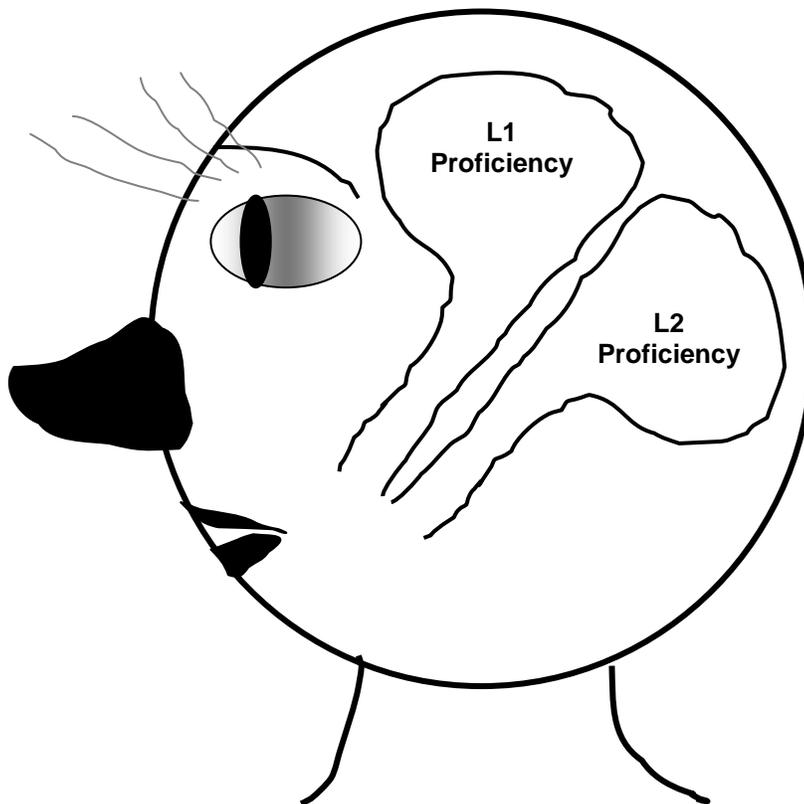


Those who argue for English-only programs on psychoeducational grounds implicitly assume the validity of a Separate Underlying Proficiency (SUP) model of bilingual proficiency. They usually assume a direct link between amount of exposure to English in school (and home) and achievement in English literacy. It follows that instruction in L1 will result in lower levels of L2 proficiency than instruction in L2.

The Separate Underlying Proficiency (SUP) 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/SUP-Cummins.pdf