The Bilingual Family Newsletter

MULTILINGUAL MATTERS

News and Views for Intercultural People

Editors: George Saunders & Marjukka Grover *1994 Volume 11, No.3*

In this issue

EDITORIAL

A question which often turns up in reader's letters - this issue is no exception - is whether they should continue to use their language with their children when there are people present who do not understand that language. It is a question that is sure to arouse heated discussion if put to any group of bilinguals - or monolinguals. At my university I teach a course called **'Bilingualism and Biculturalism'**, and my students, all bilingual in some way or another, come from a wide range of backgrounds, there being speakers of Arabic, Chinese, French, German, Italian, Spanish, Swedish, Vietnamese, all of whom also speak English (mostly as a second language). The class divides roughly into three groups on this question: those who think it is always impolite to use a language in the presence of those who do not understand it, those who think there is nothing wrong with using their language at any time in front of people who cannot understand it, and those whose choice of language is determined by the situation and their relationship to the people present.

Personally, I belong more or less to the third group as far as bilingual colleagues are concerned, and to the second group as far as my children are concerned. That is, I speak German to bilingual colleagues unless a non-German speaker joins us as a direct participant in the conversion, in which case we switch to English. However, I do not switch from German if non-German speakers are merely present, but not part of our conversation. I do not believe this to be rude; in fact, I feel somewhat uncomfortable when I encounter people from the first group above who switch from Arabic etc. to English in their private conversation simply because I am in the vicinity. Perhaps they have at some time encountered paranoid people who think that people using a foreign language must be speaking about them, but switching to (perhaps accented) English is hardly likely to allay the such paranoia anyway.

With my children (now aged 20, 18 and 13) I always speak German, whoever is present. As their principle contact with

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MANYLINGUAL CHILDREN, ANYLINGUAL PARENTS - ESPECIALLY FATHERS

Godfrey Harrison*

"If I change to talk a little wild, forgive me: I had it from my father " (Henry V, III, iv 26)

A recent Welsh survey of 311 bilingual Welsh-English mothers based upon their children's language development revealed that their chance of becoming bilingual or monolingual was attributable to a father's linguistic preference. The comments unanimously claim that a monolingual English father who discouraged Welsh in the family had a monolingual English child! Conversely, more often than not a monolingual English father who encouraged Welsh usually had a bilingual child. Interestingly the comments also indicated that, parents apart, other relatives' discouragement or encouragement of a child was irrelevant to the child

"...a monolingual English father who discouraged Welsh in the family had a monolingual English child!"

becoming bilingual or not. It seems that with languages as well as with arts or sports, a father transmits his values to his child. This is certainly true with the following example:

Unlike Europeans who stress 'mother tongues' the Vaupé Indians of Colombia attach importance to 'father languages' and can speak three languages, often four or five. Some Vaupé follow up to ten. The parents of each generation have a distinct father language. Indeed, if a mother's father language didn't differ from her husband's then the two of them could not be married. Like many peoples, the Vaupé show that parents rear children to value the social facts their parents value, but like few other peoples, they show how numerous languages can be just such facts!

Moving to the other extreme from the Vaupé are families which we are familiar with here in Britain. Parents only speak one language which their

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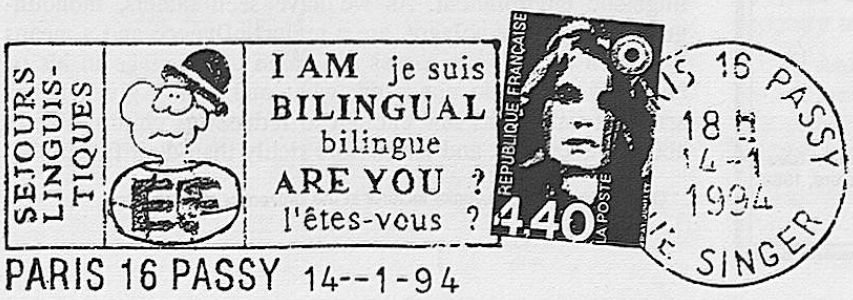

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children duly acquire. The complete linguistic opposite of the Vaupé - monolingual parents with no common language, is rare. Austin Coates cites a near example:

He mentions (in 'Myself a Mandarin'), a childless Chinese couple who were seeking a divorce on that ground. Interpreters came to realise the couple had no common language. How could a linguistically similar, if more fertile, couple raise a monolingual child? Surely, such parents would raise a bilingual child as children need to speak to both parents to avoid feeling linguistically isolated - and the linguistically isolated parents would undoubtedly value the child as a family interpreter.

It seems that the key to whether a child acquires a language is related to the benefit he or she gets from using it. Preschool children are unquestionably realistic about what gets desired results whether at home, in the park, on holiday or at grandma's. Less self-reliant than an adult, a child sees language as a lever on the world - when it has little effect, why continue to use it? To illustrate this point I have an example from about forty years ago based upon a 1 bilingual father who could not sustain his son's bilingualism.

Robbins Burling, an American anthropologist, spent two years in Assam, where his son, one and a half on arrival, acquired Garo and English. When the family left Assam Stephen was fluent in both but better in Garo, the local language. On leaving the Garo hills the family crossed India and Stephen tried to speak Garo *'with every Indian he met, but by the end of the month was learning that this was futile'.* Six months after leaving Assam, he had lost his Garo. His father tried to sustain it, but nobody was around any more for Stephen to talk to in Garo and he communicated with his father in English.

Sustaining a language need not be a failure if the children have the need to use each language with their parents, and the parents support and encourage them. Hywel Moseley, a native Welsh speaker and lawyer by profession is, in modern Britain, necessarily fluent in English. His French wife also speaks English well. Their children all spoke Welsh, English and French before going to primary school.

Many Swiss bankers speak German because their parents do and English because it is the international language of finance. I know of one banker who is married to a Filipina. Their child who is 3 years old is trying to sort out her parents' common language English, and their native languages German and Tagalog. Following the Moseley family example, she will do best if her mother uses Tagalog consistently and her father uses German with her similarly.

Our interest in this article has been the value of different languages to children who can acquire them, without formal lessons, through employing a natural inheritance in their linguistic environment. As we have seen fathers, monolingual, bilingual or polygot, are a major influence and a means by which a child can assess the value of language in his or her daily life. I do not know what makes any given father arrive at valuations low enough to reduce his children being able to listen, talk and learn more richly than their father.

* Godfrey Harrison is a senior lecturer in the University of Hong Kong.

"I do not know what makes any given father arrive at valuations low enough to reduce his children being able to listen, talk and learn more richly than their father".

MY LANGUAGE IS MY HOME

In my mother tongue
my hatred is sanguineous
my love soft.

My innermost soul
is in balance
with my language.
The closeness of it
caresses my hair.

It has grown
together with me,
has taken root in me.

My language
can be painted over
but not detached
without tearing
the structure of my cells.

If you paint
a foreign language
on my skin my
innermost soul
cannot breath

The glow of my feelings
will not get through
the blocked pores.

There will be
a burning fever
rising in me
looking for a way
to express itself.

Pirkko Leporanta-Morley

(Published in *Minority Education: From Shame to Struggle* edited by Tove Skutnabb-Kangas and Jim Cummins, Clevedon: Multilingual Matters, 1988)

INTERNATIONAL UPBRINGING

Marjukka Grover

When the main breadwinner of the family (in most cases still the husband) is posted abroad, the parents are faced with a dilemma; should they uproot the children and move with him, or should the family stay behind with the possible consequences of the father losing touch with the children? Some families move countries several times during the children's formative years. Some children have never lived in their parents homeland. How do the moves affect their personal and social development?

Brussels, the capital of Europe, is a very cosmopolitan city. Many international firms have offices in Brussels. The city is full of people who have come to work or study there for varying lengths of time. Many bring their whole family to Brussels. One of the schools catering for such families is the International School of Brussels, whose active and stimulating multicultural Parents Association would be the envy of most ordinary schools. All the World Continents are represented in their colourful meetings, where stimulating discussions develop when people from the numerous cultures meet. Although their cultures may be very different, the problems and rewards of moving, and of being parents are similar.

Naoko Osugi with Akemi Helsby and Coreen Sears from The International School of Brussels

One member, **Naoko Osugi**, is from Japan. When her husband was posted to Brussels two years ago she decided to move with him along with their 15 year old son, leaving their 20 year old daughter in college in Japan.

Naoko's husband works for Matsushita Electric. In 1977 the family moved to the USA. At the time of that move her daughter, Noriko, was 5 years old. Soon after arriving there her son, Masaki. was born. Noriko spent her formative school years in America, but when Masaki started school the family had moved back to Japan. Naoko has observed interesting developments in her two children. Although Noriko attended Japanese Saturday School once a week during their years in America, three hours of Japanese a week was not enough for her to understand fully the Japanese language, culture and education. When they moved back to Japan Noriko had difficulties settling in and throughout her school years she had problems with the Japanese language. But that was not all. In America she had learned to value individualism and personal freedom. Japan is a group orientated culture, the interest of the group is valued more highly than individual freedom. As she had been brought up in an American school system Noriko had adapted into the Western way of thinking and behaving. For example she expressed herself clearly and directly. She would answer *'yes'* or *'no'* to questions. The Japanese way of speaking is indirect, and her behaviour was often seen as abrupt and impolite. Noriko is now studying English Literature in Kobe College, and although she has settled into Japanese society her behaviour is still more individually orientated.

Naoko's son, Masaki, on the other hand was born in America, but had most of his schooling in Japan before moving to Brussels at the age of 15. His way of thinking and behaving is very Japanese. Masaki has no problems being a member of any group. He always listens to other people, wants to know their opinions and feelings before he would state his own or take any action. He avoids arguments. Masaki is the diplomat trying to keep harmony in a group. He has settled in Brussels very well, as the Western culture was not totally alien to him. In Naoko's opinion it is also easier to settle in a culture where there is greater individual freedom rather than to a group orientated culture. Naoko expresses her opinion about living in a foreign culture:

"Do in Rome as the Romans do. When moving to a new country it is polite to try to understand and respect the traditions and customs cultivated for hundreds of years by the people of that country".

Naoko Osugi likes Belgians, they are tolerant people, willing to compromise and easy to get on with - except when they are driving!

Because of the nature of the International School it is not surprising that among the members of the Parents Association many intercultural marriages exist.

Eid Alexandersen is Thai, married to a Dane. She has two children; a 16 year old son, Kim and a 13 year old daughter, Nina. The family has lived in Nigeria, Indonesia and Thailand before moving to Belgium a couple of years ago. Eid met her Danish husband in Thailand where he had been working for several years. When the children were born, the parents decided to adopt English as the family language. They knew that the children's schooling would be through English as the family would be moving from country to country several times during the children's formative years.

"If I had spoken Thai to them and my husband Danish, they would have not understood anyone else except us. In Nigeria local people spoke Pidgin English but it was very bad. So we decided to speak English to them".

Over the years Kim and Nina have acquired a reasonable

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command of Danish by spending their summer holidays in Denmark with their beloved grandparents and Thai during the years they lived in Thailand. Their schooling has always been through the International School, which has an American based curriculum system and many American teachers. Kim and Nina speak English with a strong American accent.

"Wherever we go people think we are a funny family: Danish father, Thai mother and American children!"

Eid feels her children do not really belong anywhere. When the family moved from Nigeria to Indonesia, people would ask Kim *'Where are you from?'* and he would say *'from Nigeria'*. As he did not look Nigerian people would inquire further *'O.K. but where are you originally from?'* and Kim would have to explain *'I am half Dane, half Thai'*. He has dual nationality; Danish and Thai. When Nina was born the law in Thailand had changed and therefore she has only

Eid Alexandersen

Danish nationality. They feel, however, more American than Thai or Danish, and would like to go to university in America.

Eid herself is Buddhist, her husband a non-practising Christian.

"We have not pushed our children in either direction and now they say they are nothing".

Eid has taught them the basics of the teachings of Buddha, which she feels is a peaceful and calm religion but states:

"I feel strongly that children should be allowed to try different religions and find their own 'truth' about them".

As interesting and stimulating as bicultural marriages can be they do bring extra conflicts. Although Eid's husband has lived in Thailand for several years some of the Thai mentality and attitudes are still very 'foreign' to him. Being late is one of them, she says, causing some misunderstandings between husband and wife. As for Eid, the more rigid Danish way of dealing with other family matters, is hard to understand:

"If he has a plan, we have to follow that plan. I try to teach him that life CAN be flexible".

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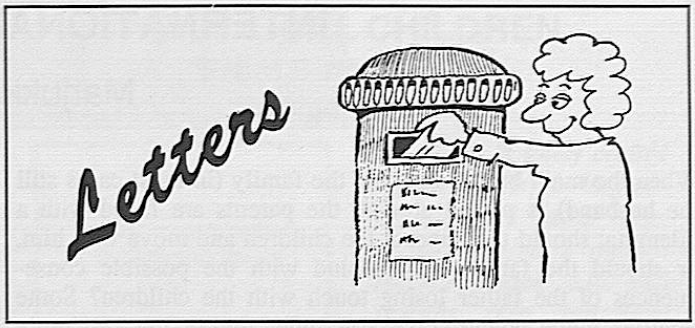

ONE PERSON - ONE LANGUAGE

A Response to Rosemary Kneipp's letter (Vol.11:1)

I am American, have a degree in French from the University of Minnesota, and am a teacher of English as a Second Language and French as a Second Language for Children. I have two children, eight and seven (boy, girl), to whom I have always spoken English as well. Their father is French, they were born in France, have always lived here and have visited an English-speaking country only once. The oldest has cerebral palsy and a psychomotor delay, yet is progressing at the same speed in both English and French (currently four-five year old level).

Your discomfort regarding the situation of speaking English in front of non-English speakers was so evident in your letter it was almost palpable. I can't help feeling that it is your discomfort that was transmitted to your children and possibly to the non-English speakers in your presence and not the contrary. Because you feel it to be unnatural, the situation became unnatural.

In my opinion, there is nothing more natural than speaking my native tongue to my children, and I automatically address them in English whatever the situation/context may be. What would be unnatural would be a switch in someone else's company. The switch can only indicate to the child, I feel, that the language in which you are trying to communicate to him or her is unnatural, strange, or different - that is, the contrary of what we are trying to achieve.

"In my opinion, there is nothing more natural than speaking my native tongue to my children"

My children's friends are inquisitive about what we're saying and sometimes ask for translations. We often make American cakes or cookies together, celebrate Halloween, Thanksgiving, have shows where the others learn the refrain of a song in English, play English board games together, etc. I never impose an American activity, and should one of my children address me in French (rare), I simply repeat what they've said in English and respond in English. Being natural is, in my opinion, the key. With our respectively Polish, German, Czech au pairs we have asked them as well to speak their native language to the children. After one or two weeks of adaptation, the children fell into this new 'normal' pattern of learning to set the table in that language, take a bath, ask for various simple things and understand fully what the au pair was saying after two weeks to a month in our household.

Couldn't the fact that you imposed the switch from English in the presence of non-English speakers have caused confusion and anger for Patrick? If your haven't already done so, you may ask him why he was so angry, which would, in itself, I think, be a relief for Patrick.

Lisa Westmiller, Vallorcine, France

DELIGHTS OF LEARNING TO READ

We moved from Greece to Cyprus with our 5 year old Greek/ Czech bilingual son. I am Czech, my husband is Greek-Cypriot. I hadn't managed find books on how to teach my child to read so I used my own imagination and bought magnetic plastic letters, a home blackboard, chalk and books. I made a mistake trying to teach him capital letters first when it is considered better to start with small letters - as I found out later.

When I saw my son engrossed for a long time in Greek comic books (without being able to read the text - Greek characters are completely different from Czech which uses Latin characters), or trying to read a comic book in Czech and not being able to (too complex words), I understood he would need a quality comic book with simple text AND intelligent stories. Unfortunately such books are very scarce if not non-existent. In the end I took a Greek comic book based upon Aesop's myths, and white-washed the Greek text with a correcting fluid and wrote my Czech translation of the text with small letters over it. For some reason the book was not a success with my son. I still think that it was a good idea as it is now beginning to become useful. My son continued to make slow progress - reading syllables, connecting syllables into words - for some reason he had no difficulty with that. One of the best ways to keep him interested was either with the blackboard and chalk or the magnetic letters. I was writing out things about him that were funny or tricky or slang - he would enjoy that immensely and would reply by writing out the same about me. I could see that he was learning both reading and writing.

About a month ago he picked up a Czech book for First Graders (an equivalent of an English spelling book) and started slowly reading it. Over the past two weeks he has picked up a book several times a day and reads aloud to himself for long stretches for enjoyment. He is proud of himself. He sometimes comes to me and asks me to read a difficult word and when I read a few of the following words as well (to help him), he shouts, not wanting this help. He can read it himself!!!

I really can't believe how easy it was and I am flabbergasted that I will probably reach my goal - which is for my son to read Czech before he enters a Greek school. I decided to have that goal after reading George Saunder's book **Bilingual Children: From Birth to Teens**. I would like this letter to serve as an encouragement to other parents. Teaching a child to read in a minority language can be quite easy and natural with relatively little effort involved on the part of the parents. I thought I would probably never achieve it as I do not have the training, patience or time to be a good teacher to him (I work as a gynaecologist with many night shifts). Yet I just can't believe how relatively easy it was!

Thank you for the BFN and good luck to other parents with similar goals.

Milena Ruzkova, Paralimni, Cyprus.

CONTRIBUTIONS, CONTRIBUTIONS

Please continue to send us your 'stories', anecdotes, jokes and useful hints. We would also like to have your thoughts (approx. 100 words) on how you view your own national identity while living abroad (see Vol.10: 4, 1993, page 2).

Remember, this Newsletter is for you, but above all, by you!

THE LANGUAGE AND EDUCATION DILEMMA - WHICH SCHOOL?

I am British and my husband is Dutch. We have two daughters aged 4 and 2 whom we bring up bilingually; I only speak English to them. This works very well. Our eldest daughter speaks both very well although I would say her English is slightly better due to the fact that she has been with me more than my husband; our youngest speaks both 50/50.

The query is about our eldest daughter for the immediate future. Due to my husband's job we have been moving from country to country on an average of every 2 years. For this reason we decided to send her to an English school as there is more probability of finding English speaking schools around the world rather than Dutch, and thus providing continuity in her education. However, we have found a school here in our area which is a Dutch Montessori school with an International Branch. The idea being that our daughter would have 70% of her lessons in English non-Montessori (reading, writing, sums ...), and the rest (arts and crafts), in Dutch Montessori. We found the concept perfect to our situation. However, the school is going through the teething stages of this new system which isn't making things so smooth. Our daughter is having English lessons but together with children who are learning English from scratch as well. We are wondering, how much this will slow down her learning in the class. We are now debating on whether to just send her to the Dutch Montessori full-time and stop the English. This would be until we moved again in 1, 2, 3 or 4 years time.

My question to you is would our daughter have problems integrating and being able to follow lessons in English after we moved if she was learning to read and write in Dutch now? I could always help her at home to read and write in English but I don't think time and her ability to concentrate after a long day at school could achieve that.

Tracey van Lutten, Leiden, The Netherlands

Your question about schooling is important because it poses a typical dilemma. Language and education can pull in different directions. You are naturally keen for your child entering kindergarten to maintain their bilingualism. At the same time, like every parent, you require the standard of education for your children to be as high as possible. Among bilingual schools, English speaking schools and Dutch speaking schools, there will be effective and less effective schools. Language is only one factor among many which makes a school valuable and effective.

In your situation, consider first the overall reputation and child-centred effectiveness of the school. The all-round

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accomplishment of the school is paramount over language (although language is a part of such success). I am sure you would rather your child go to a stimulating and happy school rather than a school which is poorer in this respect but has a preferable language environment. Of course, many schools combine overall effectiveness with an integral language policy that enables bilingualism to be fostered.

You indicate in your letter that the Dutch Montessori school seems superior educationally. If a personal visit to the school and some 'intelligence gathering' confirms its educational excellence, then that school seems your best choice. It is unlikely that your daughter's English language competence will suffer. Let me explain.

If in one to four year's time you move area and your child needs to attend an English speaking school, there should be very little problem in transferring from Dutch to English medium education. So long as your daughter's English language skills are maintained during this period, what she has learnt through the medium of Dutch will be accessible in English. Not only knowledge, but also concepts, skills, attitudes and thinking processes transfers naturally and easily into English.

For example, if your daughter is taught addition and subtraction in Dutch, the concept of such numerical manipulation (and the strategy for successful operations) doesn't have to be re-taught in English. Once the idea is understood, it is available in either language. Your letter provides an indication that your daughter will receive continued English support at home. This is important. It means that your child's English language skills should become sufficiently well developed to cope in an English medium curriculum when she moves school in later years. She will be able to understand the language of the classroom because her language has evolved at home.

Reading and writing in English will not have to be re-taught afresh. The 'decoding' skills acquired when learning to read in Dutch will transfer when learning to read in English (e.g. what is a 'word', how to break down words into constituent parts, how to guess and get successively closer to the right word, how to make sense of words because of the context of the sentence and story. Around 6 to 8 years of age, you will find that your daughter will begin to read in English with surprising ease. She will have developed the thinking competence, intellectual capability and reading 'decoding' skills to develop literacy in English. The different vocabularies of Dutch and English will be available as she speaks both languages. Therefore, learning to read in English will be relatively straightforward.

Some children successfully develop reading skills in two languages at the same time. You hint in your letter that you don't prefer this route. Don't worry, as another very successful route is sequential development; reading in one language reasonably well first followed later by literacy in the other language. In your case, reading in English could be developed slightly later (e.g. around 6 or 7 years of age).

In such sequential dual language reading development, there can still be preparation for learning to read in a second language. How about having a short period in the evening listening to your daughter reading in Dutch, with you reading to her in English? Have plenty of interesting children's books ready for her to read in English. Make listening to stories enjoyable and not a routine habit or a literacy assault course. Reading must become a pleasure. Your daughter needs not only to learn the skills of reading, but also that learning to read in either language is fun. Their attitude to books needs to be positive and favourable - a most important characteristic that facilitates the long-term development of biliteracy.

Colin Baker

Colin Baker is a Professor at the University of Wales, Bangor, and the author of *"Foundations of Bilingual Education and Bilingualism"*.

HOW CAN WE ESTABLISH FRENCH AS OUR FAMILY LANGUAGE?

Firstly, I wish to comment on how nice it is to have discovered a whole group of people who are really interested in developing their children bilingually. This was something we discussed in detail when deciding to start a family, so it was great to find a publication and further reading on the subject.

However, even having done some reading, I am not 100% sure about the best approach to take with our daughter. My husband is French and speaks fluent English. I am English and speak fluent(ish) French (I'm currently learning a whole new set of baby vocabulary).

We have a baby girl who is four months old. Prior to her birth we had a very mixed approach to language. I mainly spoke French to my husband, he mainly spoke English to me, although outside the home we tended to speak mainly English to each other. My husband now speaks French only to Tiphanie, and we are trying to develop French as our home family language. Does this mean that as a family we should only speak French to each other whenever we are together, that is, both in and out of the home? What about when we are with other people?

I am unsure about what I should do. My current approach (that is, the one that seems the natural one at the moment) is to speak French to Tiphanie when we are in the home together in the day or when my husband is there (that is, our attempt to adopt French as the family language), and I speak English to her when we are with others, that is, at friends, family homes, etc. I am worried I could confuse her - or is this approach acceptable? Or should I just speak English to her - but then what do I do when we are together as a family and my husband, Tiphanie and I are speaking?

Karen Adam, Mile End, England

If you are going to be living in England on a more or less permanent basis French is going to be the language which will require the most support from your husband and you if Tiphanie is to speak it as a strong associate language. Since she will be surrounded by an English speaking environment, her English will inevitably end up being her stronger language, but this does not mean that she cannot acquire a high level of proficiency in French.

The method most commonly recommended for families where the husband has one native language and the wife another is for each to speak their language to the children - the so-called 'one person - one language' method. This can be very effective, as the child quickly learns to associate each language with one parent and is constantly exposed to both languages in the home right from the beginning. This method also has the advantage that if the family moves from the country of one spouse to the country of the other spouse, the two languages are still present in the home (albeit with different emphasis).

In your particular case, living in England, I think making the home a French speaking domain has certain advantages for Tiphanie, as the amount of French she will hear and use will be that much greater than if your husband were the only one who spoke French with her. I would suggest that your husband should always speak French to her, even when in the presence of non-French speakers. Otherwise, she might see French as some sort of secret language which can only be used in private. Moreover, there will just be so many occasions when non-French speakers are present that the amount of French Tiphanie will be exposed to will be reduced considerably. (See also the comments on this subject by Lisa Westmiller in this issue). Non-French speaking friends and acquaintances will normally not react negatively to this, especially if you tell them that you are raising your child bilingually and occasionally tell them what is being said. My experience is that most monolingual people are fascinated by the fact that a young child can speak two languages. I would not worry about mere bystanders whom you do not know.

With regard to which language you use with Tiphanie outside the home, you could also stick just to French. Small children often prefer the language arrangement to be clear-cut - either one language or the other, however, they can also be very adaptable and accept a situation where a parent sometimes uses the other language with them. The main thing is to ensure that Tiphanie hears and uses (a few months off yet!) plenty of French.

George Saunders

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German, I have steadfastly adhered to this principle, more or less out of necessity. On very many occasions there is someone present who speaks no German, so that not to speak German would reduce the quantity of German used with my children to a very meagre amount indeed. It would also most likely have conveyed to the children when they were younger that the use of German was something to be a bit ashamed of if it had to be kept hidden.

However, certain concessions are made for the benefit of direst participants in a conversation. Much less German is used than if just my immediate family were present, with less remarks being made between my children and me, but rather in English via the monolingual English participant(s). The German exchanges which do occur between the children and me are usually paraphrased in English in a subsequent remark to the monolingual English speaker(s). Once the monolingual English speakers realise they are not going to be excluded by the use of German, they quickly accept the situation, even those whose facial expressions display some anxiety when they first encounter such a conversation. Family and friends have long since become accustomed to such conversations and only protest if, in the heat of a discussion, we forget that they cannot also understand German!

Since this question obviously has implications for promoting and fostering a family language in an environment where another language dominates, we would be interested in hearing from readers about how they have tackled this particular problem.

Gerorge Saunders

CONTACTS

If you wish your name and address to be included in the contact section, please send us the following information:

Name, address, languages spoken in the family, children's birth dates and specification of the types of families with whom you would like to get in touch.

Please send your queries, answers and/or contributions to

Contact details removed

or **Marjukka Grover at Multilingual Matters**

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INTERNATIONAL UPBRINGING *Continued from page 4*

The demands on the families moving from country to country are great. It is a lot to be asked to pack your bags (to pack your CHILDREN'S bags) and go just when you and your children have learned a new language, new customs and acquired new friends. People living an international life have to be flexible and tolerant. A great reward might be that children of such families have greater cultural awareness and better understanding of human nature than their monocultural peers.

The future of our world needs good diplomats!