

# Multilingual Pedagogy: Rationale, Implementation and Outcomes across the Grades

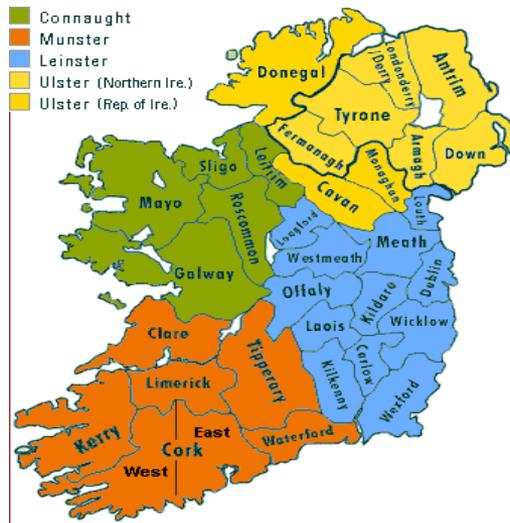
Jim Cummins

University of Toronto and Åbo Akademi University

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# Background and Influences



# Overview

- **Focus 1:** What do we know about 'multilingual pedagogy'?
- What claims or theoretical propositions are consistent with the research evidence and what claims are inconsistent with (i.e., refuted by) the research evidence?
- A credible or generalizable theoretical proposition (claim) by definition is consistent with *all* of the research evidence; if there is credible evidence that is inconsistent with the theoretical proposition, then the proposition must be modified to account for the evidence.
- **Focus 2:** There are a vast number of local sociolinguistic, sociopolitical, financial, and demographic realities that will determine how theory is applied to practice in multilingual contexts; but for theoretical propositions to be credible, they must be consistent with educational outcomes in *all* of these contexts.

## Criteria for Evaluating Theoretical Constructs

- The relationship between theory and practice is two-way and ongoing: practice generates theory which, in turn, acts as a catalyst for new directions in practice, which then informs theory, and so on.
- Theory and practice are infused within each other. Theoretical claims or frameworks that integrate these claims are not valid or invalid, true or false; rather, they should be judged by criteria of adequacy and usefulness.
- Adequacy refers to the extent to which the claims or categories embedded in the framework are consistent with the empirical data and provide a coherent and comprehensive account of the data.
- Usefulness refers to the extent to which the framework can be used effectively by its intended audience to implement the educational policies and practices it implies or prescribes. (Cummins, 2009, p. 4)

# Teachers as Knowledge Generators

- An implication of arguing that instructional practice generates theory is that teachers are potentially knowledge generators; this perspective is consistent with the orientation of this seminar, which focuses on *innovation* in language education.
- The knowledge-generation process often originates in the context of collaboration and dialogue between educators and university-based researchers, but in many cases, *the specific innovations come from the educators themselves* and evolve over time through classroom-based documentation and discussion with colleagues within the school.
- University-based researchers typically contribute to the knowledge generation by *brainstorming instructional possibilities with teachers*, based on both formal research and experiences elsewhere, *observing and documenting teachers' instructional initiatives, analyzing the principles or claims underlying the observed practice*, and *synthesizing these principles across diverse contexts* in order to assess the extent to which they could account for the observed data.

# Contexts for Multilingual/Bilingual Pedagogy in Finland

- Multilingual pedagogy refers to instruction that takes place in classroom contexts where (a) two or more languages are being used as mediums of instruction or taught as subjects, and (b) where students' home languages are different from the language(s) of instruction.
  - For example:
    - Conventional language teaching of English, Swedish, or Finnish (in Swedish-medium schools) as subjects;
    - Swedish-medium schools intended to develop and reinforce Swedish among Swedish L1 students as well as teach Finnish effectively as a subject;
    - Swedish immersion intended to develop Swedish (L2) among Finnish L1 students;
    - English CLIL (content and language integrated instruction);
    - Immigrant-background students in Finnish-medium schools.
  - Combinations of these varieties are also possible as diversity increases.
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## Some Examples of Prominent Theoretical Claims that Are Refuted by the Empirical Data

- Bilingualism is a negative force in children's cognitive and academic development;
- The younger children start learning a language, the better their language learning outcomes;
- Immigrant-background students will perform better academically when their exposure to the school language is maximized both in the home and at school;
- In bilingual and L2 immersion programs, the two languages should be kept rigidly separate;
- Translation from one language to another violates communicative language principles and is never appropriate;

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## Some Recent Examples (advocated by Ofelia García, Nelson Flores and colleagues)

- Languages do not exist;
  - Academic language does not exist;
  - Notions such as additive bilingualism, code-switching, and teaching for cross-lingual transfer are illegitimate because they reflect monoglossic orientations to language.
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# 1. Effects of Bilingualism

- Arthur Schlesinger Jr. makes the following observations about bilingualism and its consequences:
- Bilingualism shuts doors. It nourishes self-ghettoization, and ghettoization nourishes racial antagonism. ... Using some language other than English dooms people to second-class citizenship in American society. ... Monolingual education opens doors to the larger world. ... institutionalized bilingualism remains another source of the fragmentation of America, another threat to the dream of 'one people.' (1991: 108-109)
- These claims are obviously absurd and refuted by an enormous amount of data. However, they illustrate the power of ideologies to distort rationality when they become unhinged from the empirical evidence.
- Similar claims can be seen in the discourse about immigrant-background students - they should give up their L1 if they want to learn the school language well and integrate into the society.

## 2. Younger Is Better?

- Clare Burstall's (1974) research in the UK showed that students taught French from the age of 8 did not show any substantial gains in achievement compared to those who started to learn French at age 11.
- Canadian research on 'core French' (generally 30-45 minutes per day) has also shown the limitations of both an early start and teaching L2 only as a school subject.

Harley et al. (1988) examined the French proficiency (speaking, listening, reading, and writing) of 574 students in 25 different classes in seven provinces or territories. They found that, with some minor exceptions, performance at the Grade 8 level was unrelated to the starting grade and the length of time the students had been learning French.

*Few differences were observed regardless of whether students started learning French in Kindergarten, Grade 1, 3, 4, 6, or 8.* In other words, one year of Core FSL produced equivalent outcomes to 7+ years, suggesting that core FSL during those years was not particularly effective

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### 3. Immigrant Students' Retention of L1 Exerts Negative Effects on School Achievement

- German sociologist Hartmut Esser (2006) concluded on the basis of PISA data that "the use of the native language in the family context has a (clearly) negative effect" (p. 64). He further argued that retention of the home language by immigrant children will reduce both motivation and success in learning the host country language (2006, p. 34).
  - "Policy obviously cannot impose the use of the host-country language in the home environment, but it needs to ensure that the host-country language can better compete for the attention and interest of immigrant children. Parents clearly have a role to play in this and should be encouraged to expose their children to national-language publications and media at home. ...
  - The objective needs to be more exposure to the host-country language, both in and out of school. This is especially the case in the Internet age when media in the language of the country of origin are more present in immigrant households than they ever used to be. Parents need to be sensitised to this so that the home environment contributes to improving outcomes". (OECD, 2012, pp. 12- 14)
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## Policy/Practice - It is still common for teachers to discourage/punish immigrant-background students for using L1

- Schools in many contexts continue to prohibit students from using their L1 within the school, thereby communicating to students the inferior status of their home languages and devaluing the identities of speakers of these languages. This pattern is illustrated in a study of Turkish-background students in Flemish secondary schools carried out by Agirdag (2010). He concludes:

“Our data show that Dutch monolingualism is strongly imposed in three different ways: teachers and school staff strongly encourage the exclusive use of Dutch, bilingual students are formally punished for speaking their mother tongue, and their home languages are excluded from the cultural repertoire of the school. At the same time, prestigious languages such as English and French are highly valued” (p. 317).

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## Two Languages Are Better than One

The positive effects of L1 development on L2 academic development has recently been demonstrated in a large-scale longitudinal study involving 202,931 students carried out in the Los Angeles school district in California.

These students entered Kindergarten (age 5) as English language learners between 2001 and 2010. Thompson (2015) examined the length of time these students required to develop sufficient English academic proficiency to be reclassified as no longer needing English language support services.

Students who entered kindergarten with high levels of **L1 academic language** proficiency were 12% more likely to be reclassified as English proficient after 9 years than students who entered with low levels of L1 academic language proficiency.

Those who entered kindergarten with high levels of **English academic proficiency** were 13% more likely to be reclassified than those with low levels of initial English proficiency.

Students who entered kindergarten with high levels of proficiency in **both their languages** (English and L1) were 24% more likely to be reclassified than students ~~who entered with low levels of academic L1 proficiency and low levels of academic English proficiency.~~

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## 4. and 5. Bilingual/Multilingual Pedagogy

- Role of L1 in teaching L2 - should teachers use the TL almost exclusively (direct method or 'monolingual principle') or is there a role for using students' L1?
  - Within bilingual and L2 immersion programs, should the two languages be kept separate ('two solitudes assumption') or should we attempt to teach for transfer of concepts and skills across languages?
  - Related to this, is L1/L2 translation ever justified in language teaching?
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## Wallace Lambert's Monolingual Instructional Principle



"No bilingual skills are required of the teacher, who plays the role of a monolingual in the target language ... and who never switches languages, reviews materials in the other language, or otherwise uses the child's native language in teacher-pupil interactions. In immersion programs, therefore, bilingualism is developed through two separate monolingual instructional routes" (1984, p. 13).

- *Instruction should be carried out exclusively in French without recourse to students' L1;*
- *No translation between L1 and L2 is appropriate in French immersion programs;*
- *Within immersion and bilingual programs, the two languages should be kept completely separate.*

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# Cross-Linguistic Interdependence

- To the extent that instruction in Lx is effective in promoting proficiency in Lx, transfer of this proficiency to Ly will occur provided there is adequate exposure to Ly (either in school or environment) and adequate motivation to learn Ly. (Cummins, (1981, p. 29)

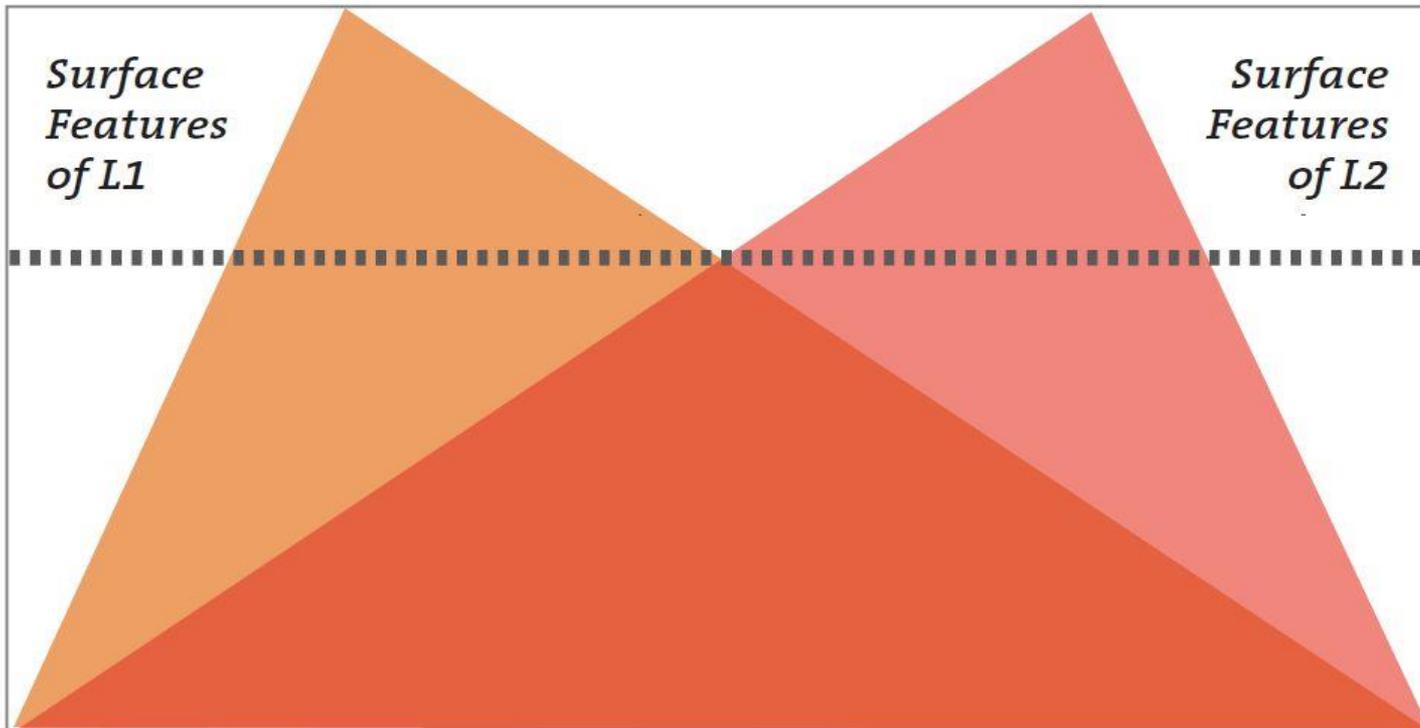
**This theoretical claim is consistent with all the empirical data across sociolinguistic contexts;**

**It is also useful in informing language policies and pedagogical practice in multilingual contexts**

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**Common Underlying Proficiency Model:  
The Empirical Basis for Teaching for Cross-Linguistic Transfer**

***The Dual Iceberg representation  
of bilingual proficiency***



*Different languages don't occupy separate spaces in our brains:  
There is overlap and interdependence among languages.*

# Types of Cross-Lingual Transfer

- Transfer of **concepts** (e.g., understanding the concept of *photosynthesis*);
- Transfer of **specific linguistic elements** (knowledge of the meaning of *photo* in *photosynthesis*);
- Transfer of **phonological awareness** (knowledge that words are made up of different sounds);
- Transfer of **morphological awareness** (how words are formed, roots, prefixes, suffixes, etc.);
- Transfer of **cognitive and linguistic strategies** (e.g. strategies of visualizing, use of graphic organizers, mnemonic devices, vocabulary acquisition strategies, etc.);
- Transfer of **pragmatic dimensions of language use** (taking risks in use of L2, finding ways around limited knowledge of the TL, etc.).

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## An Example of Teaching for Cross-Linguistic Transfer

These student reflections are consistent with findings emerging from recent research in the context of Canadian French immersion programs. Lyster et al. (2009) documented the outcomes of a biliteracy intervention in an urban school district in Quebec in which the French and English teachers of three different classes read aloud to their students (ages six to eight) from the same storybooks over four months, alternating the reading of one chapter in the French class and another in the English class. The intervention generated strong enthusiasm among both teachers and students. Lyster et al. summarize the findings as follows:

One of the most interesting results of this exploratory study was the high level of motivation that it generated among students, as observed in their interest in being read the stories aloud in both languages as well as volunteering to retell previous happenings and predict upcoming events. Moreover, their interest in continuing to read similar stories on their own was striking. (p. 378)

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## The Kahikatea Tree Metaphor - Sophie Tauwehe Tamati (NZ)





The Interrelational Translingual Network (ITN) is illustrated in the entwined entanglement of roots that connect the kahikatea trees together.



# Instructional Examples: Innovative Multilingual Pedagogy in Action

## Example 1.

Connect to students' lives;  
Affirm student identities;

Grade 5

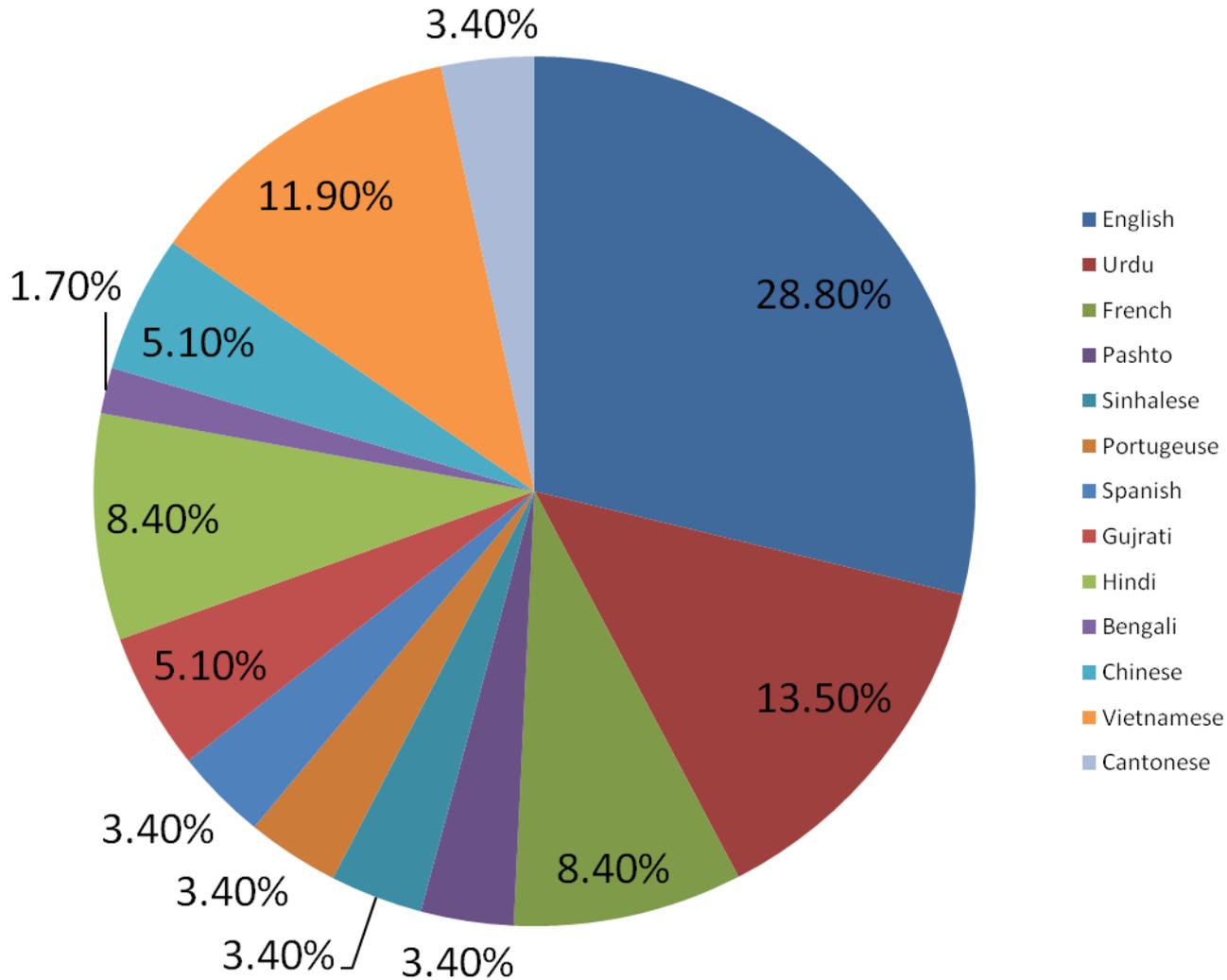
Data Management Unit:  
Thornwood's Diversity Project

Teacher: Tobin Zikmanis

School: Thornwood P.S.



# Grade 5 - Languages Spoken



**Example 2. Scaffold instruction by engaging students' multilingual repertoires;  
Connect to students' lives;  
Affirm student identities;  
Expand language.**

- I think using your first language is so helpful because when you don't understand something after you've just come here it is like beginning as a baby. You don't know English and you need to learn it all from the beginning; but if you already have it in another language then it is easier, you can translate it, and you can do it in your language too, then it is easier to understand the second language.
- The first time I couldn't understand what she [Lisa] was saying except the word Hebrew, but I think it's very smart that she said for us to do it in our language because we can't just sit on our hands doing nothing.



**Example 3. Promote literacy engagement;  
Affirm student identities;  
Engage parents as partners.**

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BIENVENUE

مرحبا بكم

BEM-VINDOS

歡迎

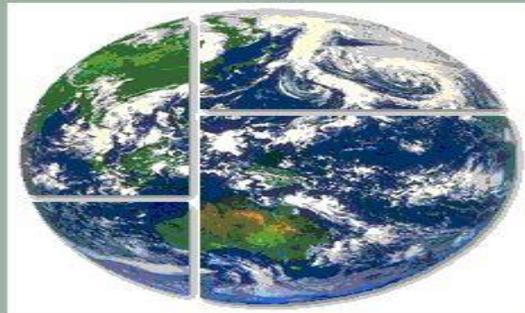
HOAN-NGHËNH

ДОБРОДОШЛИ

આવો પદારો

MABUHAY

## WELCOME



DOBRODOSLI

환영합니다

MIRË SE EARDHËT

ようこそ

स्वागत

καλωσορισετε

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## ARABIC

- My Airplane by Fawaz
- My Accidents by Rania
- My Little Uncle by Noha
- My New Doll by Ola
- The Bunny and the Squirrel by Israa
- The Butterfly and the Flower by Ola
- Playing Hide and Seek by Husam
- The Rainy Day by Zeina

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# **The Butterfly and the Flower**

العزاشة والوردة

by Ola

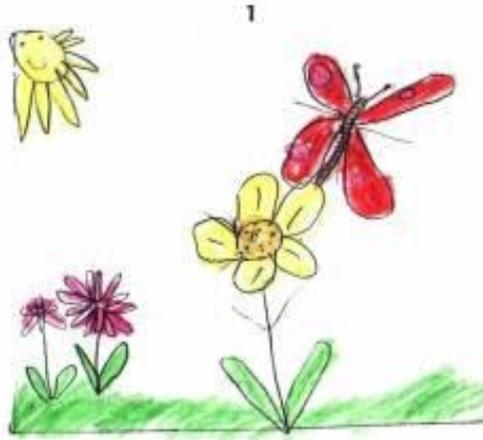
بواسطة علا

March 2003

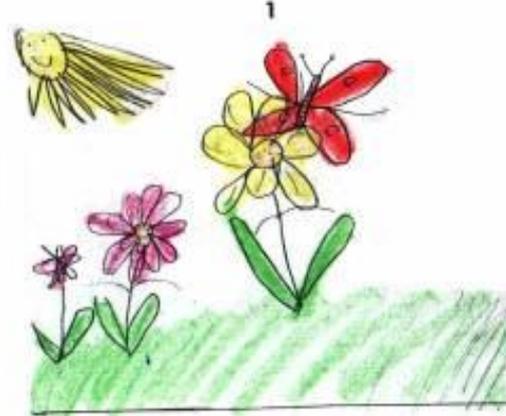
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English and Arabic

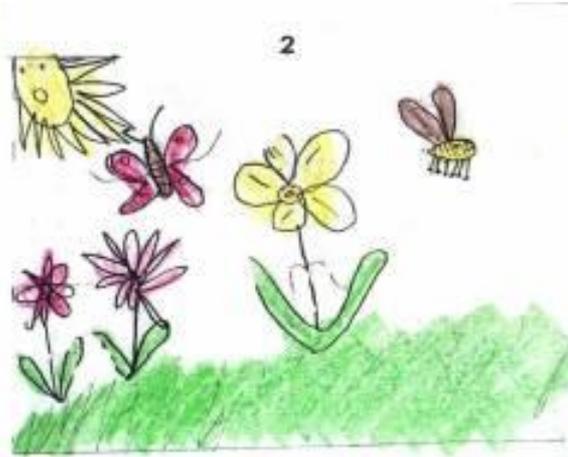
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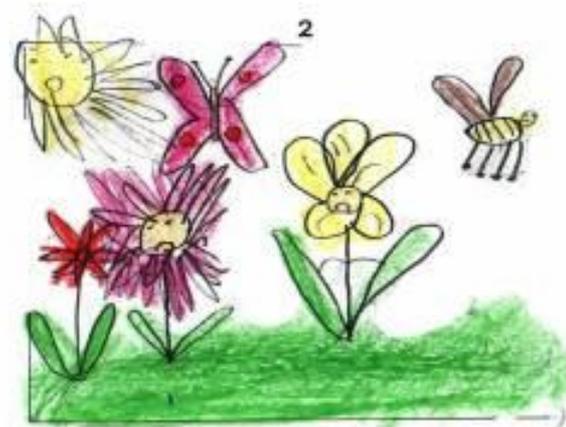
I see a small butterfly. It has beautiful colours. It flies from flower to flower. The butterfly stands on the yellow flower.



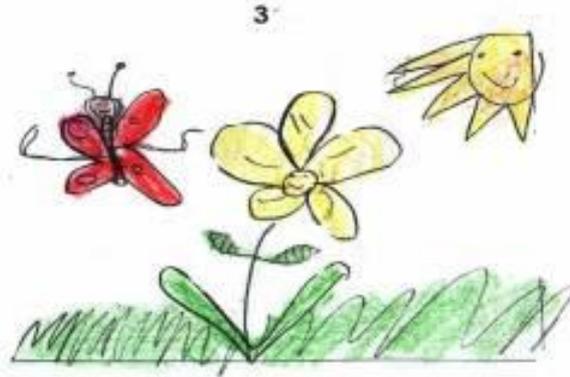
أنا رأيت فراشة صغيرة  
الوانها جميلة. تطير من  
وردة الى وردة  
الفراشة وقفت على  
وردة صفراء اللون



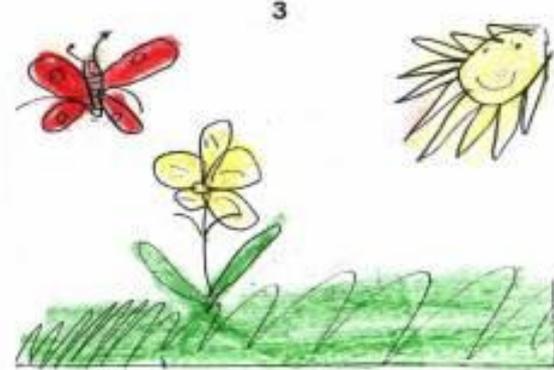
The flower says,  
 "Welcome, Butterfly.  
 Before you came, the  
 bee came to me and  
 took nectar from me.  
 How about you? What  
 do you want?"



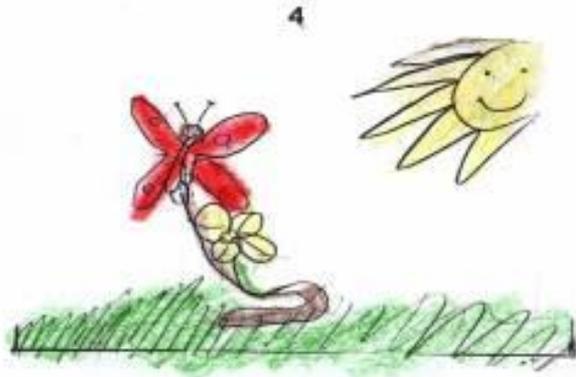
الوردة قالت  
 مرحباً بك يا فراشة،  
 فلما أتت فحلقت لي  
 وأخذت مني رحيق  
 الزهر وماذا عنك ماذا  
 تريد مني؟



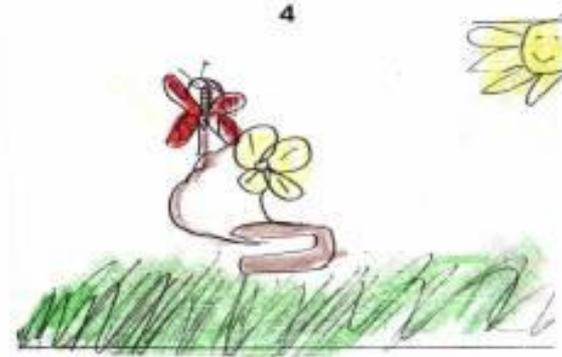
The butterfly says to the flower, "I don't want anything from you. I just want to play with you." The flower answers, "What will we play together?"



الفراشة قالت للوردة  
انا لا اريد شيئاً منك . اريد  
تقط ان تلعب . قالت  
الوردة ما ذا تلعب معاً ؟

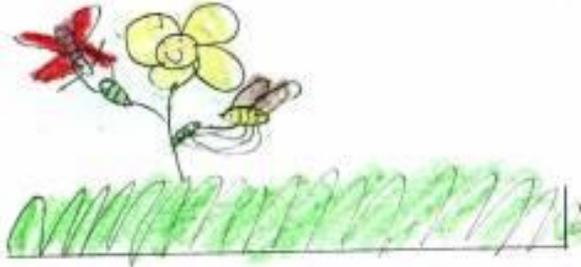


"We can play on the swing," says the butterfly. The flower is so happy. "Let's play!" she says to the butterfly. The butterfly gives the flower a push.



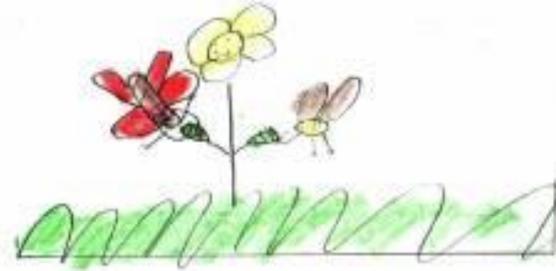
نفسطيع ان نلعب لعبة الارجوحة  
قالت الفراشة . الوردة سعيدة  
جداً . هيا نلعب . قالت الفراشة  
دفعته الفراشة الوردة .

5



The flower says to the butterfly, "This game is nice."  
The butterfly answers, "But friendship is nicer!"

5



قالت الوردة للفرشقة  
هذه اللعبة جيدة  
اجابت الفرشقة كتن  
كانت صداقتنا اجمل.



# How Arabic and English are different?

English	arabic
(1) starts from left to right	Starts from right to left
(2) Noun comes after adjective e.g. The green apple	Noun come before adjective e.g. The apple green
(3) English we say "yes" To our parents and friends.	To our parents we say "Hazzar" (حاضر) which is more respectful and serious. It means "I'm here" or "I'm ready" but the meaning changes depending on country
(4) uses less words to describe something e.g. A short girl	More descriptive words and details when we speak about something. because one word can have more than one meaning e.g. "hullwa" (حلوى) - hullwa can mean Candy or a cute girl.
(5) E is capitalized for English Our language group is arabic	You don't capitalize the first letter of the word arabic

Group members: Faisal, Wegdan, Osama M, ossama A

## Creating an Identity-Affirming School Environment: Multilingual Books in the Library (Crescent Town School, TDSB)



Written by:

Madiha Bajwa  
Sulmana Hanif  
Kanta Khalid

Illustrated by:

Jennifer Du



good bye...

Translated in  
English  
and Urdu

نیا ملک

# THE NEW COUNTRY



...Hello!!

## About The Authors

We are three best friends. Our names are Madiha Bajwa, Kanta Khalid, and Sulmana Hanif. We are in grade 7 at Michael Cranny E.S. in Maple, Ontario. This story we wrote mostly describes how hard it was to leave our country and come to a new country.

ہم تین بہت اچھی دوست ہیں۔ ہمارا نام ہے مڈیہ باجوہ، کانتہ خالد، اور سلمانہ حنیف۔ ہم ساتویں کلاس میں پڑتے ہیں اور ہم مائیکل کریٹیو ایلیمنٹری اسکول میں پڑتے ہیں۔ ہم میپل اوٹیرمو جو کینیڈا میں ہے۔ یہ ایک کہانی ہے جس میں بتایا جاتا ہے ایک ملک سے دوسرے ملک میں جانا کتنا مشکل ہوتا ہے۔

Sonia's dad for the first time had his own car. He drove the family to their new apartment. The apartment had an elevator and Sonia actually thought the elevator was her home. She also thought that when she would press each button, things would pop out. Then when the elevator opened, Sonia saw a lot of doors in front of her. She thought they were all rooms in her new apartment.

سونیا کے ابو کے پاس پہلی بار ان کی اپنی گاڑی تھی۔ وہ

اپنے گھر والوں کو ان کی نئی امارت میں لے گئے تھے۔ اُس

امارت میں ایک ایلیویٹر تھی جہاں سے وہ اُپر جا رہے تھے

سونیا سمجھی کہ وہ ایلیویٹر اُس گا گھر تھا۔ وہ یہ بھی سمجھ

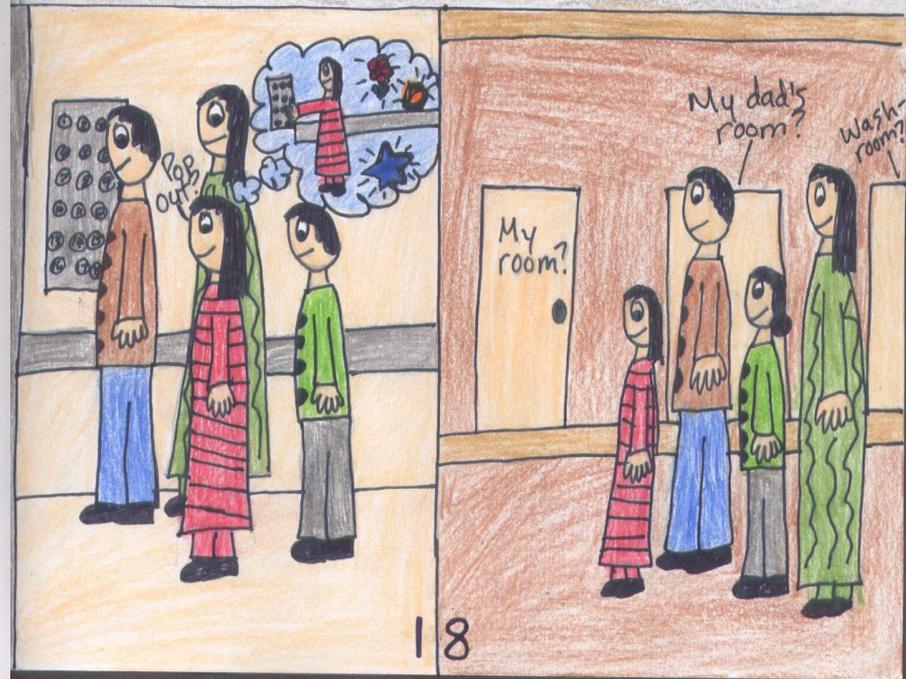
رہی تھی کہ جب وہ ایک بٹن کو دبائے گی تو وہاں سے چیزیں

نکلے گی۔ اور جب ایلیویٹر کا دروازہ کھلا تو سونیا نے اپنے

سامنے بہت زیادہ دروازے دیکھے۔ وہ سمجھی کہ وہ دروازے

17

اُس کے گھر کے کمرے تھے۔



18

# Kanta's Perspective

- And how it helped me was when I came here in grade 4 the teachers didn't know what I was capable of.
- I was given a pack of crayons and a coloring book and told to get on coloring with it. And after I felt so bad about that--I'm capable of doing much more than just that. I have my own inner skills to show the world than just coloring and I felt that those skills of mine are important also. So when we started writing the book [*The New Country*], I could actually show the world that I am something instead of just coloring.
- And that's how it helped me and it made me so proud of myself that I am actually capable of doing something, and here today [at the Ontario TESL conference] I am actually doing something. I'm not just a coloring person—I can show you that I am something.

# Identity Texts: a tool for literacy engagement and identity investment

- **Identity texts** refer to artifacts that students produce. Students take ownership of these artifacts as a result of having invested their identities in them.
- Once produced, these texts (written, spoken, visual, musical, or combinations in multimodal form) hold a mirror up to the student in which his or her identity is reflected back in a positive light.
- Students invest their identities in these texts which then become ambassadors of students' identities. When students share identity texts with multiple audiences (peers, teachers, parents, grandparents, sister classes, the media, etc.) they are likely to receive positive feedback and affirmation of self in interaction with these audiences.

## Translanguaging: A Brief History of a Recent Concept

- Construct was originally proposed in the Welsh context by Cen Williams (1996) to refer to the alternation of input and output mode in bilingual instruction. Thus, students may receive information through the medium of one language (e.g., Welsh) and then talk or write about this information through the medium of the other language (e.g., English);
- Ofelia García (2009) extended the notion of translanguaging to refer to the “*multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds*” (p. 45);
- Her analysis not only legitimized previously stigmatized practices (e.g., code-switching) but also challenged the prevailing dogma within language teaching that L1 and L2 should be kept separate; it represented a shift within bilingual instruction from teaching two separate autonomous linguistic systems to a more flexible set of arrangements.
- These pedagogical implications were documented in the Celic and Seltzer (2011) compilation of translanguaging instructional strategies (<http://www.nysieb.ws.gc.cuny.edu/files/2012/06/FINAL-Translanguaging-Guide-With-Cover-1.pdf>).

## Is It Legitimate to Talk about “Teaching for Transfer” from L1 to L2 (and vice-versa)?

- García and Li Wei (2014) argue that we can now “shed the concept of *transfer*... [in favor of] a conceptualization of *integration* of language practices in the person of the learner” (p. 80). They question the notion of a common underlying proficiency because it still delineates separate L1 and L2 and separate linguistic features (p. 14): “Instead, translanguaging validates the fact that bilingual students’ language practices are not separated into an L1 and an L2, or into home language and school language, instead transcending both” (p. 69).
- Carried to its logical conclusion, this critique of the construct of ‘language’ would mean that it would be illegitimate for a child to express an utterance such as “My home language is English, but my school language is French”. It would also be illegitimate for *Ethnologue* ([www.ethnologue.com](http://www.ethnologue.com)) to refer to and provide information about the 7,106 languages and dialects that humanity has generated.
- An analogy can be made with the construct of ‘colours’. In western society, we typically distinguish about 7 major colours even though the human eye can distinguish about 10 million colour variations. The major colours we distinguish are social constructions that we use to make sense of and act on our world (e.g., paint our house). In the same way, it can be argued that the boundaries between different languages represent social constructions, but it is nevertheless legitimate to distinguish languages in certain contexts and for certain purposes in order to make sense of and act on our worlds.

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