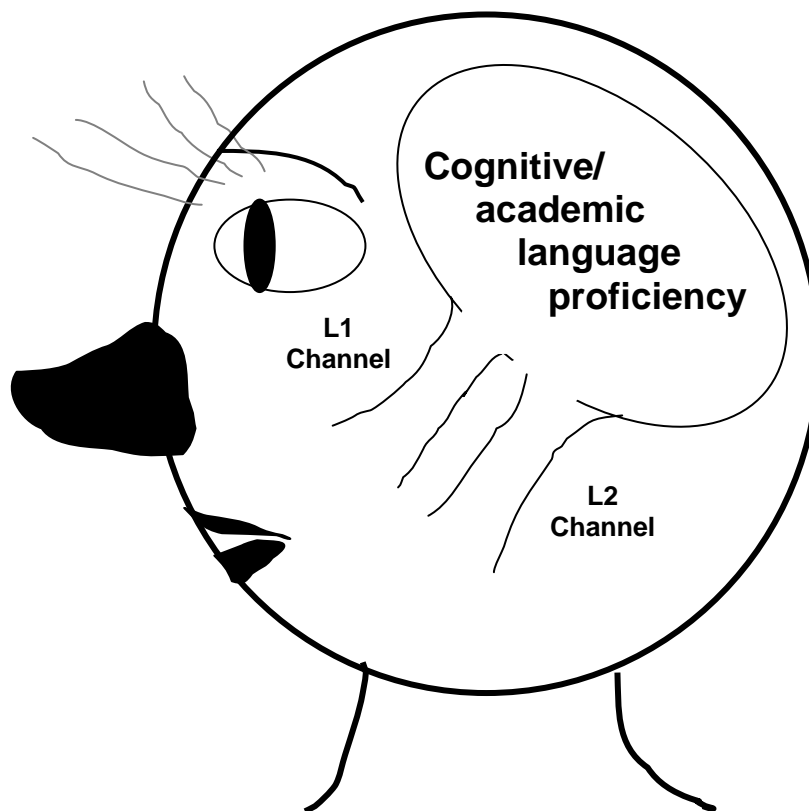


In the CUP model, experience with either language can, theoretically, promote the development of the proficiency underlying both languages, given adequate motivation and exposure to both, either in school or wider environment.

The Common Underlying Proficiency (CUP) Model of Bilingualism



Cummins, J. (2001). *Negotiating identities: Education for empowerment in a diverse society*. Ontario, CA: California Association of Bilingual Education.

Professor Yiqiang Wu of The College of New Jersey created this particular graphic, based on the original from Jim Cummins.

Retrieved from: www.joanwink.com/charts/CUP-Cummins.pdf