Contents

A typology of contexts – 1 Introduction – 1 Age and L2 learning in primary school children – 4 A typology of L₂ contexts – 7 Theoretical approaches underpinning differences in L₂ outcomes – 12 Educational implications – 13 Conclusions – 14 Bilingual development in young children – 15 Introduction – 15 Defining bilingualism – 16 Bilingual speech processing – 18 Comparisons with monolingual development – 22 Differentiation of the two linguistic systems – 28 Code-switching – 31 Cross-linguistic influence – 33 Dominance - 36 Cognitive effects of bilingualism – 40 The age issue - 44 Educational implications - 45 Conclusions – 45 Heritage language learners – 47 Introduction – 47 Who are 'heritage language learners'? The problem of definition – 49 Sociopolitical context, educational policy, and identity – 53 Incomplete acquisition? – 64 The age issue – 69 Educational implications – 70 Conclusions – 72

4 Minority language learners – 75

Introduction - 75

Vocabulary development in minority language learners – 80

Literacy development in minority language learners – 90

Listening development in minority language learners – 91

Bilingual education and minority language learners - 92

Types of bilingual programme – 93

The age issue - 96

Educational implications - 96

Conclusions - 97

5 Majority language learners: immersion education – 101

Introduction - 101

Immersion programmes – 104

Pedagogical issues – 107

Cognitive effects of immersion – 110

Two-way bilingual programmes – 111

Content and language integrated learning – 116

Immersion gone global – 119

The age issue - 126

Educational implications – 128

Conclusions - 129

6 Instructed foreign language learning in primary school – 131

Introduction – 131

Policy - 132

Provision – 136

Outcomes - 142

The age issue – 154

Educational implications – 156

Conclusions – 157

7 Trends, implications, and conclusions – 159

Introduction - 159

Theoretical assumptions regarding age and

L2 learning – 159

Contents xv

Trends across contexts – 160

Educational implications and conclusions – 175

Bibliography – 179

Index – 202