design. *Prospect* (Macquarie U., Sydney, Australia), **15**, 3 (2000), 52–64.

In Australia, the presence of a large-scale, nationally funded, English language programme for migrants has provided a unique site for research into a range of aspects of language learning. This paper explores the contribution that participation in research can make to teacher professional development, using as an example a large-scale investigation of the competency-based assessment practices which are used in the Australian Adult Migrant English Program (AMEP). The project illustrates the ways in which research can involve teachers in investigative and reflective activities which enhance their understanding of assessment issues while at the same time offering concrete 'findings' which can inform teaching and assessment practice.

01–477 Wolter, Brent (Japan; *Email*: wolter@ tsuru.ac.jp). A participant-centred approach to INSET course design. *ELT Journal* (Oxford, UK), **54**, 4 (2000), 311–18.

In-service training (INSET) course designers often find, much to their disappointment, that the innovations they are promoting fail to be implemented in the manner they had envisioned. This paper considers why even theoretically sound and well-presented innovations may fail to address the practical needs of teachers working in foreign-language environments, and suggests that a higher level of success may be attained through an approach to course design which draws on participants' knowledge of the local learning/teaching situation. A number of practical suggestions are made for how to design such a 'participant-centred' INSET course.

Bilingual education/ bilingualism

01–478 Banda, Felix (U. of the Western Cape, South Africa; *Email*: fbanda@uwc.ac.za). The dilemma of the mother tongue: prospects for bilingual education in South Africa. *Language, Culture and Curriculum* (Clevedon, UK), **13**, 1 (2000), 51–66.

The paper examines the position of the mother tongue in the proposed additive bilingual programmes in South Africa. It is argued that, since the teaching and use of African languages, particularly as media of instruction, is less than adequate, their use in additive bilingual programmes, the official South African language education policy, is unlikely to be successful. The paper is divided into three parts. First, the sociolinguistic, cultural, and political factors are examined. Here, apartheid education and its legacy are discussed. Second, using data from De Klerk (1996) and Smit (1996), language use and attitudes of South Africans to

language and education are discussed. In this section, the pressures on standard African tongues by urban varieties and English are highlighted in relation to the pedagogical and theoretical underpinnings of additive bilingualism. Third, the practical possibilities for the implementation of mother-tongue medium of instruction given the 11 official languages, as well as the implementation of a viable bilingual education programme in which mother tongues play a decisive role, are discussed. Finally, it is concluded that government's additive bilingualism policy is unlikely to succeed as long as role models, learners and their parents see little utility in languages other than in English.

01–479 Francis, Norbert (Northern Arizona U., USA; *Email*: norbert.francis@nau.edu). *Rincones de lectura* comes to San Isidro: new contexts for biliteracy and language maintenance. *Language, Culture and Curriculum* (Clevedon, UK), **13**, 1 (2000), 31–50.

This paper reports on a nine-month ethnographic assessment of the Mexican *Rincones de lectura* (Reading corners) literacy programme as implemented in a bilingual elementary Spanish-Náhuatl school in Central Mexico. The findings are examined to determine the impact of Spanish-language literacy materials on the indigenous language. The new materials were introduced into the school, located in one of the most linguistically conservative localities in the region of Tlaxcala and Puebla states, as part of a nation-wide programme to expand access to children's literature in outlying rural school districts. Observation centred on three aspects of students' participation in the progamme: (1) language choice and language alternation, (2) interactions with literacy materials, and specifically, (3) the use of the indigenous language in reading and writing activities. The question is raised, whether the goals of generalised literacy and universal access to primary education may be incompatible with the goal of maintaining indigenous languages that have historically been restricted for the most part to oral domains.

01–480 Huber, Erich and Lasagabaster, David (Universidad del País Vasco, Euskal Herriko Unibertsitatea [The Basque Country]; *Emails*: fiphuxxe@vc.ehu.es, fiblahed@vc.ehu.es). Die kognitiven Auswirkunger der Zweisprachigkeit. [The cognitive effects of bilingualism.] *ITL Review of Applied Linguistics* (Leuven, Belgium), **129–130** (2000), 191–224.

The relationship between bilingualism and its cognitive effects has always been very controversial. Nevertheless, there is ample evidence in the literature to suggest that what seems irrefutable is that bilingualism should not be automatically associated with holding back the subject's cognitive development, and that, indeed, its effects can be beneficial. The study reported here was completed in the Basque Country, where both Basque and

Spanish are official languages and therefore taught at school from kindergarten. However, the availability of three different linguistic models leads to the existence of different degrees of bilingualism regarding Basque students. As a result of this situation, it is hypothesised that the degree of bilingualism, in accordance with the threshold level hypothesis (Cummins, 1976), will influence the development of metalinguistic awareness and also will have a significant effect on the English (third language) scores of our sample. It is finally concluded that the degree of bilingualism has a significant positive cognitive effect with regard to the proposed dependent variables.

01–481 Kenner, Charmian (Inst. of Ed., U. of London, UK; *Email*: charmian@mariposa.u-net.com). Biliteracy in a monolingual school system? English and Gujarati in South London. *Language, Culture and Curriculum* (Clevedon, UK), **13**, 1 (2000), 13–30.

The paper draws on research with 4-7-year-olds in a South London primary school to provide a longitudinal case study of one child's relationship to mother tongue literacy within the classroom. The findings demonstrate how this child, from the age of 4, actively combined Gujarati and English to enhance her literacy learning, and to construct texts which synthesised home and school experience. It is argued that the current emphasis on a monolingual curriculum in English primary schools denies such opportunities to most bilingual children. Even for the child in this study, her biliteracy development was restricted by institutional constraints due to the lack of status afforded to literacies other than English in the educational system. The relevance of these issues for bilingual education in other English-dominant countries is considered.

01–482 Köpke, Barbara (Université de Toulouse-Le Mirail, France; *Email*: bkopke@univ-tlse2.fr). L'attrition de la première langue chez deux groupes de bilingues tardifs. [First language attrition in two groups of late bilinguals.] *Revue Parole* (Paris, France), **11/12** (1999), 199–219.

The study of attrition is concerned with the consequences of bilinguals' lack of use of one of their languages. Within the framework of the activation threshold hypothesis (Paradis, 1985), the study reported here examines the performance in first language (L1) German of two groups of late bilinguals with different L2s, namely English and French. The tests consist of three tasks: a picture description task, a sentence generation task and grammaticality judgement task. The study is aimed at investigating: (a) the role of L2 in L1 attrition; (b) which linguistic levels are most vulnerable to attrition; and (c) cross-task variability, if any.

01–483 Nichols, Patricia C. (San José State U., California, USA) **and Colón, Manuel**. Spanish literacy and the academic success of Latino high school students: codeswitching as a classroom resource. *Foreign Language Annals* (New York, USA), **33**, 5 (2000), 498–511.

Bilingual Latino high school students who studied Spanish as an academic subject demonstrated a heightened awareness of how to use their two languages as complementary resources in school and professional settings. The case study reported here traces one student's literacy development in Spanish over four years and her ability to use it as a resource in her development of academic English in a college setting. Analysis of videotaped classroom presentations illustrates how an instructor's acceptance of student codeswitching, along with his selective use of codeswitching in his own interaction with students, created an academic environment which validated students' home language patterns but at the same time maintained Spanish as the classroom norm. Students' performance on national Spanish language tests, as well as their enrolment in college preparatory classes, suggest areas for further research on high school retention and preparation for post-secondary education.