

3.1. Case Study 1. Multilingual programme Studi/Binogi

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Dr. Emmanuelle Le Pichon-Vorstman is Assistant Professor at the Ontario Institute for Studies in Education of the University of Toronto, head of the Centre de Recherches en Éducation Franco-Ontarienne (CRÉFO). From 2006 onwards, she has worked at the Utrecht Institute of Linguistics at Utrecht University, in the Netherlands. Since 2009, she has led several projects on the inclusion of minority students in education. Emmanuelle works as a consultant, researcher, evaluator and reviewer for several international organisations and international journals. Her keen interest in migration policy has led her to conduct research studies on issues related to multilingual education, particularly on the education of newly arrived migrant students in Europe and in Canada and indigenous pupils in Suriname in collaboration with the Rutu Foundation. Emmanuelle's research expertise and interests relate to educational linguistics, linguistic diversity, education rights of linguistic minorities, migration and mobilities, inclusive education, language learning and teaching, and metacognition.



Dr. Jim Cummins is a Professor Emeritus at the Ontario Institute for Studies in Education of the University of Toronto. He has also served as an adjunct professor at Åbo Akademi University in Finland (2016-2019). His research focuses on literacy development in educational contexts characterised by linguistic diversity. In exploring ways in which students' multilingual repertoires can be mobilised for learning within the classroom, Jim has worked actively and collaboratively with educators to document promising instructional initiatives. His published work includes numerous articles and books that examine the nature of language proficiency and its relationship to literacy development, with particular emphasis on the intersections of societal power relations, teacher-student identity negotiation, and literacy attainment. A central theme running through his scholarly work has been that educators, individually and collectively, who aspire to reverse patterns of underachievement among minoritised students must be prepared to challenge patterns of coercive power relations operating both in the wider society and in schools. Jim is the recipient of honorary doctorates from the Bank Street College of Education, New York City (1997), Hedmark University College, Norway (2014), the University of Athens (2017), and the University of the Aegean, Rhodes, Greece (2017).

Description of the programme

The increased mobility of people has led to schools experiencing a rise in the numbers of students who are already fluent speakers of at least one foreign language, but who still need to learn the language of schooling. Currently, in most European school systems, students' rich linguistic repertoires are often ignored if not rejected. The multilingualism of the education system is reduced to the languages taught within the curriculum, and schooling is organised on the basis of students' school language proficiencies. There is thus an urgent need for the development of a culturally and linguistically responsive pedagogy that capitalises on students' background knowledge and individual linguistic resources.

One particularly powerful tool to facilitate the integration of language learners into the new educational (and social) environment is to maximise literacy engagement in the students' own languages. This strategy is supported by a host of studies that show its advantages in maximising literacy. However, policymakers and school boards may be reluctant to embrace this starting point, as they do not possess the necessary tools to support plurilingual development, and teachers cannot engage with all of the languages of the students.

Studi/Binogi³⁶ is an online system developed in Sweden that is designed to support students in gaining access to and learning curriculum content in a way that enables

³⁶ "Studi" is the term used in Sweden and Finland. "Binogi" is used internationally outside of these countries.