

*BILINGUAL AND ESL  
CLASSROOMS*

**“Language”**

**Carlos Ovando & Virginia Collier**

**“Language Interactions”**

**Jim Cummins**

# The Prism Model

- Linguistic
- Social/Cultural
- Cognitive Processes

# Understanding the Nature of Language

- Language is social.
- People use language to make sense of their world.
- Language undergoes constant change.
- Language learning occurs in context.

# Research-based Practices: Traditional v. Current

- Multi-faceted models that provide comprehensive explanations
- Language development in L1 and L2: language acquisition and bilingualism, social and academic language
- Cognitive development among bilinguals
- Crucial components in successful language learning: motivation, access to rich language environment, and social setting

# How Long Does it Take?

- ESL students with literacy in L1 take 5-10 years to attain grade level norms in L2
- ESL students without literacy in L1 take longer
- Bilingual Education students take 4-7 years

# Important Constructs in Bilingual Education Theory

- Transfer Principle, Interdependence of language, Common Underlying Proficiency (CUP)
- Threshold Hypothesis
- Interference/Negative Transfer
- Additive v. Subtractive Bilingualism

# Social and Cultural Processes

- Minority language and minority language: social and political implications
- Importance of understanding language abilities of children and incorporating their language in the curriculum
- SES and Social Capital

## Cummins' *Intervention for Collaborative Empowerment*

- Coercive relations of power manifested in the macro-interactions between dominant group institutions and subordinated communities lead to
  - Transformative/intercultural orientation
  - Exclusionary/assimilationist orientation

## Examples of Educational structures of Coercive Relations of Power

- Submersion programs for bilingual students
- Exclusion of minority parents from participating in their children's education
- Tracking students in lower-level tracks
- Use of biased standardized tests
- Teachers not prepared to work effectively with diverse student populations
- Biased curriculum

# Empowering Students

- Student languages and cultural backgrounds are affirmed and incorporated into the curriculum
- Parents and community members are guided in the educational processes of children
- Use of constructivism in the curriculum
- Advocating for students every step of the way including assessments and in making appropriate curricular decisions



END