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## ii) Effects of second language programs on first language skills:

- ✓ Educated in a second language, Inuit children have lower conversational skills in their first language Inuktitut, than mixed heritage, English-speaking children have in their first language.
- ✓ English/French instruction undermines development of Inuit children's first language, Inuktitut skills more than second language instruction undermines development of first language skills for mixed heritage, English-speaking children.
- ✓ Inuit children educated in English/French may suffer disruptions to their development of Inuktitut language skills.
- ✓ There is evidence of subtractive bilingualism.

## iii) Effects of first language programs on first language skills:

- ✓ Inuit children educated in Inuktitut have similar first language skills as Francophone children educated in French and mixed heritage, English-speaking children educated in English.
- ✓ Inuit children have slightly weaker first language conversational skills and equal or better academic skills.
- ✓ Inuktitut instruction supports first language development among Inuit children at least as well as French or English instruction supports first language development.

## iv) To answer comparison iv) above: Effects of second language programs on second language skills:

- ✓ Inuit children in an English program have a significant advantage over Inuit children in a French program; they benefit from out-of-school support for English.
  - ✓ Compared with other groups, Inuit children show weaker academic language skills in their second language.
- The research shows some support for the idea that children educated in a dominant second language experience subtractive bilingualism.



