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# Multilingual Education for Social Justice: From Coercive to Collaborative Relations of Power

## Psycholinguistic Principles

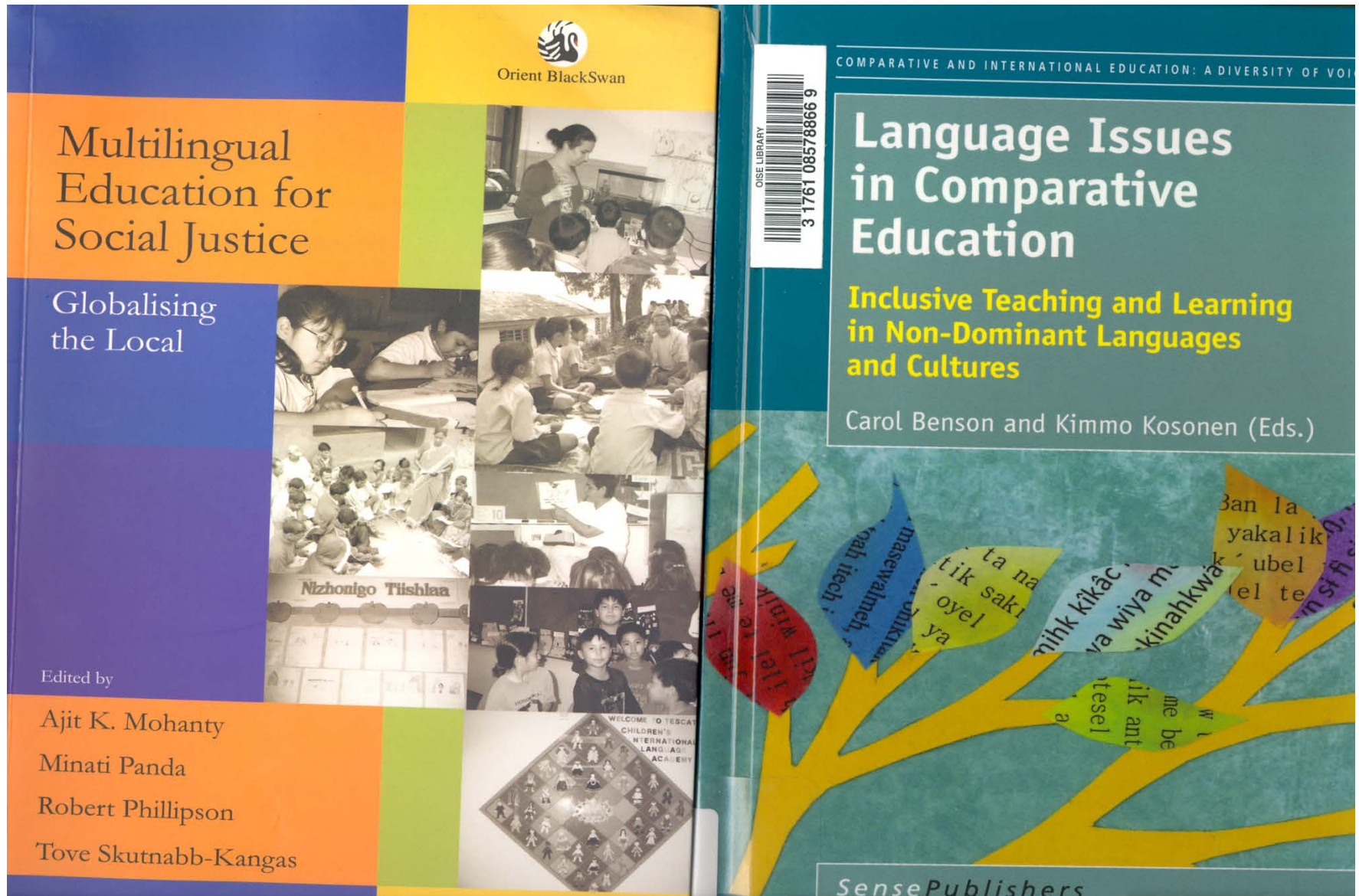
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Jim Cummins

The University of Toronto

4th International Conference on Language and Education:  
Multilingual Education for All in Asia and the Pacific -  
Policies, Practices and Processes

# A Growing Consensus



## Multilingual Education for Social Justice

Globalising the Local

Edited by

Ajit K. Mohanty

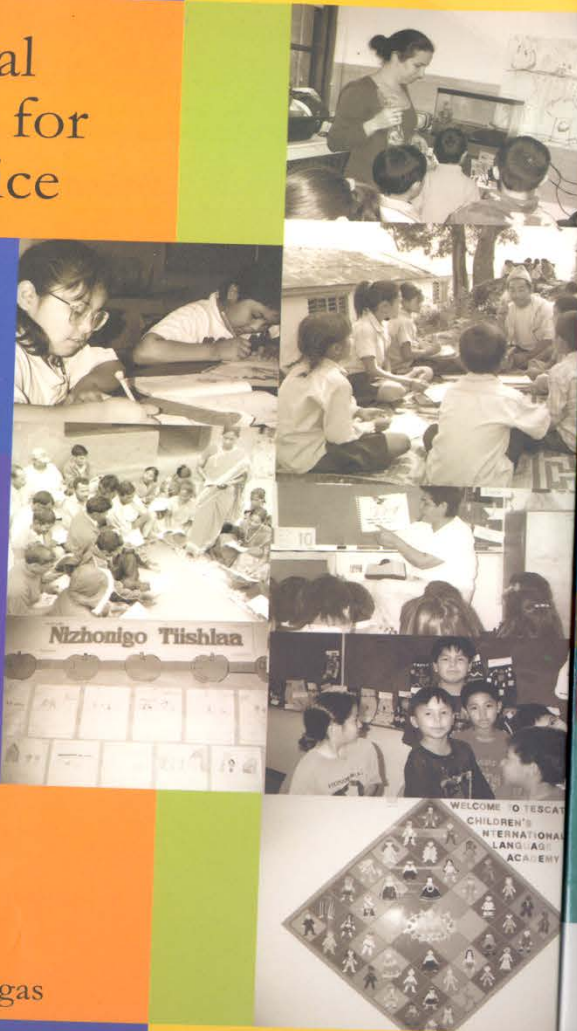
Minati Panda

Robert Phillipson

Tove Skutnabb-Kangas



Orient BlackSwan



Nizhonigo Tiishlaa

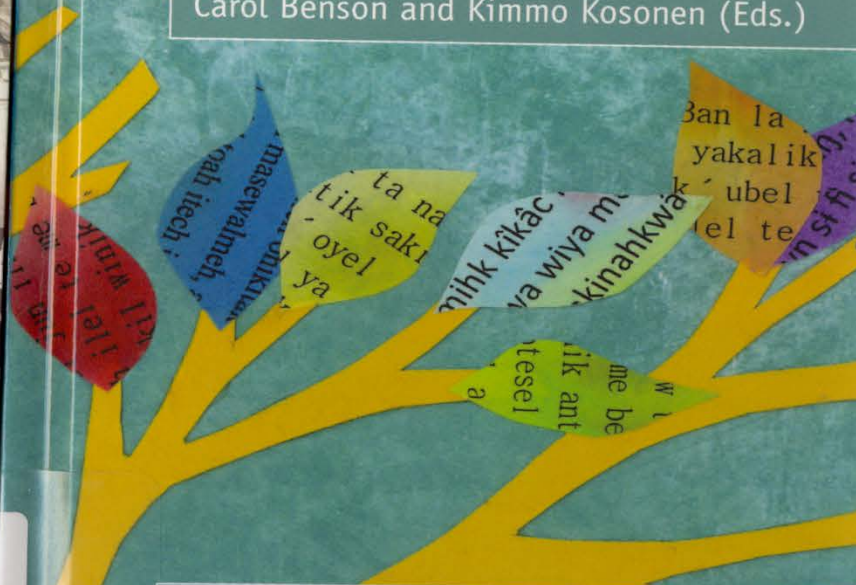
WELCOME TO TESCOT  
CHILDREN'S INTERNATIONAL  
LANGUAGE ACADEMY

COMPARATIVE AND INTERNATIONAL EDUCATION: A DIVERSITY OF VOICES

## Language Issues in Comparative Education

Inclusive Teaching and Learning in Non-Dominant Languages and Cultures

Carol Benson and Kimmo Kosonen (Eds.)

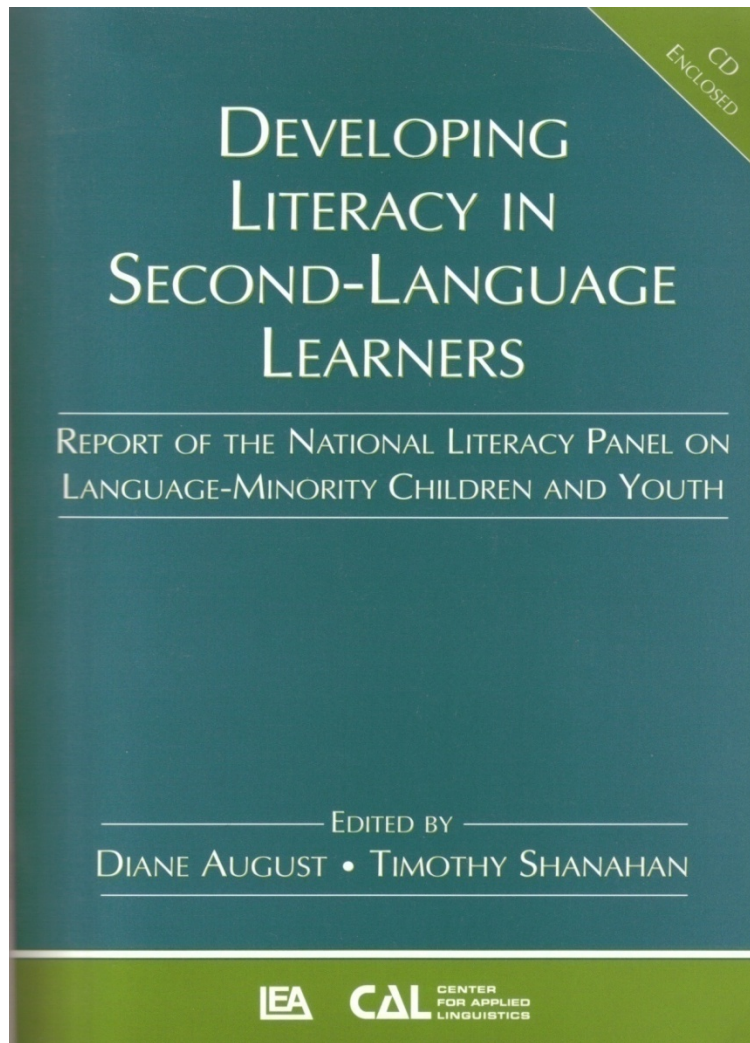


SensePublishers

## What Does Research Say about Bilingual Education?

- Bilingual programs for minority and majority language students have been successfully implemented in countries around the world. These programs generally produce better outcomes than teaching the language as a subject.
- Spending instructional time through two languages entails no adverse effects on students' academic development in the dominant school language.
- The development of literacy in two languages entails linguistic and perhaps cognitive advantages for bilingual students. There is also an advantage in learning additional languages.
- Significant positive relationships exist between the development of academic skills in L1 and L2. The stronger students' foundation in L1, the better their English develops.
- The most successful bilingual programs are those that aim to develop high levels of bilingualism and biliteracy. Transitional programs are less successful than continued instruction through both languages.

## The Most Comprehensive Review of Research Comparing the Effects of Bilingual Education and L2-only Instruction

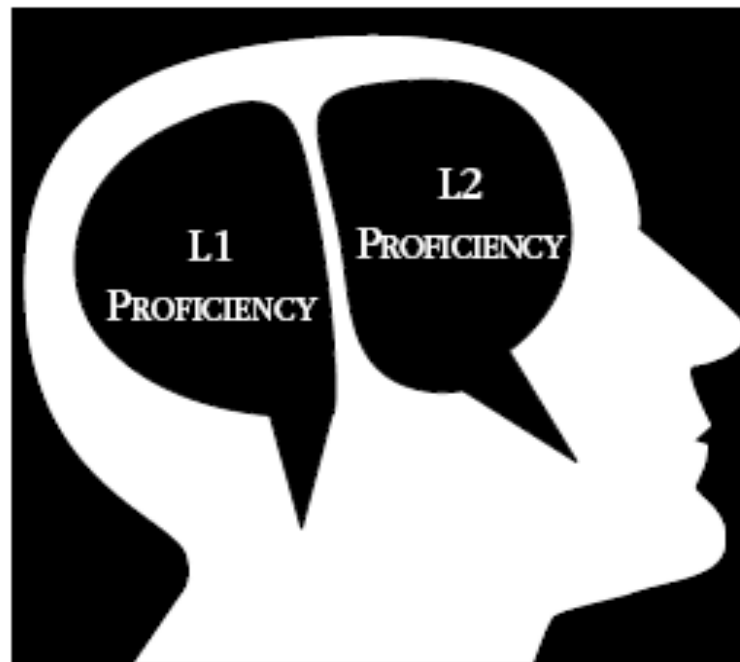


"In summary, ... where differences [between bilingual and monolingual programs] were observed, on average they favored the students in a bilingual program. The ... results clearly suggest a positive effect for bilingual instruction that is moderate in size."

(Francis, Lesaux, and August 2006, p. 397)

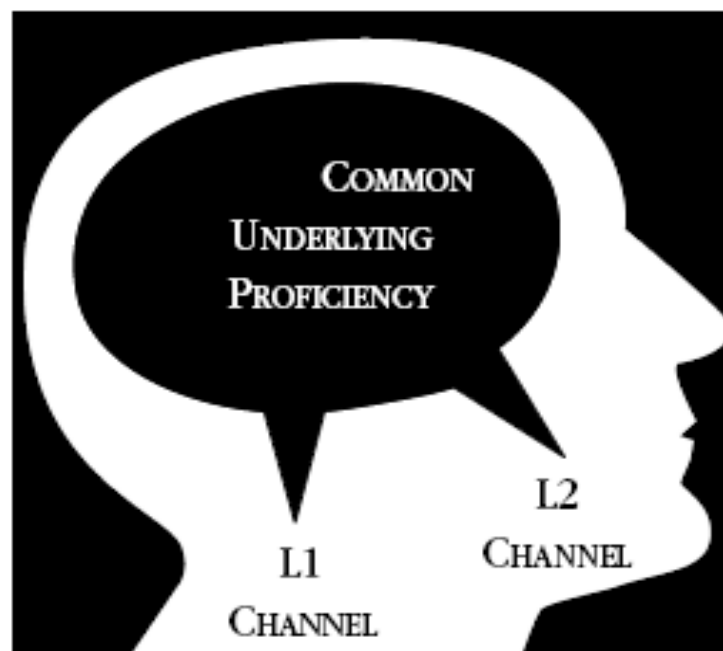
# Figure 6.2

## THE SEPARATE UNDERLYING PROFICIENCY (SUP) MODEL OF BILINGUAL PROFICIENCY

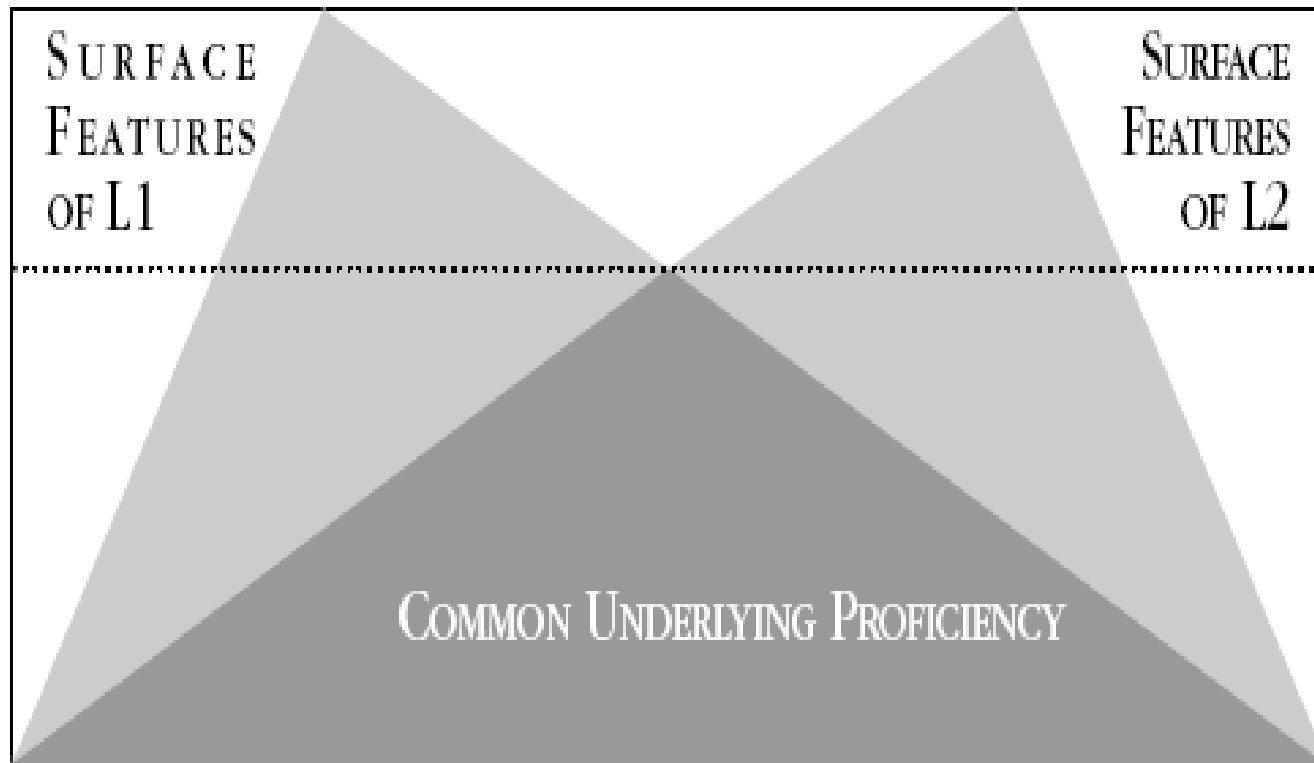


# Figure 6.3

## THE COMMON UNDERLYING PROFICIENCY (CUP) MODEL OF BILINGUAL PROFICIENCY



# The Dual-Iceberg Representation of Bilingual Proficiency



## Some of the Ways Cross-Linguistic Transfer Takes Place

- Transfer of **concepts** (e.g., understanding the concept of *photosynthesis*);
  - Transfer of cognitive and linguistic **strategies** (e.g. strategies of visualizing, use of graphic organizers, mnemonic devices, vocabulary acquisition strategies, etc.);
  - Transfer of specific linguistic elements (knowledge of the meaning of *photo* in *photosynthesis*);
  - Transfer of phonological awareness.
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# What Is Academic Language Proficiency?

- Includes knowledge of the less frequent vocabulary of a language as well as the ability to interpret and produce increasingly complex written language;
- Academic language (in English) makes frequent use of nominalisation (e.g., *acceleration*) and passive voice;
- Second language learners (e.g., immigrant students) typically require at least 5 years (and frequently longer) to attain grade expectations in language and literacy skills;
- Because academic language is found primarily in books, extensive reading is crucial in enabling students to catch up;
- Frequent writing, across genres, is also crucial in developing academic writing skills.

# Reversing Underachievement: The Core Research Findings

Literacy Achievement



Print Access/Literacy Engagement



Scaffold  
Meaning  
(input and output)



Connect to students'  
lives (activate  
background  
knowledge)



Affirm  
identity



Extend  
language

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## Conclusions

- L1-medium instruction should be maintained for as long as possible during the elementary school years with the dominant language(s) also being taught during this period.
  - Instruction should explicitly teach for transfer across languages;
  - Sustained literacy engagement in both languages should be emphasized. "Literacy" here should be understood in a broad sense as the oral and written repository of a community's cultural knowledge.
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