

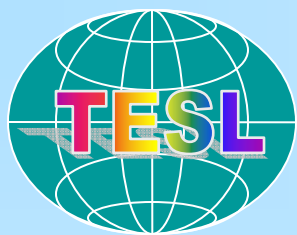
A Set of Theories by Jim Cummins

- SUP & CUP
- Iceberg Theory
- Due Icebergs Theory
- Threshold Hypothesis
- Two Paradigms of Bilingual Education
- Blaming the Victim
- BICS & CALPS
- Length of Time Hypothesis
- Zone of Proximal Development



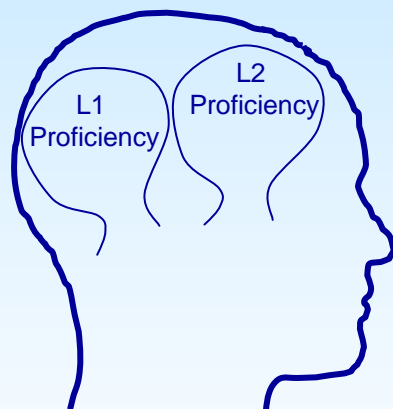
<http://www.education.miami.edu/ep/index.html>



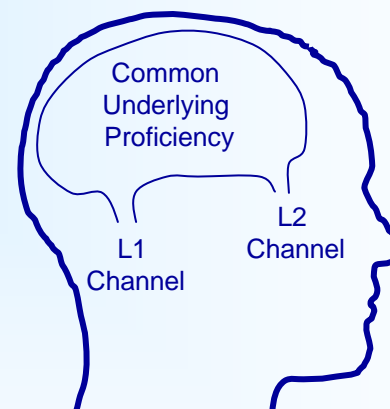


SUP & CUP

The Separate Underlying Proficiency Model (SUP)



The Common Underlying Proficiency Model (CUP)



(Adopted from Cummins, 1981)





ICEBERG HYPOTHESIS

**L1
Proficiency**

**Common
Understanding Proficiency**

(Adopted from Cummins, 1981)



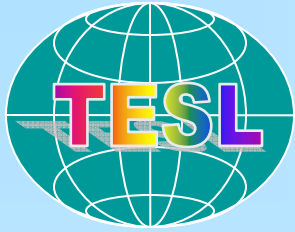
DUEL ICEBERG HYPOTHESIS

**L1
Proficiency**

**L2
Proficiency**

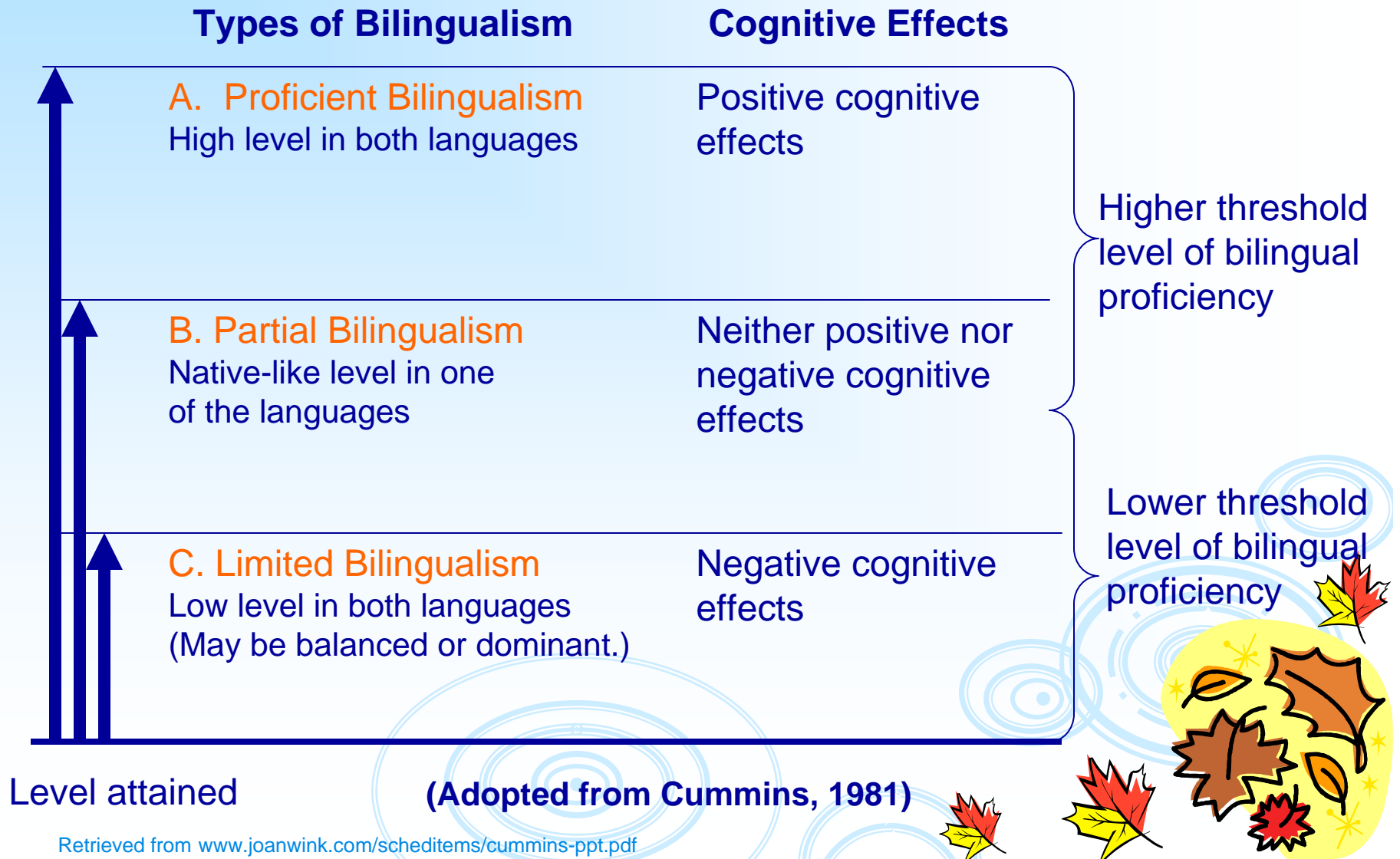
Common Understanding Proficiency

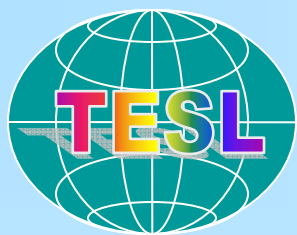
(Adopted from Cummins, 1981)



THRESHOLD HYPOTHESIS

Cognitive Effects of Different Types of Bilingualism





TWO PARADIGMS OF BILINGUAL EDUCATION

PROS

OPS

Proponents

Opponents

L1 = Human right

L1 = Barrier

L1 = Enrichment

L1 = Compensatory

L1 = Resource

L1 = Deficit

Additive

Subtractive

Maintain L1

Add L2

Add L2

Maintenance

Transition

Acculturation

Assimilation

Mosaic

Melting pot

Pluralism

Ethnocentricity

Language/Learning

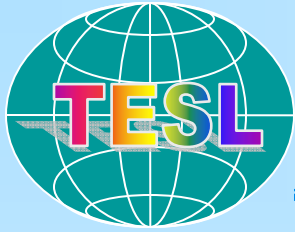
Language

Cultural pride

Alienation

(Adopted from Skutnabb-Kangus, 1986)





BLAMING THE VICTIM

A. Overt Aim

Teach English to minority children in order to create a harmonious society with equal opportunity for all.

B. Method

Punish children for using L1 in schools and encourage them to reject their own culture and language in order to identify with majority English group.

Covert Aim

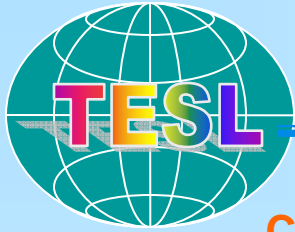
Anglicize minority children because linguistic and cultural diversity are seen as a threat to social cohesion.

Justification

1. L1 should be eradicated because it will interfere with English.
2. Identification with L1 culture will reduce child's ability to identify with English-speaking culture.

(Adopted from Cummins, 1989)





BLAMING THE VICTIM

C. Results

1. Shame in L1 and culture
2. Replacement of L1 by L2 deprived”
3. School failure among many children recently

“Scientific” Explanations

Bilingualism causes confusion in thinking, emotional insecurity and school failure.

Minority group children are “culturally

(almost by definition since they are not Anglos.)

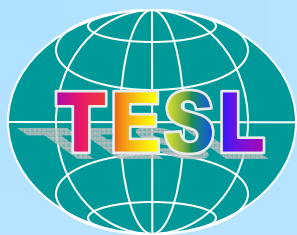
Some minority language groups genetically inferior (common theory in 1920’s

revived by Lloyd Dunn (1986)).

D. Outcomes

1. The educational disablement of minority children under these conditions only serves to reinforce the myth of minority group inferiority.
2. Even more efforts by the school to eradicate the “deficiencies: inherent in minority children minority children (i.e. their language and culture). (Adopted from Cummins, 1989)





BICS and CALPS

BICS

**Basic Interpersonal
Communicative Skills**

Speaking
(6 months -2 years)

Chatting skills
Playground English
Cognitively undemanding
Dependent on context
Early exit model
Not indicative of school success
English at the sacrifice of education

CALPS

**Cognitive Academic Linguistics
Proficiency Skills**

Writing
(5-6 years)

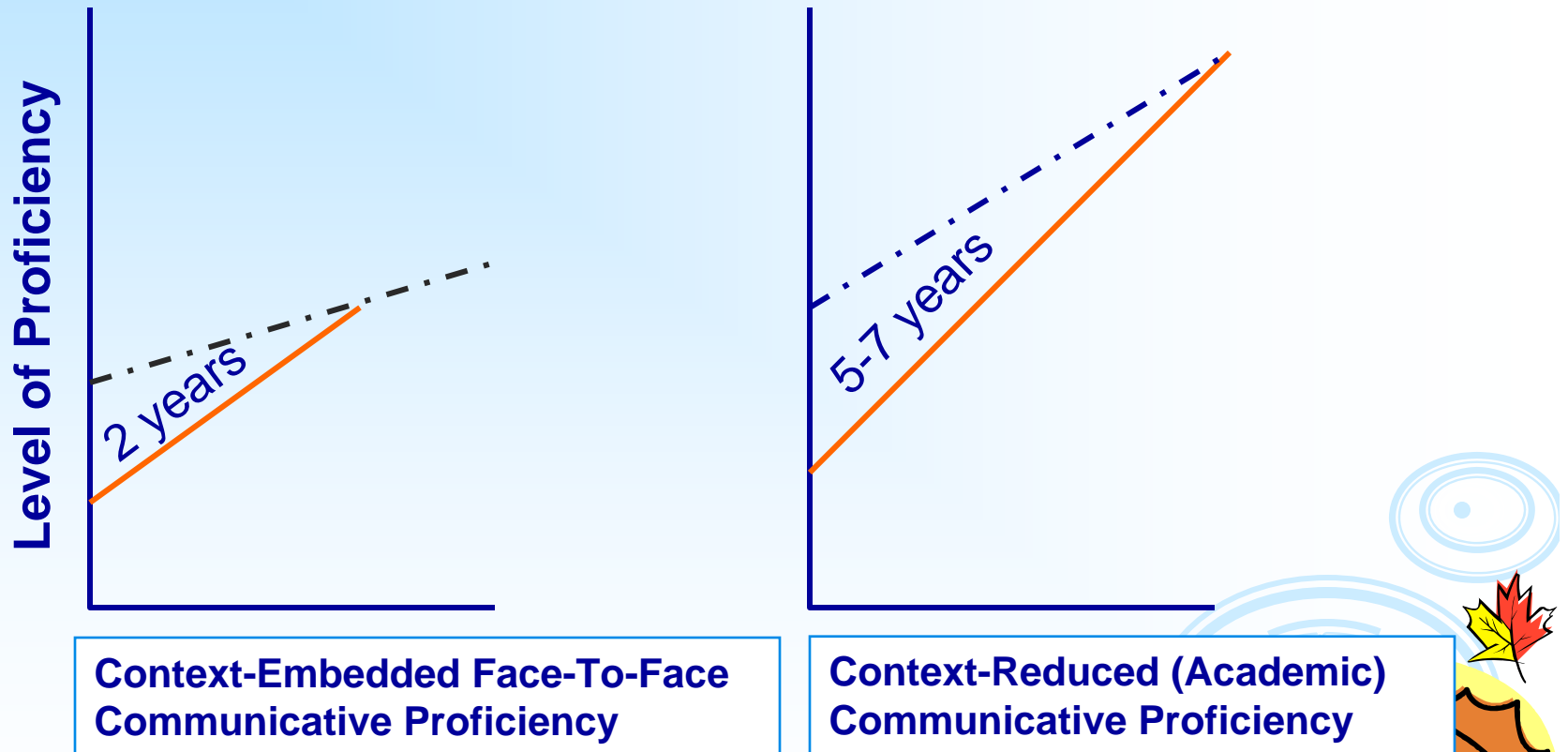
Thinking skills
Cognitively demanding
Context reduced
Indicative of school success
No cost to English

(Adopted from Cummins, 1981)



LENGTH OF TIME HYPOTHESIS

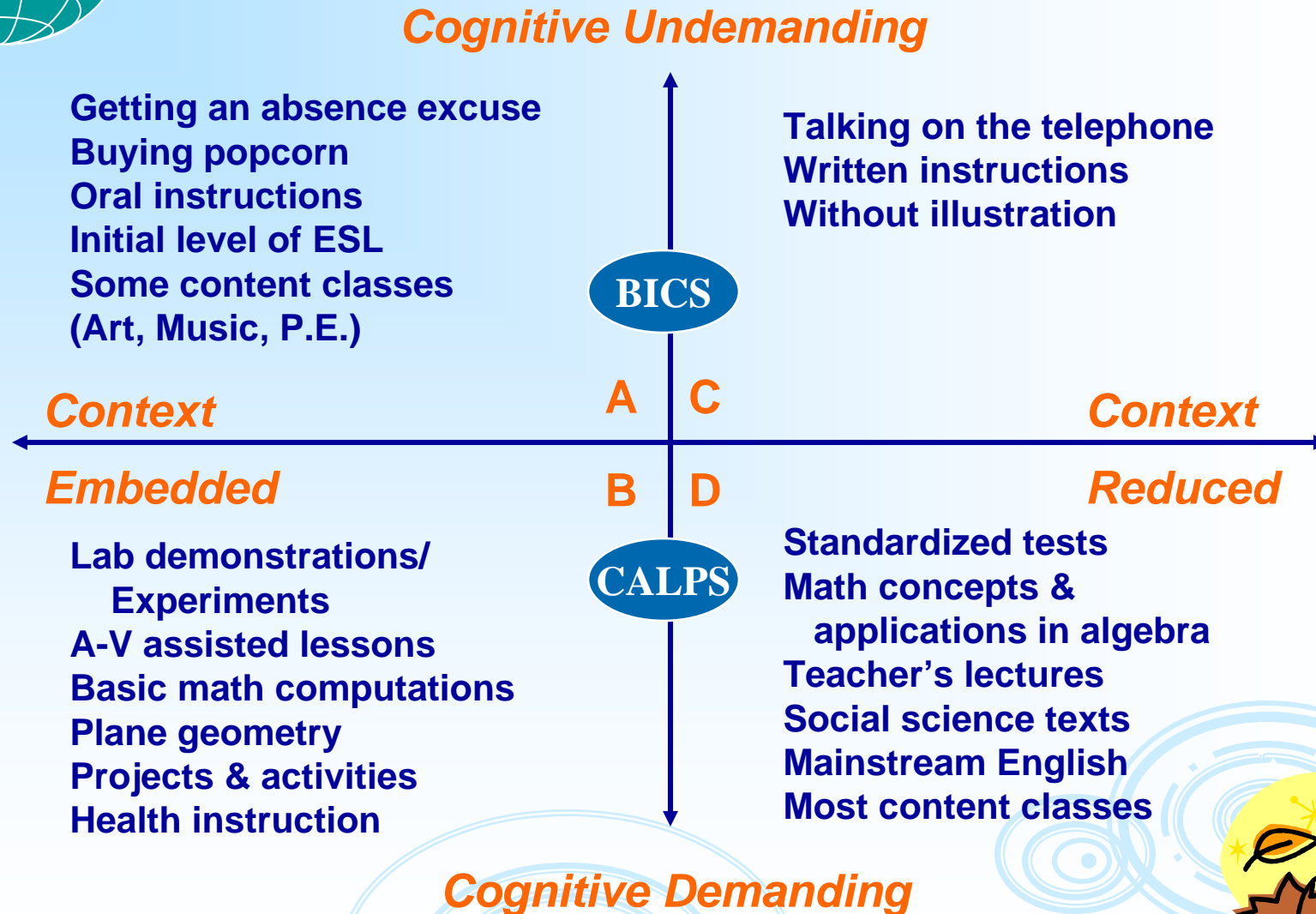
- - - - Native English Speakers
- ESL Learners



(Adopted from Cummins, 1981)



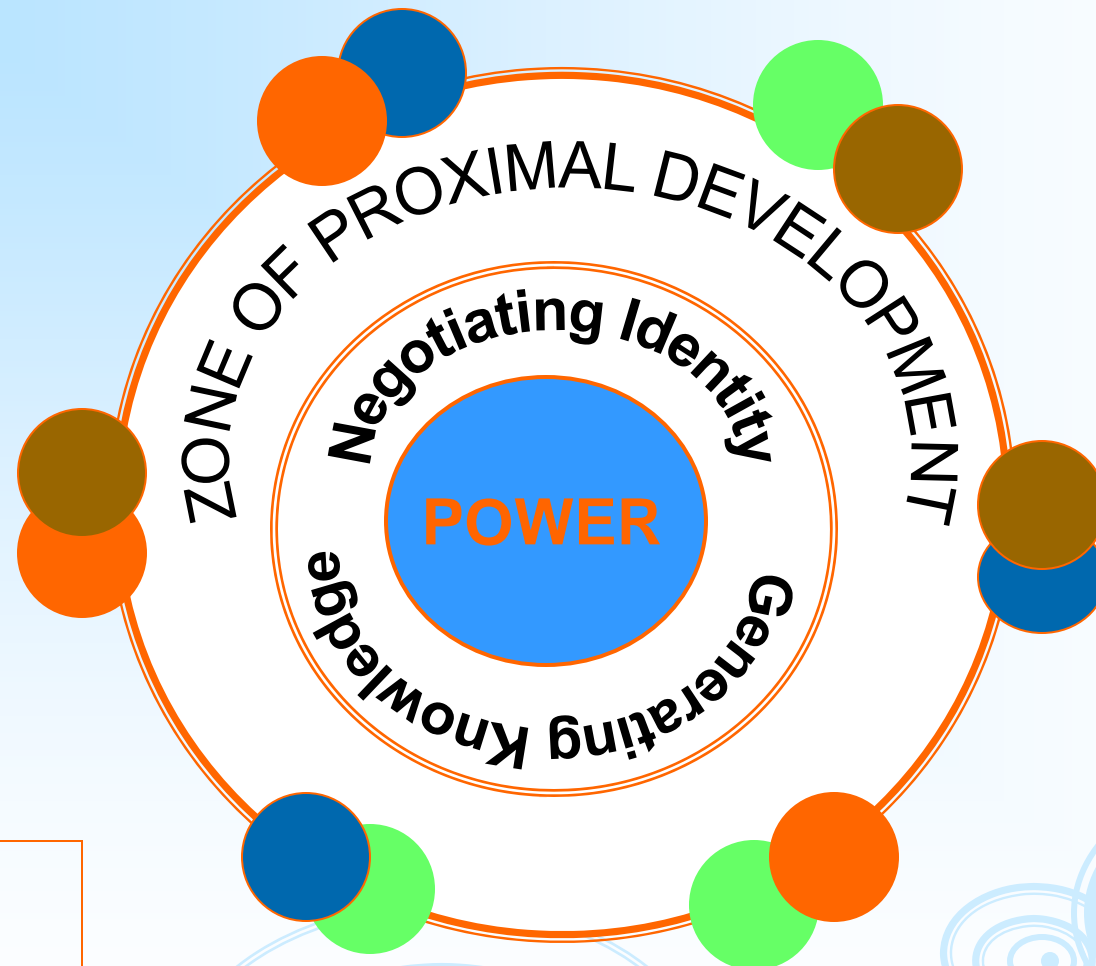
Illustration of Cummins' Grid



(Adopted from Schifini, 1985)



Enforcing Coercive & Promoting Collaborative Relations of Power



- Students
- Families
- Educators
- Communities

(Adopted from Cummins, 1994)

