learning the same languages monolingually. In other words, exposure to two languages simultaneously does not pose an additional burden on children with language learning difficulties.

What is the most important advice that you give parents who are raising children in more than one language? The suggestions and tips that you find most helpful?

Parents who are thinking about raising their children bilingually should be proactive in ensuring that their child gets continuous, enriched, and balanced exposure to both languages over an extended period of time. They should have a plan in their family and with related family members and friends with respect to which language people will use with their child so that the child’s exposure to one language does not push the other language into the background. They should work to make sure that, aside from uncontrollable family events, the child’s exposure to each language is continuous from day-to-day and week-to-week and that the child is exposed to both languages continuously over an extended period of time; they should take extra care to ensure that the child gets adequate exposure to the language that is not widely used outside the home (Chinese or Spanish in the U.S., for example). They might also want to refer to my earlier suggestions in my article titled “A Short Guide to Raising Children Bilingually” in the January-February 2007 issue of Multilingual Living Magazine (www.biculturalfamily.org/backissues.html).
As I wrote in a recent article for Multilingual Living Magazine (Nov-Dec 2006 issue: www.biculturalfamily.org/backissues.html), bilingual schooling might not always be the best option for everyone. I am British and my husband is Dominican. We live in the Dominican Republic and our son speaks English and Spanish. In my first article, I questioned the appropriateness of bilingual schooling for our son’s particular circumstances.

In addition to my central concern, which is that many of the teachers’ levels of English leaves a lot to be desired, it bothered me that Spanish, the national language, is relegated to the background in these bilingual schools. This meant that our son was missing out on an important part of his cultural and linguistic heritage. Spanish is not only his father’s language, but at least three-quarters of my background is Spanish-speaking as well.

English is important, there’s no doubt about it. But we soon began to realise that removing him from a bilingual school might not even make that much of a difference. Lucas has a solid base in English. He reads and writes English well for his age, and speaks it perfectly.

So then, how much is he getting out of being taught by teachers whose English is lacking, at the same pace as children who don’t know any English? Wouldn’t it be better for him to get a good education in Spanish, and for me to reinforce his English development at home?

This decision is daunting, but it seems to make sense. I managed to grow up speaking English fluently and reading and writing very well indeed, even though I spent most of my formative years in a non-English-speaking country and education system. What kept my English going was the fact that I grew up in an English-speaking household, read English books, comics and newspapers, watched TV in English, went to movies in English, and had a lot of English-speaking friends.

When I re-entered the British education system at the age of 16, I got better grades in my English language and literature GCEs than anyone else in my year, even though they had been through over 10 years of schooling in English, while I only had approximately three out of those ten years in English schools.

Why shouldn’t my son be the same if I give him the support and encouragement? We also have plenty of English-speaking friends here; he is exposed to English language mass media and (as my husband points out) the lower cost of the school will mean we could probably even afford two overseas trips a year as opposed to one. I have no doubt that our long summers in the UK and Gibraltar are a crucial contributory factor to our son’s English development.

On the other hand, I have always known other expatriate children whose English deteriorated even though their households were English-speaking. The key to this is the support and encouragement the child gets at home. It will be essential for my son to sustain and develop his current interest in reading throughout his childhood and youth.

Another thing that provides me with optimism and encouragement is the fact that several people I know here who speak English very well are neither a product of a bilingual school, haven’t lived in an English-speaking country, nor do they have a parent who is a native English speaker.

This is not to say that bilingual schools aren’t producing competent English speakers, but other people’s positive experience outside of bilingual schools strengthens my resolve to take this route with our son as well, who already has a head start with English anyway.

We have now registered him at a Montessori school where the main language of teaching is in Spanish, but they dedicate two hours a day to English. It feels like an acceptable compromise, and I’ll return with an update after the beginning of the new school year, in September.

Ilana Benady is a freelance writer and international development worker living in Santo Domingo, the Dominican Republic. Originally from Gibraltar, she is married to Dominican photographer Pedro Guzmán. Their son Lucas (6) is, as far as they know, the only Gibraltarian-Dominican in captivity. Ilana can be found blogging at www.dr1.com/blogs/?u=Chiri

Multilingual Living Magazine - Sept/Oct 2007 21
Do you have experience in

Advertising,
Public Relations,
Marketing,
or Sales?

Multilingual Living Magazine is looking for people to join our growing team!

If you have skills in marketing, sales, public relations, advertising or other related fields, please contact us at:

info@biculturalfamily.org.

We’d love to hear from you today!
I Don’t Speak Spanish in Spain!

Travel and the influence of local languages

BY CARRIE FERGUSON WEIR

Latin switch; because lovely people addressed her in sweet Spanish rhythms; and she played on sandy beaches with people her own size who easily spoke the foreign words Mami often makes her repeat.

Really, the only little kid she knows who speaks fluent Spanish is Diego the Animal Rescuer, so we think the kids in Spain were a huge eye-opener for her. “Mami, he is speaking Spanish just like me!” she said one afternoon when she met Oscar, the boy who held her hand and showed her how to throw kisses at the cathedral saints.

Of course, she still often said: “I don’t speak Spanish in Spain.” Often followed by “Yo quiero helado!” (I want ice cream!)

On our way home from Spain, we stopped in Miami to visit my parents and their mouths fell open when they heard Maria. After months of worrying their granddaughter did not fully understand them, they delighted when she said things like “Comi helado” (I ate ice cream); and “Mira mis zapatos nuevos.” (Look at my new shoes).

The words flowed easily, with no accent to give her away. And in fact, she sounded extra chipper in her newly found tongue.

My family and I have delighted in Maria’s Spanish and in seeing, yet again, evidence of just how simple achieving bilingualism can be: Just talk. Just sing. Just read. Just dance. Just explore.

Really, a trip to Spain is not a prerequisite.

I would not be completely honest if I did not admit to falling back into my “y’alls” and the truth is that my own mothering commands still often are in English, save for the regularly featured “ya no mas!” (no more!). But, we are not as freaked out about the cocos anymore. (Maybe only a little). Between the spirited Catalan, teacher with her over-drive and lyrical tongue, and my game in second-gear, this kid is on her way to habla-ing mucho mas.

And, she already knows what coco means.

Carrie Ferguson Weir is co-owner of Los Politos Dicen (The Little Chicks Say), a collection of Spanish children's T-shirts. They’re available online at www.piopio.biz and at stores across the country. Carrie, a former newspaper reporter, blogs at Bilingual in the Boonies: www.bilingualintheboonies.blogspot.com.
"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
How Myth-Resistant are You?

We hear all sorts of things from friends, families and acquaintances (even from people on the bus!) about how best to raise our children in more than one language! But which comments are true, which are false? Find out how myth-resistant you are with our True-False Quiz!

ANSWER TRUE OR FALSE TO THE FOLLOWING:

1. A Bilingual is someone who has attained native fluency in two or more languages.
2. Bilinguals are the norm in our world.
3. There are many methods, but only OPOL (One-Parent-One-Language) is the best.
4. Children can learn three or more languages easily.
5. A slight delay in speech production is to be expected in multilingual children.
6. Bilingual children are more prone to stutter.
7. Bilinguals are not necessarily good translators.
8. Too many languages cause a brain overload.
9. Mixed speech is a sign of semi-lingualism (in which none of the languages are mastered properly).
10. Raising children bilingually from as young an age as possible is recommended.

ANSWERS:

1. False! The perfectly balanced bilingual who speaks all languages equally well is a rare phenomenon, indeed!
2. True! There are, indeed, more bilinguals than monolinguals in this world!
3. False! There are many methods. The best method is the one that works for you and your family!
4. True! When receiving sufficient exposure, children can learn up to 4 or even 5 languages easily!
5. False! Newest research says that there is no relationship between multilingualism and speech delay!
6. False! There is no relationship between stuttering and bilingualism.
7. True! Just because you speak several languages doesn't automatically make you a translator for the United Nations.
8. False! Languages do not compete over limited space in our brains!
9. False! Mixing is normal behavior for Bilinguals and is not a symptom of semi-lingualism!
10. True! Studies have shown that the younger your children are when exposed to more than one language, the better. But remember: It is never too late to start (no matter how old you or your children are)!
In the first instalment of this column, when I discussed multilingual mixes, I said that if you mix different languages in your speech your overall command of the mixed languages is likely to be taken as deficient. In other words, you are a semilingual. The reasoning that associates mixing with semilingualism goes roughly like this: you mix because you have incomplete knowledge of each of your languages. If you knew those languages through and through you wouldn’t need to import words and expressions that do not belong to them in order to say what you mean.

This reasoning is, to put it charitably, thoroughly circular: you mix because you are semilingual, therefore you are semilingual because you mix. The reasoning is also judgmental, because it assumes a ‘good practice’ benchmark which is left unstated. Namely, either you toe the single language line, or you can kiss goodbye any aspirations of being counted among proper users of language. We may safely guess that whoever concocted a reasoning along these lines was decidedly, and probably fiercely, monolingual.

This reasoning, besides, raises many questions, all quite puzzling. What does ‘complete knowledge’ of a language mean? In particular, how do you measure this kind of thing?
Or, if you are inclined to more broadly philosophical musings, can a language ever be said to be complete at all? Was English less complete before words in it like fluorophosphate or blog were invented? And if I do use blog and know what it means but not fluorophosphate, do I then have deficient knowledge of English? Questions like these are very entertaining, because you can spend your whole life looking for answers to them. They are also entirely pointless, because languages are not containers to be filled or unfilled to capacity, they are tools that get moulded to serve our needs as and when we use them. This is why talking about complete (or incomplete) languages is so funny, and this is why talking about complete knowledge of something that cannot itself be complete is even funnier.

Let’s now take a closer look at the label itself. As we know, semi means ‘half’. But a semilingual is not someone who knows half a language, or one-half of each language -- for one thing, the math would be funny too: being semilingual in, say, four languages would be something really worth striving for, in that your cumulative language abilities would add up to 200%. If you look up semilingualism, you will find that it does exist, and that it is something that we should all be concerned about. The word defines a pathological deficiency in expressing oneself through language (not through particular languages). Semilingualism affects monolinguals and multilinguals alike, which means that it is unrelated to the number of languages that you speak. The word ‘pathological’ is the clue here: we all produce lapses, slips and bad grammar when we speak whichever language, we all hesitate, mumble and fumble for words or the right turn of phrase without triggering automatic suspicion of language deficiency. Now if, on the other hand, you look up semilingualism in connection with multilingualism, you will find definitions of a semilingual as someone who has deficiencies in their languages, compared to monolinguals’ uses of the same languages. The ‘comparison’ bit here is clearly a funny extension of what semilingualism means, first because of the arbitrary endorsement of monolingual uses as a gauge for multilingual ones, and second because of the mistaken assumption that monolinguals cannot be semilinguals.

When things don’t make much sense to me, I like to turn them on their heads, to see what happens. Why not cook up, just for the sheer fun of it all, a similar reasoning which takes a multilingual perspective instead. Like this: if you can’t express yourself in more than one language, then you can’t express yourself. Period. It does sound funny, doesn’t it? Or perhaps not: perhaps this formulation resonates among multilinguals instead. Multilinguals need to express themselves in more than one language for the simple reason that they talk about different things to different people in different languages.

Madalena Cruz-Ferreira, a native of Portugal, is the author of *Three is a crowd? Acquiring Portuguese in a trilingual environment*, (2006) Clevedon, *Multilingual Matters* ([www.multilingualmatters.com](http://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.

Coming in the next issue of *Multilingual Living Magazine*:

Dominant Multilingual
Self Discovery in Vietnam

The value of cultural heritage

BY ALICE DRIVER

What is the importance of cultural heritage?
Thuytien Truong, a Vietnamese-American, decided that exploring her cultural heritage was central to understanding herself. Her parents fled Vietnam in a fishing boat shortly after the Vietnam War, and though they were hoping to land in Hong Kong, a storm threw the boat off course and they ended up in China. Truong was born in China and lived there for two years, later moving with her parents to Hong Kong for two years, to the Philippines for six months and finally to the United States for the next 18 years. She grew up in a predominantly white community in Marion, Ohio, attended Catholic schools and then studied Psychology at Berea College in Kentucky. Upon graduating from college in 2003 Truong was unsure of what she wanted to do. Get a job? Go to graduate school? After much research and reflection, Truong decided that returning to Vietnam was an important way to understand her past and pursue future career goals.

Truong chose to return to Vietnam for two years as an English teacher with Volunteers In Asia (www.viaprograms.org). Volunteers in Asia (VIA) is a non-governmental, non-religious nonprofit organization that promotes understanding between the U.S. and Asia by training American and Asian youth to become global citizens. VIA has operated out of the Bay Area in California for over 40 years, placing over 1500 volunteers in 15 different Asian countries for short- and long-term programs. Truong currently works with Volunteers In Asia in Yangon, Myanmar, which is where the following interview took place.

Alice Driver: Why did you choose to teach in Vietnam after graduating from college?
Thuytien Truong: I love to learn, and I love to travel. I love learning because it opens up my universe. Traveling creates that same magic; it challenges my global perspectives. Never have I returned from an experience abroad without an awakening of sorts about the world. I am fascinated and amazed at the richness of the human spirit, and my interactions abroad always have reiterated the range of our natures to me. I remember wandering away from tourist areas and stumbling upon scenes that made me ache to understand more about the experiences of the people in a land that I was considered a visitor. I would like to immerse myself into a foreign country
to the point that I become a part of their community. Through it, I would be able to encompass not only the differences but the underlying similarities we share. I am looking to further my understanding about the diverse cultures that make up our world.

At this point in my life, Asia compels me more than anywhere else. Previous travel opportunities have led me to areas that reflected very strong (if not solely) Western influences. Asia is not untouched by this, but it has retained distinct qualities that still make it uniquely... Asia. The difference between Eastern and Western cultures would be marvelous to explore first hand. The word “Asia” makes me think of jasmine rice, jade Buddhas, and quiet dignity. These things were fixtures of my childhood, and I would like to expand on my humble knowledge of Asia. My parents are Vietnamese, though we spent my first four years of life in China and Hong Kong. Memories of that time are fragmented and blurry, but I have a sense of home that is haunting and unexplainable. I have been deeply curious about Asia since I was young. I believe time spent in that part of the world would kindle my soul more than my combined past travels have. My wish to understand my roots complements my desire to learn about the world.

**Why did you choose Volunteers In Asia over other teaching programs?**

I was interested in finding volunteer work in Asia, Vietnam in particular. I have always dreamed of seeing my parents’ homeland and could have managed a brief sojourn with some family arrangements and plane ticket. The catch is, I wanted more than just a visit with my extended family. They would be thrilled to see me (as I them), then pamper and shuffle me around from one beautiful site to the next with photos clicking in the background. I would fly home undeniably enriched—but perhaps not so challenged. Finding volunteer positions was daunting without the aid of an organization, especially taking into consideration the geographical barriers, language difficulties and my modest student funds. I liked the orderliness and support system an organization offers.

This would be my first foray into a large-scale volunteer effort, and I wanted to choose a solid, reputable organization to launch my experience. I am in the process of exploring my role as a humanitarian, and VIA’s mission to facilitate global communication greatly appeals to me, especially since its programs are geared toward Asia. I sought a long-term commitment that encouraged total immersion in a different culture, which this organization seems to do. I felt inspired by the goals of VIA as I read its history and development. As a volunteer under this particular organization, I can be a part of something larger than myself. Not only would I have the aid of past and present participants of the program, I would be continuing their legacy of service work.

**Did the experience help you understand your family better?**

All the little details of my parents that I didn’t understand while growing up in a small town in Ohio—from how my dad made my friends take off their shoes when they visited, to the strange smelly foods we ate, to the way my mother forbade me from attending sleepovers or having boyfriends—all came together when I was in Vietnam. I better understood the cultural tenants my parents stood on, and what I’d viewed as idiosyncratic and too conservative was merely how they were brought up and how many people are brought up even now in Vietnam. One female student of mine, aged 20, exclaimed to me that she’d never held hands with a boy, much less kissed one. I was amazed at her admission until I recognized that I too didn’t do either until I turned 20. The foundation of my behavior is deeply rooted in Vietnamese values whether I’d realized it or not. I had to admit to myself that maybe I wasn’t as American as I’d thought.

**Would you encourage other Vietnamese-Americans to return to Vietnam?**

I encourage anyone to return to where their family origins lay, but particularly for Vietnamese-Americans, because the history between the two countries is so complex. In high school, I had an aversion to the topic of the Vietnam War. I was inexplicably ashamed of the past. People looked to me as an expert, but I had only the vaguest idea of what happened. The expectation that I’d know all about the Vietnam War became a source of tension because though my father and mother were in the thick of it fighting on the South Vietnamese side, I’d never directly asked about their experiences and they’d never offered to share. My faltering grasp of the Vietnamese language was one reason why we didn’t talk much. Another explanation would be my parents desire to put the past behind them, which is characteristic of their culture. But in Vietnam, people were more than willing to tell me all about their lives during that time. Being able to visit places like the DMZ and Dien Bien Phu and then talking to people who’ve lived through the difficulties of war is extremely powerful. More importantly, my having lived in Vietnam opened up communication between me and my parents.

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). 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.
Values in Education?

Do you trust another country’s school system to teach your children morals and values?

BY KATE MACVEAN
I attended elementary school many moons ago, back in the United States, but lately those years have been on my mind a lot, for two reasons. First, because I now have two children in school (here in Spain the public school system starts at age three, so in September my five-year-old will be starting his third year and his younger brother, year one.) Second, because I too will be in school this September, starting my second year of an Education degree program in a Spanish university.

It has been interesting to see what is new in education since I started kindergarten in 1977, and to see how things are done here in Spain. One thing that has caught my attention is the explicit inclusion of values in the Spanish education system. Of course values have always been taught in schools, as part of what is sometimes called the “hidden curriculum;” the interactions that go on in the classroom carry unspoken messages about what is important, what is expected, and what is “right.”

However, Spain includes “values, norms, and attitudes” in their curriculum, as teaching objectives and criteria for evaluation of students. Rather than have this content form a separate unit of study, it is distributed throughout the elementary curriculum and touches on all subject areas.

This came as a bit of a surprise to me. As an American, my first reaction was “Wait a minute! Is that really the school’s job?” I imagine that it would be near impossible to come to an agreement on this subject back home in the States. Some there would bemoan the lack of values education, some would complain that there’s too much of it, and surely no one could agree on exactly which values should be taught. So, I thought I’d do a little more digging.

What are the values, norms, and attitudes included? Some are simple: showing interest in learning, respecting others, taking personal responsibility for behavior, etc. Others are more far reaching: use of dialogue and conflict resolution strategies, cooperation, and critical reflection on the concepts of democracy, freedom, solidarity, co-responsibility, participation, and citizenship, both in a global and local sense. Emphasis is given to universal values and principles such as those included in the Declaration of Human Rights, and specific mention is made of gender equality. Below are a few general examples:

**In the area of values:**

Type in “teaching morals in public schools” in an internet search engine of your choice and a plethora of results will appear. With respect to the United States, most results include a discussion of “the separation of church and state” (a political and legal doctrine of the United States which states that government and religious institutions are to be kept separate and independent of one another). Since public schools are funded by local and national governments, they belong to the realm of “the state,” or more specifically, to “the people” as a whole. The question is not necessarily whether academic courses can be taught which explore religions of the world. It is about whether morals and values themselves should and can be taught, separately or as part of general class curriculum.

In a country as the United States with a populace devoted to diverse religions, the question to ask is whether morals and values are tied specifically to religion or whether universal values exist independent of religion and can apply to humanity as a whole. Americans disagree on the answer to this question and therefore public schools, in general, avoid the teaching of morals and values completely, leaving moral teaching to parents (with the role of public education limited to academics).

**In the area of foreign language:**

Value the foreign language, and languages in general, as a means of communication and understanding among people of different origins and cultures and as a tool for learning. Show a receptive and confident attitude in one’s own capacity for learning and in the use of the foreign language.

**In the area of Natural, Social, and Cultural Environment (Science and History/Social Studies):**

Behave in a manner consistent with the habits of health and personal care that derive from knowledge about the human body, showing an attitude of acceptance and respect for individual differences (age, sex, physical characteristics, personality.) Participate in group activities showing behavior that is responsible, constructive, and which respects the basic principles of democratic process.
Recognize and appreciate belonging to particular social and cultural groups, valuing differences among groups and the need to respect human rights.

How are these objectives evaluated? I doubt that the teacher will say, “Gee, Samuel, you aren’t enjoying math enough—that’s ten points off.” In Primary school, generally speaking, continuous evaluation is used, so as to give the teacher information about the students’ learning process and any changes that need to be made in the teaching. The norms, values, and attitudes are assessed through observation of each student’s work, classroom interactions, etc. If a student needs work in a particular area, the teacher will try to fill that need.

Which brings up the question: How are all of these things taught? I only know in theory, through what I am learning in my Education classes, and I don’t know goes on in real classrooms. Are these contents really given priority, or are they often left on the back burner in favor of more academic content? And how do you teach values, anyway?

In theory, what you do is encourage discussion and critical thought. The Spanish education system operates within a Constructivist framework, which asserts that individuals must think for themselves and construct their own knowledge. Autonomy and critical thinking are emphasized in the base curriculum, so teaching is structured to facilitate those goals.

And now, the most recent Education law, passed in February 2006, has created a new subject area, “Education for Citizenship and Human Rights.” In addition to the values, norms, and attitudes already present throughout the curriculum, elementary students will also devote 50 hours, spread out over fifth and sixth grade, to this new subject area. More time is spent in secondary school.

The subject has been developed within the framework of proposals made by international organizations such as the UN and the European Council. As I researched, I found evidence of similar initiatives in many other countries, including one international program called Living Values Education which counts some schools in the United States among its participants. (see sidebar and links: Nine Values for Australian Schooling; Values in Education in Northern Ireland, etc.)

It seems that for many countries in our increasingly borderless world, this is an attempt to maintain a sense of cultural cohesion based on shared values across geographical and linguistic barriers. France seeks to take this one step further, with a law in the works that would require potential immigrants to prove their knowledge of French language and cultural values before being allowed to enter the country.

But of course not all people share these values. Immigrants from certain cultures may not appreciate, for example, their children learning the value of gender equality in school. How do you teach values in a multicultural context, and should you? Where do you draw the line at respecting cultural differences?

More and more, it seems that in democratic societies the line is being drawn at the respect for human rights and peaceful resolution of conflicts. Despite the potential for disagreement about which cultural

---

**CIDREE Guidelines on Values**

**Recommendations For The Humanistic And International Dimension Of Education (CIDREE, pp.39-44) Consortium of Institutions for Development and Research in Education in Europe.**

Schools should support the development of the humanistic and international dimension of education by promoting in all pupils:

- independence of mind
- consideration for others
- a sense of fairness, together with a respect for justice and the rights of others
- respect for ways of life, opinions and ideas different from one’s own, provided they are based on consideration for others
- a sense of decency
- a commitment to the promotion of democratic processes
- a concern for the well-being of themselves, other individuals and society

---

**Nine Values for Australian Schooling:**

1) Care and compassion for self and others
2) Doing your best
3) Fair go: pursue the common good, justice
4) Freedom (democracy, citizenship rights and privileges)
5) Honesty and Trustworthiness
6) Integrity (consistence between words and deeds)
7) Respect (for others and other points of view)
8) Responsibility (to society, to environment, nonviolence)
9) Understanding, Tolerance, and Inclusion
practices constitute human rights violations, and the reality that even democratic societies don’t always practice what they preach in the human rights arena, it seems to me a good bottom line.

As I searched to find out more about this new subject area, I encountered plenty of opposition to it—more specifically to the version for secondary school—from certain groups within Spanish society who fear that the content may be too leftist (politically correct) and contrary to teachings of the Catholic church (such as the possible treatment of homosexuality as just another option for human relationships.) Some people liken this new class to the ideological indoctrination in schools under the Franco dictatorship.

After reading through the general aims of the area, I didn’t find anything that I personally would object to, and in fact I think it sounds like a very good idea. While the specific content has not yet been developed, the proposal is based in part on recommendations from the European Union for schools to promote democratic values and participation. Additionally, the values and principles on which the subject rests are those expressed in the Spanish Constitution: liberty, justice, equality, political pluralism, and non-discrimination on the basis of “birth, race, sex, religion, opinion, or any other condition or personal or social circumstance.” That hardly seems controversial.

Clearly, however, those values can give rise to a variety of interpretations (like, what exactly counts as a condition or circumstance?), and since each school has a fair amount of freedom to decide how they accomplish the general aims of the subject, some disagreement is probably inevitable. At the time of writing this article, two publishers had released their versions of textbooks for this subject, each quite different in content and presentation. Opposition is coalescing under the same idea that many Americans hold: that values should be taught by the family, not by the school (and by extension, the government.)

These classes are not slated to begin for older students until the school year 2008-2009 or later, and in fact if there is a change in government in the general elections next year, the classes may never actually be implemented at all.

With or without the new classes, values, norms, and attitudes still form an integral part of the Spanish curriculum. Of course it is an ambitious project, and can only fully work if the whole school is committed. After all, what message is sent if a class period is spent discussing tolerance and equality, but then the teachers, staff, and administrators turn a blind eye to discrimination when it turns up in one of its many forms within the school community?

While I agree with the general intent, it’s hard to pass judgment without seeing how it gets put into practice. I will be very interested to observe how it all plays out at my children’s school and wherever I end up teaching. And of course I will do my best to contribute to the discussion.

Living Values Education:

Living Values Education (LVE) is a values education program. It offers a variety of experiential values activities and practical methodologies to teachers and facilitators to enable children and young adults to explore and develop 12 key personal and social values:

- Cooperation
- Freedom
- Happiness
- Honesty
- Humility
- Love
- Peace
- Respect
- Responsibility
- Simplicity
- Tolerance
- Unity

More Information:

- Living Values Education Program (international project): www.livingvalues.net/index.html
- Values in Education in Northern Ireland cain.ulst.ac.uk/issues/education/docs/values.htm
- Values Education for Australian Schooling www.valueseducation.edu.au/values/
Multicultural Patriotism

When an allegiance to just one country seems so very wrong

BY DINKA SOUZEK
When it comes down to really cracking down on an immigrant’s sore spot, there’s nothing like taking a good swing at it with something called “patriotism.” In its original meaning and purpose, patriotism means the love of one’s country - a definitely positive attitude and action, a virtue that inspired great heroism. That’s what I’m told anyway. And it’s not that I’m against loving one’s country or loving “my” country for that matter, that’s not the issue. The issue for the immigrant is simply “what is my country?” Since this issue ultimately fades into the background to give priority to love, commitment and loyalty to friends and family from the different countries in which the immigrant has lived, patriotism in its traditional sense is impossible… and irrelevant.

This does not sit well with most people, though. Saying you do not feel patriotic for any particular country comes very close to heresy. It’s insulting and ungrateful. To whom? Well, to those who feel you owe loyalty to a homeland (obviously their own). It is possible that patriotism really does exist in its purest form. It is possible that it inspires good things. To be honest though, I have not seen that happen yet.

Instead, the immigrant will hear something like this: “You should be patriotic because ours is a great country. It’s better than most other countries.” I know that in theory patriotism doesn’t imply pride in the sense of feeling superior, just pride in the sense of gratitude and achievement. Unfortunately, it seems that every time someone mentions patriotism it is to support their views on the superiority of their country. I understand that people will have a special place in their hearts for the place in which they grew up and for what is “theirs.” We are all very fond of our own families, much more than any other, but what patriotism comes down to is putting other people down in order to see oneself emerge above. It is used to bolster one’s ego and to mask insecurities – not by humbly and gratefully invoking your ancestors’ achievements, but by taking credit by mere association.

In that vein one will also hear: “You should be patriotic because you owe your country what you are today.” “Well, which country?” asks the immigrant. I owe many people what I am today and I owe many countries what I am today. But ultimately, I love people more. Today’s borders are a consequence of deliberate decisions and bloody wars. Even though countries developed a common identity, my personal identity might not be woven out of those same ingredients.

This is not what the patriot wants to hear though. He wants you to take sides: “If you are not patriotic, you are not one of us.” Oh, the times I have been given the feeling that without “being patriotic” (whatever that meant at the particular moment) I will be denied friendship and respect! What it really came down to was that there seemed to be a group of people with a huge nothing where self-esteem and identity was supposed to be and patriotism filled it. It was an unspoken agreement that they would protect each other by covering up for the void, and patriotism was the name of the pact.

Maybe my view is one-sided. I just grew weary of trying to argue nationalistic tendencies - just because they were relabeled “patriotic.” I have seen too many places, too many people and too many common grounds to be able to draw lines and say: my country - your country. If, as an immigrant, you want to be true to your heritage, you will have to lie to yourself first in order to fit someone else’s concept of loyalty and identity. It’s wonderful to be born and grow up in the same place; admittedly the immigrant doesn’t know what that feels like. Does that make him a lesser person? Does that imply a handicap, a fault, a mistake? Is he to force himself to pledge allegiance to one country and one only, no matter what his history is made of? I don’t believe that, and therefore I don’t believe that a “native’s” true self is a direct result of having had the same passport all his life.

The result of true patriotism for me is commitment. Not just loyalty, but a conscious commitment to someone or something. That is possible for everyone everywhere and it requires more than just marching (or hiding) behind one single flag.

Dinka Souzek is a Croatian-born Austrian, living with her American husband and two children in the U.S.A. She blogs at: www.souzek.com/dinka/
It’s a pleasure for me to introduce Aneta Pavlenko. She is one of the smartest, toughest and yet most friendly and generous academics I know. The image of Hermione Granger springs to mind to describe her. She is extremely hard-working, frank, determined, humorous, and she seems to have read everything in the field of bilingualism and applied linguistics even before it came out. The quality of her work is unsurpassed: she has produced groundbreaking work in different domains: the bilingual lexicon, gender studies, the Russian diaspora, language memoirs, language and thought, and socialization into a new language and culture. Her book *Multilingualism and Emotion* (2005) won the Book Prize of the British Association of Applied Linguistics in 2006.

Her work is not just academically brilliant, it is also powerful because it is based on extraordinary personal circumstances. As a Jewish woman in the USSR, Aneta suffered continuous discrimination, and when she finally left the country in 1990 with her young son and her mother, the last family jewels being robbed by the border guards, they found themselves stateless and penniless. After spending some time in refugee camps, they settled in the US where they had to start from scratch. Through hard work and perseverance, she realized the American Dream. She obtained her PhD from Cornell University in 1997, obtained a post at Temple University in Philadelphia where she has been teaching and researching since. She quickly established an international reputation as one of our leading applied linguists. Her mother died from cancer two years ago, probably as a consequence of the accident at Chernobyl in 1986 (Kiev got soaked in radioactive rain after the explosion). Her son, Nik, is doing very well and has been accepted at Yale University.

-- Jean-Marc Dewaele, Birkbeck College, London.
(Russian or Ukrainian), students had to study the other language, and a foreign language. So in my case, Russian was the main language of instruction, and Ukrainian was studied through Ukrainian language and literature classes. Due to its typological similarity to Russian, it was quite easy to learn. Among the three foreign language options (English, French, and German), I selected French, but only after the first English class, when the teacher told us that by studying English we would be able to contribute to the war on capitalism and read secret messages from potential American and British detainees. It was the late 1970s and at that time I had no desire to contribute to the war on capitalism.

What languages do you commonly read in for work?
My working language is English, but I also make sure to follow recent publications in my field in Russian and Ukrainian.

What languages do you commonly read in for pleasure (can you name some titles of your favorite books, poems, etc.)?
Ever since childhood I have always enjoyed literature in several languages, the only thing that changed over time was the constellation of languages. As a child and a teenager, I read books in Russian, but also in Polish, Ukrainian, and eventually English (a language I picked from listening to my mother give private lessons). In the 1970s, Kiev had a large bookstore named Druzhba (Friendship) that sold books in a variety of Eastern European languages, including Polish, and it was through those books that we discovered not only Polish literature but also Western classics that were not translated into Russian. It was in Polish that I first read the Godfather and Gone with the wind.

Since I came to the United States, Polish books became difficult to come by, and now I read for pleasure in English, Russian, and French. I am very lucky to be in Philadelphia, because we have a Russian bookstore and so I have access to Russian books. French books arrive here via trips to Montreal or simply through Canadian amazon.com (although I much prefer the experience of actual browsing in a bookstore). My favorite genres are non-fiction, historic fiction, and crime fiction, and any combination of the latter two. And so one week I might be reading a novel about Tudor England, the next a historic mystery about the court of Louis XIV by Jean D’Aillon, and the week after one of Boris Akunin’s historic novels about crimes solved by a brave nun Pelagiya. As long as I am interested in the topic, the language switch feels very natural. I really enjoy reading authors in their original languages, which is quite fortunate because literary translation is not exactly thriving in the US.

As to poetry, I can appreciate it only in Russian and Polish, and perhaps in French, the languages in which I learned to love poetry early in life. Somehow I never developed a taste for poetry in English, and I regret that.

In which languages do you commonly watch movies? (And what are some of your favorite movies?)
My choices once again depend more on the topic and on the favorite actors/directors, rather than on language per se. In addition to English-language films, I try to watch French- and Russian-language movies on a regular basis, both as a linguistic practice and because I really like French and Russian cinema, especially from the 1960s and 1970s. My two favorite movies are Jean-Pierre Melville’s “Le Samourai” and Andrzej Wajda’s “Kanal.” When I need to reactivate my Spanish, I tune in to a telenovela on the Spanish channel. If you do it right, however, telenovelas require a lot of commitment (five nights a week for a year or so), and so this is a measure I undertake only every few years, if something especially good is on with beloved actors and an intriguing plot.

In which languages do you usually dream?
Over the years, I remember having all of my languages, from Polish, to French, to Spanish, to Russian, visiting my dreams. Yet the dreamscape, like all other areas of my life, is dominated by English.

In what language do you prefer to write, and why?
English is the only language in which I am comfortable writing. Unfortunately, I have lost my ability to write professionally in Russian and it takes me a long time and a lot of effort to compile a simple abstract in Russian for an English-language article.

When you get angry, make a declaration of love, debate over a controversial issue or write a letter of complaint, what language comes to you first?
All English, because it is my dominant language and it makes it easy to express my feelings, be they angry or tender.

Do you like to mix languages or do you like to keep them strictly separate?
I definitely like to mix languages, and enjoy talking to my friends who are also Russian-English bilinguals. For many of us this is the only opportunity to be fully ourselves.

Did you ever rebel against a language or decide not to speak a language? If so, why?
Not really. My emotions are usually directed against people, not languages.
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.
Books for Parents

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/$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/$22.36

Books for Reference

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

Foundations of Bilingual Education and Bilingualism, by Colin Baker

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

Visit Multilingual Matters: www.multilingual-matters.com
20% off all books!
“Last year when my son started school, things really started to change,” reported a woman in my seminar on Raising Bilingual Children. “I can’t get him to say one word in Chinese anymore. He even said that he hates it when I speak Chinese with him!” Another woman piped in saying “Now that my kids are in school, I let them watch as many DVDs in Italian as they want, something I never thought I’d be doing – but at least they are hearing the language!”

Home languages almost always take a severe blow the moment our children walk through the schoolhouse doors. All of a sudden, our children are surrounded by peers, teachers, administrators (even the janitor and bus driver) all day long who speak nothing but the community language. Our children quickly learn that this “school language” is essential for functioning in society and thus begins the home language–school/community language dichotomy (to the distress of many a dedicated parent).

However, not all families experience this abrupt change once their children are school age. What is their secret? They choose to educate their children at home.

Although this choice is not available everywhere in the world (in Germany, for example, it is illegal) in those countries where it is legal, multilingual families are realizing the tremendous educational and language benefits of homeschooling, especially if both parents (or at least the primary “educating” parent) speaks the minority language.

WHAT IS HOMESCHOOLING?
The history of homeschooling is tough and treacherous, meandering and glorified; full of religious extremist overtones on the one hand and hippy, free-loving radicals on the other. We hear of homeschooled winners of spelling bees and Stanford University wooing them because of their “intellectual vitality.” Yet we also hear of administrators, institutions and individuals attacking homeschooling because of its supposed lack of uniformity and oversight. Heck, even Harry Potter’s wizarding world recognized homeschooling as a viable form of education, at least until Voldemort forbade it (Harry Potter and the Deathly Hallows, page 210)!

Many imagine that homeschooling consists of children sitting around the kitchen table for hours on end, working in workbooks and listening to lectures from their teacher-parent who writes information on a chalk board. This type of homeschooling is rare and an exception to the rule. For most families, homeschooling is not about recreating the classroom at home. It is about creating something absolutely brand new and unique; about fostering an environment which is conducive to learning, regardless of material, location or method. Imagine the joy in learning to read while snuggled with a parent on the sofa and practicing multiplication tables while jumping on a trampoline! Most families attribute their decision to homeschool to their firm belief that each child needs a truly individual approach to learning, something which standardized schooling admits it simply can not provide.

Studies have shown that children in traditional classrooms spend most of their time waiting. Waiting for the lesson to start, waiting to receive worksheets and turn them in, waiting for the teacher to answer questions waiting to go outside to play. With a classroom of 20-30 students, it is inevitable that there will be a lot of sitting and following directions. On the other hand, with just a few hours of dedicated learning at home each day, parents can far exceed what is covered in a standard classroom. What is left over is time for playing, socializing, hanging out and best of all: reading and talking, all in more than one language!
WHAT IS BILINGUAL HOMESCHOOLING?
Bilingual homeschooling is exactly what it sounds like: providing a homeschooling education in two languages. In our home, this means teaching our children subjects in both English and German and covering the body of knowledge that most American children AND German children cover in their classrooms.

Often the question arises as to how this can accomplished without text books in BOTH languages for every grade. Bilingual homeschoolers use an array of resources for learning different subjects. What is most important are the results that come from learning a subject, e.g. being able to read and comprehend what is read, compute mathematical equations on varying levels, write a well-researched and well-argued essay, be familiar with world geography and history, and put the scientific method into practice – all of which progresses and matures as our children develop their knowledge and skills.

Many experts would argue that our best learning comes from sources other than text books: for example, while discussing current events, utilizing maps and atlases, calculating the sales tax on a new toy, and, most importantly, reading what are called “original sources” (books from which text books find many of their facts and information). For example, reading and discussing the diaries of families who immigrated to the United States rather than relying solely on a condensed version of it via a few chapters in a text book.

It is important to remember that bilingual homeschooling is more than just providing our children with opportunities to learn our languages. While language learning is about learning to speak (and often read and write) in a given language, bilingual homeschooling is teaching a subject in a given language – the subject is the focus, rather than the language.

HOW TO BILINGUAL HOMESCHOOL
Each family will need to come up with their own bilingual homeschooling plan based on their languages and subjects which they plan to cover. Family members must also decide who will be teaching which subjects in which language and when. Planning is probably the hardest part so families need to make sure they find as many resources as they can - general books on homeschooling as well as books in the target language which can be used for specific subjects.

I am not a native speaker of German and my German vocabulary is limited, so it is important that my husband and I teach our children together. In any household where either parent is not as strong in a given language or where parents are practicing the One-Parent-One-Language (OPOL) method, it is important that both parents team up in their homeschooling endeavor.

A homeschooling lesson/activity might go something like this (which includes time spent in both languages): Someone becomes interested in a certain country in Africa so we decide to use it as the focus for a homeschooling lesson. We start by looking up the country on a map, talk about what we know about the country, ask questions and explore ideas. We then go to the library and find books about that country. My husband and I look up what we can find online (printables, information about the land and the people, traditions, etc.) and consult Encyclopedias and atlases at home. Then we spend time looking through the materials we have, discussing the traditions and languages of the people of the country, we talk about the land and what resources it provides, discuss where people live, what they eat and what things the children like to do. We even throw in math and other subjects to go along with the theme!

None of this lesson focused specifically on the language per se. However, my husband and I both make sure we are using vocabulary from both languages when we learn/teach about the country (even if the materials are only in one or the other language). This way vocabulary is learned along the way but it isn’t the primary goal of the activity.

Many parents will realize that they are doing this on a daily basis but on a smaller, incremental scale. The difference is usually the amount of time and dedication spent on any given subject. When kids are in school, how often will a parent spend time with his or her children after school and on weekends working on an independent lesson about the culture, climate and traditions of a given country in Africa? Ironically, most parents will do more of what might be considered homeschooling before their children start school. Once their children are in school, much of the after school learning focus is on homework and targeted school subjects.

PART TIME HOMESCHOOLING
Any parent who is raising a bilingual child and who wants their child to learn to read and write in their language is probably going to have to become a homeschooling parent to some degree, even if it is just now and then. So, start today!

The catch with homeschooling outside of regular schooling means you will be cutting into time that your child would otherwise be using for other activities, homework, playing and just hanging out with you. The answer is to find the right balance. Make it fun, fun, fun! Engage other families who are also interested in part-time homeschooling their children in
Questions to a Homeschooler
An interview with Corey Heller
BY ALICE LAPUERTA

Do you create a curriculum to make sure that you are teaching your kids the same things that other kids are learning at school at the same age/level?

We make a concerted effort to find out what the standard schools’ curricula consist of in both countries but we don’t focus on having our kids learn certain subjects at certain times. So far we haven’t found a curriculum worth purchasing. Instead, we have been creating our own. The most helpful books for outlining school curriculum by grade in the US have been the “What Your ... Needs to Know” series - I recommend these for homeschoolers in the US.

Overall, we allow ourselves to pick and choose what we want to cover when and we are definitely advocates of letting our children learn at their own pace. It just so happens that our five-year-old can read well in both languages (German and English) but that doesn’t mean our other children will learn to read by age five -- and that is just fine with us!

Do you have fixed hours a day when you do certain activities, like in school? If so, how many hours a day do you homeschool?

We do not plan out our homeschooling day based on certain subjects during certain hours. We make sure we are covering the basics over time and then let the rest follow based on interests. For example, our oldest son is interested in dinosaurs so we have been checking out books from the library on the subject and have been using the subject to blend in all kinds of subjects (history, math, science, reading, writing, etc.). We have been doing the same for our younger son who is interested in volcanos and earthquakes. Much of this stems from the numerous studies which have shown that we learn best when we are truly interested in a subject.

The main problem that would keep me from homeschooling is the notion that it might completely and utterly exhaust me -- there seem to be no limits. What do you do to prevent yourself from burning out?

This is actually the most common question from other parents. Very few homeschooling families spend all hours of the day alone together. In fact, our local homeschooling group in Seattle has more than 200 families who organize activities almost every day of the week. There is no end to the outings and gatherings and learning experiences which take place every day.

The other thing to remember is that since only a few hours a day need to be focused on “schooling” (since homeschooling is so efficient) the rest of the day is filled with playing outside, doing puzzles, watching educational DVDs, going to the park or playing on the beach – all of which can be done with other families and children of all ages! Homeschooling is actually an extremely social form of education. Most families who homeschool say they do it specifically for the “family unity” and “healthy socialization” which it brings for children, parents and the entire community!

You indicate that homeschooling is illegal in Germany but not in the U.S. Why is that?

It is hard to say exactly why homeschooling is illegal in Germany. Today’s homeschoolers, even if they disagree with the mind-set of certain vocal religious groups, owe it to these groups for making possible the homeschooling freedoms that we have today. It is unfortunate that it takes such extreme measures to make something like homeschooling legal. We will have to see what happens in Germany. I have a feeling it will be a long battle though.

Isn’t it a problem to not receive a high school diploma (or do you get a certificate of sorts)? And isn’t it a problem for homeschoolers to enter the regular school system should they change their minds later on?

Since our kids are still young, we can’t be sure what the issues might be down the road. We do know that the local schools would welcome our children with open arms if we changed our minds - in part due to the financial benefits for the schools. As for higher education, most universities in the United States are actually going out of their way to woo homeschoolers to their universities. Stanford University has stated it is because of the “intellectual vitality” which homeschoolers so often possess.

There are a many different ways to receive diplomas if parents decide they are necessary. In the Seattle area, high school students can attend the community college during their last two years. Once children are in the community college it is easier to move onto university, even without a high school diploma.

Do you plan on homeschooling your kids all the way through high school? Or is just through their primary school years?

We are planning on going the whole way. However, we are realistic about the fact that it is always hard to know what will happen down the road. Studies have shown that American students do above average academically until 4th grade and then they begin to decline. This is one reason why it would make academic sense for us to continue all the way. If down the road our children want to attend standard school, we would consider it as an option but only after a good amount of discussion.  

&
the same language and do it as a group. This will help your child not feel that he or she is being punished for growing up in a bilingual family. So, don’t call it homeschooling. Just call it have fun together!

If you are going to part-time homeschool, then you need to get your priorities straight before you start. You can’t teach your child the same subjects in school all over again in your language, nor should you. If that is your intention, then you should just bilingual homeschool 100% of the time.

You will need to pick and choose what are the most important subjects and tasks. For example, start with reading and writing and then go from there. No matter what you do, don’t push things too hard. Concentrate on the “child lead” type of learning and utilize your child’s interests as base topics from which you can incorporate additional concepts.

Remember, every child learns things like reading and writing in their own time. If you can get your child to enjoy listening to you read a book out loud, that in itself is teaching about reading and writing in your language! Try the same for other subjects and activities!

**TOP TIPS**

Monolingual homeschooling takes patience, dedication, perseverance and a view to the future. Bilingual homeschooling demands even more, especially a clear plan of action, even if that plan means taking things one step at a time. Most homeschooling families will tell you that they started out very strict with book learning and worksheets each day. But soon they realized how exhausting and unproductive this was and finally let learning follow topics of interest. As homeschoolers, we don’t have to follow the same plan that a teacher of 20-30 kids must follow. We only need to match the needs of ourselves and our children.

- Parents of bilingual children in general need to know when to step in and direct a language situation and when to step back and just let it happen. The same is true for bilingual homeschooling. Help your children find their interests, facilitate their access to materials and directions and then step back and let them experiment as much as possible.
- If you notice that you are spending the majority of time homeschooling your children in one language, don’t worry. Just start to focus more homeschooling effort on the other language. This may also mean getting more involvement from your spouse.
- Homeschooling families are no different than any other family when it comes to needing motivational support. There will be moments when you lose your energy and need to get focused again. This is normal! Homeschooling families are not perfect and parents find that they need time away from their kids, just as any parent feels from time to time.
- Remember that many subjects overlap between your two cultures. For example, mathematics. You don’t need to start from scratch in each language when teaching some subjects. Just make sure you switch back and forth with languages so that your children will be familiar with the concepts and vocabulary in each language.
- Standard schooling focuses on imparting information which a given society believes is most important. In bilingual homeschooling, you will want to make sure to cover this same information in a depth that does justice to each culture.
- Want to prepare your children for higher education in both countries? Then ask yourself what you need to do to accomplish this goal. Answering such questions can help you better formulate your homeschooling program and better define you goals.

The decision to homeschool bilingually can be a frightening one but with enough preparation, support and motivation you can make it a successful one for you and your family. You may also be surprised how many others around you are homeschooling their children!

---

**Resources**

- **Early Years Homeschool**
  Indira is a fellow bilingual homeschooler in Seattle. She and I met when our children were very young. She has created this wonderful homeschooling site which includes information on bilingual homeschooling: [www.early-years-homeschool.com](http://www.early-years-homeschool.com)

- **Home Education Magazine**
  This magazine is a fabulous resource for families who are homeschooling. It will give you the tools and the motivation to stick with your homeschooling adventure month after month! [www.homeedmag.com](http://www.homeedmag.com)

- **Family Matters: Why Homeschooling Makes Sense, by David Guterson**
  As with many advocates of homeschooling, Mr. Guterson was a school teacher while he and his wife homeschooled their children. His book is a beautiful discussion of why homeschooling can be the right choice for families around the world. [www.harcourtbooks.com](http://www.harcourtbooks.com)

Corey Heller is the founder of the Bilingual/Bicultural Family Network and Editor-in-Chief of Multilingual Living Magazine. She and her German husband are raising their three children bilingually. You can find her blogging at [anamericanbetweenworlds.blogspot.com](http://anamericanbetweenworlds.blogspot.com). You can contact her with questions/comments at: corey@biculturalfamily.org
Traditional yarn painting by artist Rojelio Beuites of the Huichol people of Mexico. The Huichol sacred trinity can be seen in this painting: green peyote, yellow hairs of corn and Blue Deer, or “trickster angel” who is seen here in his form as the morning star or evening star.

Photo: en.wikipedia.org/wiki/Image:Huichol_yarn_painting_by_Rojelio_Beuites.jpg
THE HUICHOL
The Huichol are an indigenous ethnic group of Western Central Mexico that live in the Sierra Madre Occidental, in the states of Nayarit and Jalisco. Due to longtime deliberate isolation and resistance to evangelism they have retained much of their original culture. They call themselves “Wixáritari” or “the people” in their native Huichol language they call “Wixárika”. The Huichol language, Wixarika, is an Uto-Aztecan language (Corachol branch) related to Cora.

HUICHOL YARN PAINTING
In traditional Huichol communities, an important ritual artefact is the nieli’ka: a small square or round tablet with a hole in the center covered on one or both sides with a mixture of beeswax and pine resin into which threads of yarn are pressed. Nieli’kas are found in most Huichol sacred places such as house shrines (xiriki), temples, springs and caves.

In the past thirty years, about four thousand Huichols have migrated to cities, primarily Tepic, Nayarit, Guadalajara and Mexico City. It is these urbanized Huichols who have drawn attention to their rich culture through their art. To preserve their ancient beliefs they have begun making detailed and elaborate yarn paintings, a development and modernization of the nieli’ka.

For the Huichol however, yarn painting is not only an aesthetic or commercial artform. The symbols in these paintings are sprung out of Huichol culture and its shamanistic traditions. From the small beaded eggs and jaguar heads to the modern detailed yarn paintings in psychedelic colours, each is related to a part of Huichol tradition and belief.

The first large yarn paintings were exhibited in Guadalajara in 1962 which were simple and traditional. At present with the availability of a larger spectrum of commercial dyed and synthetic yarn, more finely spun yarn paintings have evolved into high quality works of art.

Some Huichol shaman-artists have acquired some fame and commercial success: the acclaimed Huichol yarn painter José Benítez Sánchez has had an exposition of his works in the USA.

HUICHOL SOCIETY
The Huichol are dirt farmers, using digging sticks to glean a living from land that is desert for half the year and jungle the other half. Often they must spend time working in tobacco fields, which has been ruinous to their health. Owners of these large plantations are no longer allowed to use First World pesticides too toxic to use in the countries where they are manufactured. The Huichol live in the mountains above Mazatlán and other coastal tourist meccas, and are able to sell their crafts. In summer, when the rains come, they live on their ranchos (farms) in tiny rancherias (hamlets) and make cheese from the milk from their cattle, which they slaughter and eat usually only during fiestas. For the most part, their diet consists of tortillas, made from the Blue, Red, Yellow or White “Sacred corn,” beans, rice and pasta, with the occasional chicken or pig, from which they make “Chicharrones,” chili peppers, all supplemented with goods provided by nature, like “weizz,” a legume gathered from trees, or “ciruelas” wild plums and guayabas (guavas).

Source: en.wikipedia.org/wiki/Huichol
When my husband and I started our school, Pathways International Education Center, in July of 2006, we knew that it would be a long and hard journey, one that would, over the course of the following year, bring many ups and downs, frustrations and triumphs. Like many Western expats living in China, I’d found a niche for myself as an English teacher, and for four years had worked for various universities, training schools, kindergartens, and middle schools, gaining experience which, although I did not realize it at the time, would serve me well later on when I decided, along with my husband, Wang Yao, a native of Yunnan province, to give the education business a shot.

English language learning is somewhat of a craze in China these days. The year 2008, the year of the Beijing Olympics, looms close upon the horizon, and Chinese people everywhere are gearing up for what they feel will be China’s international debut. The locals, even here in Yunnan, in remote Southwestern China, about as far removed from Beijing as one can get, are eager for China to make a good showing on the international scene, and are ever worried about the possible loss of face that could come from poor English. No one wants foreigners to arrive in Beijing and be confounded by hotel staff who can’t take a room service order, or taxi drivers who stare at you blankly when you say you want to go to the Summer Palace. There is currently a concentrated effort to remove “Chinglish,” or Chinese-style English, from all the signage in the country, for while the often comical errors in English usage and spelling may provide travelers with some funny photos to show off back home, the Chinglish signs around the country are clearly a sign in and of themselves, declaring that China’s English is woefully behind that of the rest of the world. It was clear, with 2008 fast approaching, that something needed to be done, and so was born the language training center.

And so it was into this English-crazed world that we stepped into when we decided to open our school. My partners included a local university professor, a Taiwanese computer mogul, a fresh-faced Chinese businesswoman, my husband, a musician, and myself,
an experienced English teacher, with, admittedly, very little experience in actually running my own company. We were a rag-tag bunch, but we had a vision. Of course, our vision was very much like that of the scores of other English language schools that had cropped up overnight in our city. We would educate Chinese people in “real” English, providing foreign teachers who would teach them not just how to memorize words from a dictionary, but how to actually use the language. We’d use full immersion, and Western methodology, in order to captivate our student’s interest. Young children would learn to not only see English as another subject, but to actually enjoy it.

To me, this last point was the key. I’d been educated according to Montessori methodology myself, and I often preach to our prospective parents that in order for their child to truly embrace language learning, the learning needs to be less a chore and more an enjoyable part of life. In our classrooms we use games, songs, hands on materials, field trips, arts and crafts, and movies in order to engage our younger learners in the subject. These methods are in stark contrast to the traditional Chinese schooling methods, which are most often based upon rote memorization. My husband, who was educated in the 1980s, was a recipient of this obsolete form of education which, sadly, is still widely in use today. Language learning meant opening your dictionaries to page 157 and reciting, word by word, the entire page in unison. Language learning meant going up to the board and translating the following sentence into Chinese. Language learning meant solving obscure grammatical “problems,” much the way one would tackle a math equation, step by step. There was, and to some extent still is, very little joy in language learning, although Chinese educators are slowly opening up to new ideas, and schools such as mine, with a focus on hands on, interactive learning are slowly gaining popularity.

What started out as a business venture quickly became an ideal. Slowly but surely, my Chinese partners could be heard saying things like “if the child is actually interested in English, he’ll do better at it,” or “fun games let a child learn without stress, turning learning into something fun.” The first time I heard my partners say these things, my heart soared with pride. I’d brought something of my Montessori education to China, and I’d managed to open my students’ hearts up to a subject that they’d previously considered a dull and boring, yet necessary, part of life. While their parents place them in our school because they’re concerned about their futures in the new, international China, the students themselves learn because they actually want to. China’s next generation of bilingual wonderkids, who will themselves laugh at the “Chinglish,” go to universities abroad (or at least have the option to) and will have friends from other countries and be able to communicate. While China has realized for years that learning another language can be important to one’s career, to one’s education, and to one’s future in general, the young people that I teach, and many like them, are also realizing the joys of learning a foreign language, and that, despite concerns over profit margins, overheads, and enrollment numbers, makes running my school worth it in the end. While I may have given my students the gift of language, they have given me the gift of knowing what it’s like to see a child’s eyes widen with wonder as he sounds out a new word for the first time, or the look of delight upon his face when he correctly uses a just learned phrase. It is hard to say whose bounty is greater – theirs, or mine.

Jessica Larson is an American who has been living in Kunming, in Yunnan province of Southwest China, for four years. She is a partner and Academic Director of Pathways (WanCheng) International Education Center, a language school in Kunming which teaches English and other foreign languages to students aged 5-adult. Jessica studied Chinese language at the University of Texas in Austin before coming to China, and is now fluent in Mandarin Chinese, which she uses to communicate with her husband, a local Chinese musician. Jessica and her husband currently reside in Kunming, where they met, and are expecting their first child in October of 2007.
The Language of Iguana

An Interview with Christianne Meneses Jacobs, founder of Iguana Magazine

BY ALICE LAPUERTA

Multilingual Living Magazine: What is the story behind your publication, Iguana Magazine?

Christianne Meneses Jacobs: My husband and I created Iguana because we are raising our daughters in a bilingual environment. We searched, but could not find quality literature originally written in Spanish. Our desire to read in Spanish to our oldest daughter, who was three years old at the time, inspired us to start Iguana. We researched the idea for about a year and discovered that there is no other Spanish language magazine for children published in the United States. We were encouraged by the positive responses to the idea by librarians and teachers.

What is your magazine’s mission? Who is your audience?

The mission of Iguana is to serve as a tool for Spanish language retention and Latino cultural preservation. Our primary audience is Latino families with children who are growing up learning Spanish. Additionally, schools with dual language programs, bilingual families, libraries and Anglo families who want their children to learn Spanish, as recommended by their teachers.

Why the name “Iguana”? Is the one on some of the covers a real?

Many of the children magazines in English have names of animals. We thought it was a good idea to use a word that can be spelled the same way both in English and Spanish. Besides, I grew up in a tropical country, Nicaragua, where every day at noon all the iguanas living in our backyard would come out to take sun baths. The iguana that appears on some of the covers is T-Bo and he is a real iguana. T-Bo is a 16 year old rhinoceros iguana owned by Reptiles Adventures here in the Phoenix area. T-Bo is very professional and is always a joy to work with.

Tell us more about yourself, your background and how you handle bilingualism in your home.

I grew up in Nicaragua and came to the United States when I was 17 years old. I went to Wesleyan University in Connecticut and earned a degree in Government. I returned to California after graduation and then began my career as an elementary school teacher. I was a bilingual teacher for several years in Los Angeles before the program was eliminated by a state wide proposition. I moved with my family to Arizona five years ago. I have a Masters’ Degree in Education and a Reading Specialist Certification. I am currently a first grade teacher in one of the lowest socio-economic areas of Phoenix. Unfortunately, I did not have the opportunity to grow up bilingual. I did, however, study English from the time I was nine years old. Now I am married to an Anglo and have two daughters, Isabelle Selene, 5 and Katherine Celeste, 18 months. My husband and I decided before Isabelle was born that he would speak English and I would speak Spanish. Both of our girls understand everything we tell them in either language. Katherine is not talking yet, but Isabelle needs to be reminded to switch languages. She feels more comfortable speaking in English. It can be a challenge to get her to speak in Spanish. We are considering spending next summer vacationing in Nicaragua to immerse the girls and my husband in the Spanish language and Latino culture.
Your magazine is wonderfully creative and very attractive with its high variety of content – you present not only factual, historical and even scientific information, but also cartoons, short stories and poems. Where do you get your ideas? Who inspires you?

Iguana wants to introduce children to a wide variety of topics that schools either glance over or do not cover due to lack of time. As an educator I am knowledgeable of school curriculum. Our students are only taught the basics in schools while general culture is neglected. An educated person has knowledge about a variety of topics and can sustain an intelligent conversation with anyone. We try to encourage our readers to know more. Therefore, Iguana contains various sections such as Inventions that Changed the World, Mythology, Children Around the World (with history and geography) and a feature on exotic animals, recipes, arts and crafts and comic strips. One of my favorite features is the interview section in which I select a successful Latino/a who can be a role model for Latino children. I highlight their beginnings and their accomplishments. The goal is to show Latino children that Latinos can be successful and contribute their talents to society.

Who writes and illustrates for you? How do you collaborate?

Iguana has a core group of approximately 30 writers and 35 illustrators who live throughout the United States and around the world. Our writers must be native Spanish speakers who can write in Spanish and are familiar with all the intricacies of the language. I have writers who only write fiction pieces, and writers who contribute both fiction and non-fiction. Our illustrators do not have to be native speakers. There is more flexibility in that respect. We are very fortunate to live in the Internet era since a large portion of our job is done through email and the Internet.

As the Editor of Iguana I plan the editorial calendar for our six issues and brainstorm topics of interest to children. I assign articles to the writers and give feedback. I discuss illustrations with my husband, who is Iguana’s Art Director. I then communicate with the artists and assign illustrations. I maintain the deadlines and make sure everyone turns their articles in on time. I assist my husband reviewing the illustrations and requesting changes. I then communicate the changes to the artists. I also write several pieces for each issue.

I handle other work involve in running the magazine. I take care of subscriptions and renewals. I send out press releases several times during the year. I constantly meet with businesses and individuals, and attend meetings related to the Latino community. I also travel to book festivals and conferences. As the publisher I keep a tight grip on the budget. I pay all of our contributors. I attend business meetings seeking financial support and sponsorship for Iguana. Additionally, I give interviews. I read newspapers and magazines to keep informed. My husband and I have more than 25 subscriptions to magazines, not including our daughters’ subscriptions. We are magazine junkies! My husband deserves credit as well. I am able to work full time as a teacher and run the magazine thanks to his unconditional love and support. He does an amazing job taking care of our daughters, designing the magazine, keeping the accounting and supporting me.

What particular advice or message do you have for bilingual kids, parents and educators?

My advice to bilingual children is to continue learning more about their chosen language. Learning to speak the language is not enough, children must learn to read and write like native speakers. We are living in a global economy and parents need to help their children understand that being bilingual, or multilingual, is an asset to them. They will be able to communicate with more people around the world as well as opening the possibilities to obtain great jobs because of their language skills.

I would advise parents of bilingual kids to keep trying hard everyday and do not give up on the journey toward raising bilingual children. It is difficult at times, but be persistent. Traveling with your kids to countries were the language is spoken can be a great experience. Try to expose your children to the beauty of your language and culture.

I would advise educators to show respect for and support the minority language that their students speak at home. Educators need to teach other children about tolerance and acceptance of differences. The Unites States is a diverse nation and children need to start getting along with all kinds of people from they time they are small.

To learn more visit: www.IGUANArevista.com
La habilidad de ser bilingüe le ha dado a Kathleen Herles de 14 años la oportunidad de darle voz y vida al personaje de televisión “Dora la Exploradora”. Kathleen ha sido la voz de Dora desde los siete años, siendo este el trabajo más pesado pero de mucha satisfacción para esta joven nacida en Estados Unidos de padres peruanos. Kathleen entiende los retos de ser bilingüe en este país y se siente muy orgullosa de sus raíces hispanas.

_Iguana_: Cuéntanos acerca de tu carrera artística.  
**Kathleen**: Empecé a modelar a los cuatro años y he aparecido en varios comerciales de televisión en Nueva York. He tomado clases de teatro como la actuación. También tomo clases de canto. Me gusta cantar.

¿Qué tipo de música cantas?  
Canto en la iglesia.  
Me gusta la música cristiana. En mi primer CD canto música cristiana.

¿Cómo ha cambiado tu vida desde que empezaste a trabajar en Dora?  
Tengo que viajar mucho y trabajar largas horas.  
Mis maestros y amistades en la escuela entienden mi trabajo, son muy comprensivos y me dan su apoyo. También sigo siendo la misma persona, no he cambiado.

¿Cómo te mantienes en contacto con tu cultura?  
En agosto voy a Perú por dos semanas a visitar a mi abuelita y sólo hablo español. Es muy importante para mí hablar español para comunicarme con mi familia en Perú. Es muy importante mantener una conexión entre el español y la cultura.

¿Piensas continuar en el medio artístico?  
Quiero ir a la universidad a estudiar veterinaria porque me gustan los animales. Tengo un perro llamado Lassie. Si no, quiero estudiar cocina y llegar a ser chef como mi papá. Me gusta cocinar.

¿Qué te gusta cocinar?  
Me gusta hacer postres como brownies, pero también estoy aprendiendo a cocinar comida peruana.

¿Cuál es tu mensaje a la juventud hispana?  
Sigan estudiando y esforzándose en aprender. Que sigan siendo la misma persona, es muy importante que no cambien. Siéntanse orgullosos de ser bilingües y nunca dejen de hablar español. Apréndanlo bien y sigan hablándolo. Las oportunidades de trabajo son mejores cuando eres bilingüe.
The skill of bilingualism has given Kathleen Herles, at 14 years old, the opportunity to give life and voice to the TV character “Dora the Explorer.” Having been the voice of Dora for 7 years, Kathleen, born in the US to Peruvian parents, feels that this job is challenging but very satisfying. Kathleen understands the challenges of being bilingual in this country but feels very proud of her Spanish roots.

**Iguana**: Tell us about your artistic career.  
**Kathleen**: I started to model at 4 years old and appeared in various TV commercials in NY. I took theater and acting classes. I also took singing classes. I like to sing.

**What kind of music do you sing?**  

**How has your life changed since you started to work on Dora?**  
I have to travel a lot and work long hours. My teachers and friends in school understand my work; they are very understanding and supportive. Also I remained the same person, I haven’t changed.

**How do you stay in contact with your culture?**  
In August I will go to Peru for two weeks to visit my grandmother, and I’ll only speak Spanish. It is very important for me to speak Spanish so I can communicate with my family in Peru. It is very important to maintain a connection between the Spanish language and culture.

**Are you thinking about continuing in the artistic medium?**  
I want to go to University to study veterinary medicine because I like animals. I have one dog called Lassie. Otherwise I would like to study cooking to be a chef like my papa. I like to cook.

**What do you like to cook?**  
I like to make desserts like brownies, but I am also learning how to cook Peruvian dishes.

**What is your message to the Hispanic youth?**  
Continue to study and do your best in your learning. Remain the person that you are, it is important that you don’t change. Feel proud of being bilingual and never give up speaking Spanish. Learn it well and keep on speaking it! You have better working opportunities if you are bilingual.
You wouldn’t believe the language learning treasures you can find at rummage sales and public library used book sales! I’ve come across instructional videos, board books, games, CDs, and more. It turns out you don’t have to order materials from overseas (or pay full price) to expose your child to the target language. Plus, you can also create some of your own language learning materials!

As a tatie trying to help her 1.5-year-old nephew acquire French as he grows up in the United States, I’m always looking for materials in French that will facilitate this process. In this month’s column, I’d like to share some of these resources that work for us.

- Used books in foreign languages turn up in all sorts of places; in addition to rummage sales, I’ve had lots of luck at public library book sales, Craig’s List (online classified ads: www.craigslist.org), online bookstores like Powell’s (www.powells.com) and Amazon (www.amazon.com), and even eBay www.ebay.com.

- When there’s a specific book in French I really want to read to Carl, I generally pay what it takes to order it from France or Canada (unless Amazon.com carries it—and they do have a small selection of children’s books in French) or a US company that imports books, like Sosnowski (www.sosnowskibooks.com).

- But if I’m just looking for, say, board books about animals, or bilingual picture dictionaries, I simply browse. Often I discover books I never would have thought to look for! Other times I’m delighted to stumble across any children’s books in French at random.

- I’ve had less success in finding used CDs and videos for children in French but a great deal of music can be downloaded at a dollar a song if you know what to look for.

- As for videos, I’m planning on asking friends in France to record children’s television programming and send us the tapes—that way Carl can watch Sesame Street, nature shows, and more in French when he’s a little older.

- Making materials in French for children is great fun. With the girls I tutor (ages 5 and 6), we take pictures of things they like, then print them and assemble them into books, writing descriptions in French under the photos. We’re planning to make storybooks this way as well. I also print out nursery rhymes in French that the girls illustrate and keep in a binder.

- I’m also “producing” some homemade videos with the help of my Francophone and Francophile colleagues at school. I videotape them speaking French: reading children’s books to Carl, counting, singing, reciting nursery rhymes, going on tours of the neighborhood and narrating what they see. One pair of married French teachers I know have two young children who speak French at home; I plan on videotaping them interacting with their kids.

It is of utmost importance to me that Carl be exposed to people besides his American auntie (with her accompanying American accent) who speak French, particularly little kids he can identify with. These homemade videos are much cheaper than anything I could order from France, and for now they -- and stacks of used books -- work just fine for Carl and me.
Going Dual?

Make bilingualism even more fun with books in Two languages!

10% Discount for Multilingual Living Magazine Readers!

For Multilingual Living Magazine readers, Language Lizard is offering a 10% discount on the following 3 products. To receive the discount, simply enter Coupon Code CCS-SCH upon order checkout (discount expires September 30, 2007).

Tom and Sofia Start School
By Henriette Barkow
illustrated by Priscilla Lamont

The first day of school can be nerve-racking, but Henriette Barkow’s book about Tom and Sofia proves to children that there is no reason to worry. After shopping for school supplies, the two new students head off to make new friends, play new games, and experience a completely new environment. The book, which is available in 26 different languages, is perfect for a child who is getting ready for his or her own first day of school. Ages 4-8.


Sam’s First Day
By David Mills
illustrated by Lizzie Finlay

Sam loved to talk. On his first day at school he talked all the way there. But when Sam got to school, he stopped talking. Sam enjoyed the school activities such as writing and playing games, but he just would not talk! This is a sweet story for children who are starting school or anxious about entering a new classroom. Ages 3-7.


Sam’s First Day - CD
By David Mills

Language learners can hear the story of Sam’s First Day in English as well as Albanian, Arabic, Bengali, Czech, Chinese, French, Portuguese, Serbo-Croatian, Somali, Spanish and Urdu. Great for exposing children to different languages or including in a multicultural classroom. This multilingual CD is available from www.LanguageLizard.com.
Andrew and I met in Edinburgh, Scotland on September 1998. I do not recall correctly, but it must have been on a rainy day, for sure, as the short summer days were definitely gone by then. The city was showing off once again, displaying its lush green gardens and busy streets. I was taking a Master’s program in Translation and Interpretation at Heriot-Watt University and was looking for an apartment to live in for the duration of the master. In the meantime, I was staying at a well known youth hostel on High Street.

I remember that I had returned from a morning walk and was sitting down looking at a map of the city to locate the addresses provided in the apartment announcements I found in a local newspaper. I must have been focusing really hard, as I just recall hearing a man’s voice asking if he could sit next to me. I looked up and nodded, approving. He was tall and handsome and had a heavy nasal accent, which made me laugh.

He sat down and talked to me for a while. Then, he asked if I wanted to go for a walk, a proposal that I kindly declined. I guess he did not feel like giving up as he returned shortly and called my name with such accuracy (my name, Paola, is hard to pronounce to some) that I instantly knew he was up to something. That made me smile too. We talked for a few hours and I hardly realized that time was going by. His presence made me calm; talking to him was interesting and fulfilling.

That night we met again, and I recall feeling anxious and exhilarated on my way to our meeting point. We took a long walk and sat down to talk a lot more until we had nothing else to say, at which point I realized that something else was about to happen, and I decided to wait. Where I come from, Spain, it is typical for the woman to let the man take the first step, so I waited, and then waited some more and waited, and waited. Yet, nothing happened. Where I come from, it is also common to find self-confident women. So, I smiled and kissed him.

Then, I was on a plane headed for Seattle. After a one week courtship and love story that would fit nicely in a Danielle Steel novel, we parted ways. I stayed and studied. We wrote endless letters to each other. Well, most of the endless letters were Andrew’s. I remember writing a letter to my mother asking her for permission to skip family Christmas to visit with Andrew. I cannot recall what I wrote, but I must have been highly persuasive because I encountered no problems. Not only that, my mom asked to meet Andrew in Spain and I did the interpreting (which was good, because I could filter things to my advantage – not that I do that in my professional life, believe me). My mom even asked him what his intentions were (that seemed to me such an old fashioned thing!), but it sounded normal to Andrew, who responded that he wanted to marry me. There it was, my Spanish mother’s old fashioned thinking faring really well with Andrew’s thinking. I was happy.

When my Master’s program ended, I moved to Seattle for a few months. We wanted to live together and see what would happen. And what happened is that at the end of the customary 3 months allowed with a tourist visa, we decided to get married, and so we did one sunny morning in an old and charming house in Bellevue, surrounded by friends and some family members. We also got married again in Spain, the following year, but that is a whole cultural shock story in itself, and I have no room to write about that here.

Our life together has been filled with many happy moments and a daughter. Together we have risen above our cultural boundaries (believe it or not, our cultures are rather different!) and moved beyond to a land of our own, understanding each other, accepting each other.

Paula Casla Taylor, the Bilingual/ Bicultural Family Network’s US Spanish-Language Representative, is a translator and interpreter. She is also a part time writer. She currently works as a QA analyst for AT&T. She is a member of Mujeres of the Northwest and Almas Líricas. You can email her with comments to: caslataylor@msn.com
Coconut Flan
By Belén Garrido

Ingredients:
1 can sweetened condensed milk
3 eggs
1 can of unsweetened coconut milk
½ cup of toasted coconut
½ cup of milk
3 tablespoons of sugar

Preparation:
Combine 3 eggs, toasted coconut, condensed milk, coconut milk and the milk in a blender and process at high speed for 1 minute. Then set aside.

Heat the sugar in a saucepan until it caramelizes and turns a light golden colour. It takes few minutes, so be alert! Turn off the heat and pour the caramel into the baking dish as well as ingredients from the blender.

Place in a shallow pan so that you can pour hot water up to 1 inch around the baking dish and put into oven. Cook in “bain marie” for 20 minutes on 250°C and lower heat to 15°C and bake for 35 minutes. Chill for several hours and then remove the baking dish from water.

Put the baking dish in the refrigerator for 1 hour and then insert knife in the sides to detach flan. To invert the flan place a plate on top and holding both plate and baking dish firmly, remove the baking dish.
The IB, or International Baccalaureate, as offered by the IBO (International Baccalaureate Organization) based in Geneva, Switzerland, is a program aimed at 16-19 yr old students, taught by authorized schools. It consists of a challenging 2-year curriculum, which prepares students for university. The diploma is universally recognized by institutions of higher learning all over the world. Whereas it might be a problem to attend University in France with a diploma from, say, a local high school in Japan, with an IB diploma this problem is eliminated as it is possible to attend university in Europe, America or elsewhere. The curriculum consists of six subjects that are taught by schools in either English, French or Spanish. For further information, see www.ibo.org. (IBO logo from www.ibo.org.)

Chocolate

The word “chocolate” comes from the Nahuatl language of the Aztecs of Mexico. Its origin is based on the word xocolatl, which is derived from the words xoocolli, meaning “bit- ter”, and atl, which means “water.” Chocolate is made from the fermented, roasted, and ground seeds taken from the pod of the tropical cacao tree: Theobroma cacao. The tree is native to lowland tropical South America but is now cultivated throughout the tropics. The seeds have an intense bitter taste, and must be fermented to develop the chocolate flavor. The resulting products are known as “chocolate” or, in some parts of the world, cocoa. (From en.wikipedia.org/wiki/Chocolate, photo from en.wikipedia.org/wiki/Image:Chocolate.jpg.

Nahuatl

Nahuatl was the native language spoken by Toltec, Aztec, and other Mesoamerican communities. It is still spoken in Mexico by more than 1.5 million people. Nahuatl is recognized as a national language. Loan-words from Nahuatl to English include: tomato and chocolate. (From the Archaeology Dictionary of the Oxford UP). Nahuatl is (along with Mayan) one of the two most widely-spoken families of Native American languages in Mexico and in North America as a whole. As is the case with most other Mexican indigenous languages, many of the speakers of Nahuatl are bilingual, having working knowledge of the Spanish language. In the past, a significant number of the Nahuatl speakers outside the Valley of Mexico were bilingual in languages other than Spanish, speaking both Nahuatl and, as their mother tongue, some other indigenous language. A famous example of bilingualism was Malintzin (“La Malinche”), the native woman who translated between Nahuatl and a Mayan language (and who later learned Spanish as well) for Hernán Cortés. (From en.wikipedia.org/wiki/Nahuatl_language, map of speakers from en.wikipedia.org/wiki/Image:Nahuatl_in_Mexico.png.)
“WHY TWELVE DOLLARS A YEAR?”

A few people have asked us why we charge $12 a year for a subscription to our digital publication...

“YOU DON’T HAVE ANY PRINTING COSTS! SO WHY CHARGE US ANYTHING?”

“MY 12 ISSUE A YEAR PRINT MAGAZINE IS ONLY TWELVE DOLLARS A YEAR!”

Take a look in your favorite magazines and you will probably see that they have pages and pages of advertisements. Those advertisements make it possible for publishers to charge you, the reader, as little as possible. Since those magazines have tens (or even hundreds) of thousands of readers, they can charge their advertisers a lot of money and you less.

For small magazines like ours, we have a much smaller readership and therefore, we also have fewer advertisers. But we still have costs to cover! We have software to purchase, web servers to keep up, photos to purchase and much, much more! And did you know that EVERYONE at Multilingual Living Magazine is putting in their time, effort and expertise for FREE? WE ARE ALL VOLUNTEERS! We do this for FREE, day in and day out, every month of the year!

YOU CAN HELP! How? Tell everyone you know about Multilingual Living Magazine! Subscribe! Before you know it, we will be able to get this magazine into print by filling some of our pages with those advertisers who will help cover our printing (and other ongoing) costs. To all of you who are subscribers: THANK YOU!

Not a subscriber? Go to: www.biculturalfamily.org/subscriptions.html (by the way, it only costs $12 a year)

EU Day of Languages!

The European Day of Languages is on Sept 26th. The aim is to draw the public’s attention to the importance of language learning and to raise awareness of the diversity of languages spoken in the EU. The European Day of Languages was first celebrated during the European Year of Languages, 2001. The European Year of Languages was successful in involving millions of people across 45 countries in activities to celebrate linguistic diversity and the benefits of being able to speak another language. At the end of the Year, the Committee of Ministers of the Council of Europe decided to declare a European Day of Languages to be celebrated on 26th September each year. For more information, visit: www.ecml.at/edl.
Does Anybody Look Like Me: A Parent’s Guide to Raising Multiracial Children, by Donna Jackson Nakazawa

“This book was born in the aisle of a bookstore out of both frustration and wishful thinking,” Donna Nakazawa writes in her introduction. As a white American married to a Japanese, she writes that “nothing had quite prepared me for the daily encounters that would be part of my life” (p. ix) after her two biracial children were born. How does one react to confusing encounters, strangers’ curious stares, intrusive questions, as well as subtle — and not so subtle — racist remarks? What do you tell those strangers and more importantly, what do we tell our kids? How can we help our multiracial children rise above all this and develop a healthy sense of self? How can we help them find an identity? This book, which not only chronicles the author’s own journey in her quest for answers, also provides concrete solutions, practical tips, stories and insights of more than 60 multiracial families. An inspiration, comfort, and rich source of information for multiracial families as well as those parents who have adopted transracially. ISBN-13: 978-0375714573, $12.95. (Non-fiction.)

Raising Global Nomads: Parenting Abroad in an On-Demand World, by Elizabeth Gilbert

This work is based on the author’s first hand experience in dealing with ups and downs of their nomadic lifestyle. Useful tips and examples are wrapped in her witty writing which makes it easy and pleasant to read. She emphasizes very much on how important it is for mothers to spend as much time as possible with their kids while living abroad, since many parents tend to forget that their kids are the ones who receive the most impact from the constant relocations. She covers important issues such as how to deal with culture shocks, challenges of parenting TCKs, and marriage problems that might occur in an expatriate family. Suggestions on how to find the most suited schools and health care providers are other core matters which are often overlooked by parents. Article contributions from Lois Bushong, a marriage and family therapist, and Barbara Schaeiti, founder of Personal Leadership Seminar LLC, conclude that the global nomadic lifestyle is challenging for the whole family. Yet everything can turn out positive when care is taken. This book is a must read for expatriates, diplomats and any other families in global nomad situation. ISBN-13: 978-0968676035, $24.95. (Non-fiction.)

Interpreter of Maladies, by Jhumpa Lahiri

The 2000 Pulitzer Prize winner, Interpreter of Maladies, is a touching, creative and captivating compilation of short stories bridging the expanse between India and the United States. Each story reveals elements true to the experience of immigrants and citizens, those who travel and those who stay put. Jhumpa Lahiri’s rendering of these stories is nothing less than magical and leads the reader (even those who have no personal connection with India) through a captivating contemplation of what it means to be an immigrant. Lahiri allows us to observe and formulate without judging. She gives no answers and instead prefers to cast shadows and shape elements for her readers to interpret for themselves. This book is crisp on the edges with a center which is mellow and tender inside. ISBN-13: 978-0618101368, $23.00. (Fiction.)
DVD helps Kids 2 to 5 learn English and Spanish

iParenting Media Award winner and endorsed by KidsFirst

“Simple, bold animation, bright colors, fun characters, and engaging original music combine to create an entertaining and educational environment for learning a language.”
School Library Journal

"Delightful DVD!
Mary Ann Duffus
Founder, Brooksfield School

“I loved it and so did my son. He wanted to watch it again and again.”
iParenting Media Award judge

Preschool kids learn English and Spanish the fun way -- with animated shorts, animated text stories and an animated alphabet -- all about animals.

Fifty animals from all over the world are the stars of this show!

You can select either language from the menu. Thirty minutes of content in English and thirty minutes of the same content in Spanish.

List Price: $19.95

Available at TurtlesInTies.com, Amazon.com and other online retailers as well as a store near you

www.TurtlesInTies.com
See a preview on our website
Question:
My daughter is 4 years old and she speaks English, Italian and Spanish. She is now learning to read in those 3 languages, and the same letter can sound very different making it hard to learn... how can I make it easier for her to read? Should I just teach her to read in one language first? If so, which one? (Right now she gets English at school, Italian & Spanish at home). Thank you! -- Annie R.

Answer:
I should start by asking you why do you want your girl to be able to read Italian and Spanish. I should in fact also ask the school authorities the same question about English. A four-year-old doesn’t need to read anything, she needs to explore her surroundings at her own pace, play with sand and with clay, draw and paint, learn about plants and animals by watching and touching, or just daydream on her own. The experiences she gathers from this will help her develop the necessary cognitive skills to tackle reading later, much later -- when she needs it.

If your daughter is learning to read English in school, she will naturally become curious about reading in her other languages too. If she asks questions, say, about how the same letter sounds in different languages, or about how to spell words in her other languages, just answer her questions with a couple of examples. She will be curious about what she asked, not about structured learning of spelling conventions across languages, and simple answers to her questions will make these conventions clear to her: if she already knows that she must use different words in different languages, there is no reason why it should be hard for her to learn that different languages spell words differently.

Question:
My husband is anglo and I am a spanish speaker. We are raising our son targeting both languages cognitive, linguistic and culturally. My question is what can I do to improve his spanish speaking skills, mainly those letters that English doesn't have (RR sound)? That is the only thing our son is struggling with. I know he spends a lot of time with his dad compared to the time he spends with me, but he's still getting the spanish component. -- Alicia B.

Answer:
You don’t say how old your child is, so I cannot tell whether he does need help with the Spanish ‘r’ sounds. All kinds of ‘r’ sounds are notoriously difficult for children, in any language, so you can expect your son to simply drop ‘r’ from his speech or replace it with easier sounds for quite a while.

The best strategy is twofold. First, don’t worry about his pronunciation. If your child realises your concern, say, because you keep correcting his ‘r’ sounds, it will rub off on him and make him self-conscious about his use of language. Second, go on as you are doing now, speaking to him, playing with him, doing all kinds of indoor and outdoor fun activities and listening to everything he wants to tell you, not to the way he tells you things. If, as you say, pronouncing ‘r’ is the only conspicuous feature of his Spanish, he’ll grow out of it like all other children.
Question:
My 6-year-old son was attending a great German immersion school, but we just moved to a new city with no such school. I hear there is a playgroup which I will attend. But I am looking for tips on how to keep his interest up in the language so we can work at home together on reading and writing. We speak the language (well, I do) at home. I’m afraid he will lose interest and refuse to work on skills in favor of more fun activities. Help! -- Mary W.

Answer:
The way for children to learn language skills is through fun activities. The same is true of adult language learning, by the way. There should really be no difference between the two, for effective learning: children learn new words through their own spontaneous word play, and practise sounds of their languages through sing-song and rhyming games of their own devising.

One way to develop and keep your son’s interest in reading and writing is to provide him with reading materials appropriate to his cognitive development and to his interests. This will give him the self-confidence and the motivation, respectively, to want to read and write. If, for example, he likes fairy tales, ask him to choose his favourite one from among his books, and read it with him. You can take turns, one reader for each page or for each character, if he finds lengthy reading tiring. Then ask him to retell the story in his own words. Then ask him to write down his version of the story, again taking turns if he so chooses, or helping him with more difficult words. Ask him to illustrate it with drawings too. You can of course also ask him to write down stories out of his own fantasy. And then read his own story back to him, as if it were a published masterpiece. You can discuss his feelings and any feedback he has on his own writing, and so make the whole activity a very engaging one for both of you. You may even come to experience what I experienced with one of my children after activities of this kind at around the same age: he put down his one-page story, with three lines of text and about a dozen colourful drawings, and sighed: “I’m an author!”, using the new word he had just learned in school for ‘story-writer’.

Question:
In bilingual kindergarten/schools, with teachers of each language represented, how should the languages be divided -- one language in alternate weeks, or days? Should the OPOL method be implemented? -- Lara M.

Answer:
In school, as at home, the best language policy is the one that comes naturally to all parties involved. This may mean that one set of people uses one single language to the children, or that everyone uses both languages depending on the weekday, or on whether the interaction takes place indoors or outdoors, for example. Children will adapt to any language policy and learn to respond to it. The one condition is that the policy is consistent, because children need to find out the rules that everyone around them follows, so that they can follow them too.

The answer to your question also depends on what the word ‘bilingual’ is meant to define. For example, a bilingual school may have monolingual or bilingual teachers. Do keep in mind that the OPOL method assumes that the ‘P’ (parent, person) speaks one single language only, and has therefore been discussed in the literature for monolingual adult speakers only. That is, it does not account for adults who are themselves bilingual and who may naturally choose to use a ‘One Person, Several Languages’ policy instead. This policy works fine too, not least because it gives the budding bilingual child perfect role models: adults who feel at home in two languages, which is precisely what the child is expected to do through bilingual home or school nurturing.
Raising children in more than one language and culture?

Teaching children with more than one language and culture?

resources information support wisdom answers much, much more!

Visit today! www.biculturalfamily.org

ONE YEAR subscription to Multilingual Living Magazine
Fill out this form and send to the address below with a check or money order!
Or go to www.biculturalfamily.org/subscriptions.html and pay with credit card

Name:___________________________________________________________

Email Address:____________________________________________________

Send your check or money order for $12 to:
Bilingual/Bicultural Family Network
P.O. Box 51172
Seattle, WA 98115
USA
Did You Know?

“Seek out child care providers who spend time talking with and reading to your child, who make trips to the library, and who designate a special reading area for children.”


Basics:
Literacy goals for early childhood programs.
♦ Develop children’s familiarity with and enjoyment of books and reading.
♦ Provide many opportunities for children to interact with print.
♦ Foster the experimentation of letter-sound relationships and letter-word relationships within a meaningful context.
♦ Enhance vocabulary development.
♦ Support children’s experimentation with literacy concepts, such as the relationship between spoken and written words.
♦ Nurture children’s emergent reading and writing skills.
♦ Facilitate reading and writing as part of all classroom activities.
♦ Expand children’s understanding of book language.
♦ Encourage children’s feelings of competency.

Tips for parents: Things to look for when choosing a literacy-rich preschool environment.
1. Teachers who model language by carrying on conversations with children and listening to what they say.
2. Teachers who encourage literacy activities when they join in the children’s play.
3. An environment which fosters interactive play and conversations among children.
4. A varied curriculum in which many types of books are used to introduce thematic educational experiences through play.
5. A curriculum which includes poetry, rhyming stories, and songs that encourage play with sounds.
6. A curriculum which includes story extension activities through dramatic play and music.
7. Well designed learning centers which include supplies for experiences with print such as a grocery store with labels and lists, a post office with envelopes and supplies for letter-writing.
8. A book corner or area in each room with a large number and variety of fiction and non fiction books for children to look at on their own.
9. Field trips to the local public library or visits from the library for story times and other book-related activities.

Books:

Smart Start; the parents’ complete guide to preschool education by Marian Edelman Borden. Facts on File, Inc. 1997.

Web Sites:
Family Matters. All About Reading. Baby’s First Teacher. www.scholastic.com/familymatters/read/ageb_2/partner.htm


Information on this page reprinted with permission from the Urbana Free Library website: www.prairienet.org/buildingblocks/index.shtml.
Professor Toto

Music, singing, colors, cartoons, fabulous characters!  Professor Toto is your tour guide through the world of language learning.  He is fun and smart, professional and silly - just the kind of professor we’d like to have lead us through French, German, Italian, German or Chinese.

The Professor Toto set is packed with DVDs, CDs, workbooks and helpful hints.  It is a comprehensive compilation of visual and audio materials -- and even a coloring book!  Guidance is available via a quick reference guide, helping parents find the materials they need and how best to utilize them for language success.

We were delighted to receive the perfectly packed sets of French, German and Spanish Professor Toto.  With each language set, our 2, 4 and 5 year old children delighted in the initial story of Eric and then insisted that we watch the rest of the DVD.  Soon they were jumping on the sofa repeating words after Professor Toto in French, Spanish and German.  The fun, lively songs which introduce each section quickly became a hit with our kids.  So it was no surprise that after watching the DVDs, our kids looked forward to singing the same songs on the CD which is included in the package!  Without any urging, our kids were singing in French, Spanish and German.

For parents who aren’t familiar with the target language, there is a corresponding DVD in English (which may also be helpful for children who are not ready to jump right into a new language).  In addition, vocabulary resource books help everyone familiarize themselves with the language more systematically.

Professor Toto is a fun and fabulous addition to at-home language learning.  Utilize it to supplement to your family’s language learning as well as teaching a brand new language!

Cost: $199.00
For more information:  www.thibauttechnique.com
**One Wee World Celebrates Mexico**

My whole family sat down together to watch *One Wee World Celebrates Mexico!* - me, my husband and all three kids. We expected a fun romp through Mexico but what we got was much more! There was dancing, singing, laughing, tapping toes and clapping hands and then... we watched it all over again!

*One Wee World Celebrates Mexico!* will far exceed your expectations. No, your child won’t end up speaking fluent Spanish. But what your child will receive is a cultural bath like none other. Mexico, the land of beautiful music, food and language is portrayed with zest, depth and beauty. From indigenous drumming to melodic voices, performances by the *Mariachi Divas*, *Xavier Quijas Yxayotl*, the *Ballet Folklorico Azatlan*, and *In Tlanextli Tlacopan* are spectacular and make this DVD an experience your family will not quickly forget.

The producers of *One Wee World Celebrates Mexico!* are correct when they say that children and adults of all ages will be delighted with this DVD. Authenticity is witnessed through and through and, most importantly, this DVD doesn’t allow itself to speak down to children. Ambassador Tracy guides viewers through each cultural element, sharing details about the country and people with captivating charm and comprehensive knowledge. Run to the site today and pick up your own copy of *One Wee World Celebrates Mexico!* and then prepare yourself for the rest of the series!

**Cost:** $19.95

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

---

**A World of Animals Just for You: Bees Buzz & Lions Roar**

“Bees buzz!” that’s my two-year-old’s newest favorite phrase ever since he first watched the delightful bilingual DVD “Bees Buzz and Lions Roar” by Turtles in Ties. This DVD is not about your average domestic cat and dog but features over 50 animals from all over the world! Kids learn about seals, armadillos, yaks and blackbirds, just to name a few. In addition to the animal sounds chapter, there are animal poems, stories and, what is a particular hit with my kids: the animal alphabet!

The images are simple yet attractive in their unique art style, and the bright colors are eye-catching. The accompanying sounds are pleasant and realistic. Delightful rhymes and stories inspire children to repeat and imitate in both English as Spanish, as you have the choice to see the 30 min program in either language. This DVD is a particular hit with my younger son, who insists on seeing it over and over again! Highly recommendable for toddlers and younger children ages 2-5, and for anyone interested in learning certain animal sounds in Spanish!

**Cost:** $19.95

**For more information:** [www.TurtlesInTies.com](http://www.TurtlesInTies.com)
A Princess, a knight, a dancer!

Get out those kid’s costumes and have fun with your language! Kids love to dress up and pretend that they are someone else living a different life. Let them have even more fun while using your language. Sorry parents, this may mean you have to dress up as well and join in with the fun! Here is your chance to be a princess, or maybe a rock star! Don’t have costumes at home? We won’t let you off that easy. If you don’t have any real costumes around your house, then have fun putting on other family member’s clothes. A son wearing his father’s starched shirt and colorful tie can make everyone join in with the fun. A few scarves can make a wonderful skirt and they always make wonderful headdresses of various sorts. Get out the hair spray and give your kids fun new hairstyles. Whatever you do to dress up, have fun and use your language the whole time!

What’s That Taste?

This fun game will help your children learn the words for different tastes (while having fun eating all kinds of different foods!). Gather a bunch of different foods which fit the different taste sensations: sour, salty, sweet, bitter as well as bland, spicy, etc. Place them on a table and taste the different foods with your child. If you have a number of different foods which fit into the same categories, then make a simple graph on paper and have your child mark on the graph in which category each food fits. Let your child hold the food on her tongue so that she can get a good taste. In grade school we all learned about what is called a “Tongue Map” (where different parts of the tongue respond to different types of tastes) but this theory has been dispelled. Today scientists agree that the taste buds all over the tongue respond to different tastes.

To add even more complexity and fun, discuss the different food textures -- creamy, nutty, chewy, crunchy, and more. Let your child play with the food if she wants -- makes it all the more fun! And you can even add in smells to the graph! Just think of how many different words and discussions can arise! Don’t forget to talk about how some plants and liquids are poisonous!

Three Corners

Do you know the song “My Hat It Has Three Corners”? If not, check it out here: www.jcathisnewmonth.org/5766/adar/adarson3.asp. It is a wonderfully fun song which you can either translate directly in your language (including the actions of pointing to your head, showing three fingers, etc.) or you can adapt it with your own words and movements! Try changing the first word and the numbers. For example, “My car it has four wheels, four wheels has my car.” Sure, the music doesn’t exactly match but your kids will have fun anyway. Have your children either join in with you or call out items that you should use in your song. Make sure to get your kids involved in coming up with hand gestures for each of the stanza’s. An elbow is used to indicate “corners” and see if your children can come up with other ideas for other words.

Adapting songs is a great way to get your kids involved in your language. To your kids it may feel exciting to be able to use the same tune but to come up with brand new words. Let them come up with as many changes to songs as they can think of. Just continue to encourage them to do it in your language if they start to use the community language. And if your kids decide to come up with some crazy non-words, that is ok too. It is all in the spirit of fun, language and creativity.
**A Letter a Day...**

Don't have flash cards in your language at home? Then make your own together with your child! You can use practically anything to make flash cards: index cards, regular paper, cardboard. You can write out the letters with pens or crayons or even paints and your child can even decorate the flash cards. Focus on one letter each day. Create a flash card for the letter by writing out both the capital and the lowercase (either one on either side or a picture of something that starts with that letter on one side and the upper and lower case both on the back). Take your time talking about the letters. Have your child trace his finger along the lines (you can include arrows to indicate the directions for writing it). Then spend that day looking for things that start with the letter (or even end with the letter). When you are going for a walk or doing things around the house, call out things that start with the letter. Have your child carry around the flash card and trace his finger over the letters each time he sees an item that starts or ends with the letter.

**Home-made Puzzle**

There is nothing more fun than creating your own puzzle! The best foundation for a puzzle is a medium-sized piece of heavy-duty paper (something easy enough to cut but stiff enough to hold its shape). Have your child draw a picture on one side of the paper with permanent markers or crayons. When the picture is done, you can cut it into different shapes to create a puzzle. Cut at least some pieces into standard shapes such as squares, circles, triangles, rectangles and other pieces into wavy lines, curves and other shapes. Once you have the puzzle cut out, have your child put the puzzle back together and at the same time talk about shapes (the standard ones as well as others such as curves, straight lines, crescents, wavy lines, corners, flat sides, rounded sides, and more), colors and the puzzle design. You can use the shapes of the puzzle as a jumping off point for discussing shapes all around you -- in the living room and kitchen as well as outside and in the park!

**What is Something That...**

Action words are always fun for young children! Why? Because young children are so active themselves. So give them some more action words to use in their every day discussions! To do this activity, you just need to come up with a list of actions then let your child do the rest! For example, ask your child “What is something that sleeps?” Give him time to think about the question and to come up with an answer. Then ask him to ask you a question using an action word. If he can’t think of a question, then give him a hint. Another way to play this game is to write out a bunch of action verbs on slips of paper and put them into a bag. Each person pulls out a verb and creates a sentence. Either everyone can use the same beginning sentence, such as “What is something that...” or each of you can create completely new sentences each time, such as “Who eats the most in this house?” Another variation is to change the sentences so that different verb forms need to be used. For example, “Who is someone who likes to eat?” to include the helping verb, or “Who ate all of the pie last week?” to work on the past tense. It goes without saying that you can have fun changing the game around so that your child will come up with verbs for people and things on the fly. For example, “What does the stove do to food?” or “Susan always does this right before she goes to bed.” The variations on this game are truly endless so get your children involved to help you come up with more and more ideas on how to make it more fun!
CONFERENCE OF EVENTS

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

CONFERENCES & SEMINARS

September 3-5, 2007
Fifth International Conference on Third Language Acquisition and Multilingualism
University of Stirling, Scotland, UK
www.ioe.stir.ac.uk/L3conference/

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

October 4-5, 2007
3rd Annual Wisconsin Institute for Peace and Conflict Studies Conference
A multidisciplinary conference on identity and diversity, and the ways they have contributed to peace and conflict both in the past and in the contemporary world.
University of Wisconsin La Crosse, La Crosse, Wisconsin, USA
www.uwlax.edu/conted/wipcs

October 5-7, 2007
Interdisciplinary Conference on Culture, Language and Social Practice
University of Colorado at Boulder
Boulder, USA
www.colorado.edu/linguistics/faculty/kira_hall/clasp/conf/home.html

October 22-26, 2007
The Annual LISA Forum Europe
Building Global Teams Locally
Outsourcing, European Integration and Globalization
www.lisa.org/events/2007berlin/index.html/overview

October 26-28, 2007
The Eleventh Conference of the Foundation for Endangered Languages: Kuala Lumpur, Malaysia
Working Together for Endangered Languages: Research Challenges and Social Impacts
University of Malaya, Kuala Lumpur, Malaysia
www.ogmios.org/conference07/information

October 27, 2007
Raising Bilingual Children
A three-hour seminar to prepare parents, grandparents and other caregivers in the rewarding choice to raise children in more than one language.
Plenty of participant participation!
Bellevue Community College
Seattle, Washington, USA
www.conted.bcc.ctc.edu/languages/index.asp

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
Da el regalo que dura

**TODO EL AÑO.**

Un regalo educativo y entretenido.

**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.

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

**IGUANA** es una revista infantil bimensual con 6 ejemplares al año.

---

Envíe su suscripción por sólo $29.95*

Envíe **IGUANA** a: (escriba en letra de molde)

Nombre del niño/niña

Dirección

Ciudad     Estado     Código Postal

Fecha de cumpleaños

Escriba su cheque a: **NicaGal, LLC.**

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)

Firma del adulto

**THE EFFECTIVENESS OF BILINGUAL EDUCATION**

“Apart from individual classroom and school characteristics, the effectiveness of bilingual education is influenced by the social, economic, political and cultural context of such education. For example, the differences between being in a subtractive or additive context may affect the outcomes of bilingual education. The school and its community may be important in effective bilingual education. Also, the local economics of schooling play an important part. Where the funding of schools is based on a local tax, then ‘per student’ expenditure in more affluent areas will be considerably greater than in the less affluent areas. In the US for example, language minority students from an economically poor district will typically have considerably less expenditure on them (per student) than those in more wealthy suburbs. It is difficult to advance the effectiveness of bilingual education with very limited financial and material resources.

It is also important in bilingual education effectiveness research to examine a wide variety of outcomes from such education. Such outcomes may derive from high stakes testing, measures of basic skills (e.g. oracy, literacy, numeracy), or the broadest range of curriculum areas (e.g. science and technology, humanities, mathematics, languages, arts, physical, practical and theoretical pursuits, skills as well as knowledge). Non-cognitive outcomes are also important to include in an assessment of effectiveness. Such non-cognitive outcomes may include: attendance at school, attitudes, self-concept and self-esteem, tolerance, social and emotional adjustment, employment and moral development. ... Effective bilingual education is not a simple or automatic consequence of using a child’s home language in school ... or a second language ... . Various home and parental, community, teacher, school and society effects may act and interact to make bilingual education more or less effective.”


---

**TYPES OF BILINGUAL EDUCATION**

“...the term bilingual education [is often] used as if its meaning is unambiguous and self-evident. The opposite is the case. Bilingual education is a simplistic label for a complex phenomenon. At the outset, a distinction is needed between (1) education that uses and promotes two languages and (2) relatively monolingual education for language minority children. This is a difference between (1) a classroom where formal instruction fosters bilingualism and (2) a classroom where bilingual children are present, but bilingualism is not fostered in the curriculum. The umbrella term, bilingual education, has been used to refer to both situations leaving the terms ambiguous and imprecise. Precision can be attempted by specifying the major types of bilingual education. One early and highly detailed classification of bilingual education was by Mackey (1970, “A typology of bilingual education.” *Foreign Language Annals* 3, 596-608). This account of 90 different patterns of bilingual schooling considers: the languages of the home; the languages of the curriculum; the languages of the community in which the school is located and the international and regional status of the languages. A different approach to categorizing types of bilingual education is to examine the aims of such education. A useful distinction in aims is between transitional and maintenance bilingual education.”

[Read Colin Baker’s book below for a detailed explanation of the numerous types of bilingual education.]

AWARD-WINNING BILINGUAL CHILDREN’S PRODUCTS IN OVER 40 LANGUAGES!

Languages Include...

- Albanian
- Arabic
- Bengali
- Bulgarian
- Chinese
- Croatian
- Czech
- Farsi
- French
- German
- Greek
- Gujarati
- Hindi
- Hungarian
- Irish
- Italian
- Japanese
- Korean
- Kurdish
- Panjabi
- Portuguese
- Romanian
- Russian
- Serbo-Croatian
- Shona
- Somali
- Spanish
- Swahili
- Tagalog
- Tamil
- Turkish
- Twi
- Urdu
- Vietnamese
- Yoruba
- And More!

Use our dual-language stories to...

- Introduce foreign languages & cultures
- Preserve a child’s heritage
- Develop self-esteem & a respect for diversity
- Surprise multicultural families with UNIQUE GIFTS

Stories are highly praised by experts and KIDS LOVE THEM!

Language Lizard, LLC
Inspiring Kids Through Language!
Visit Our Website!
www.LanguageLizard.com
Call Us Toll-Free: 1-888-LLIZARD (554-9273)
Bilingual Families Connect
For parents raising bilingual children

Raising multilingual children?
Visit us at www.bilingualfamiliesconnect.com

Bilingual Families Connect is the free online resource where parents can find:

Parent to Parent
Read stories of other multilingual families, including their successes and challenges.

Discussion Forum
Ask your questions and share advice with other parents.

Information
Learn approaches families use and myths about bilingualism and language acquisition.

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

Expert Research
Find out what experts in the field of linguistics have to say about bilingualism.