

**MA TESOL Course description**  
**Second Language Acquisition (2LA) 2016=2017**

**A. Introduction**

This course will introduce students to bilingualism in children, from birth to primary school. Most of the literature on this subject has been written on TESL. In this course, material from TESL will be drawn on, but evaluated in the light of the local emphasis on TEFL. In this way the emphasis will be on material relevant to the local context of how to raise multilingual children in the family and education contexts.

In the examination, students will be expected to make detailed comparisons with the previous course on First Language Acquisition, and to draw on Sociolinguistics, Semantics, Pragmatics, Child Psychology, and TEYL.

**B. Themes**

1. Types of child bilingualism
2. Diglossic situations including recent developments in the theory
3. When can an infant distinguish between languages?
4. Linguistic confusion of languages.
5. Monolingual prejudices against bilingualism, and an assessment of them.
6. Code switching and code mixing. Fears, prejudices, practical realities.
7. How do handicapped children cope with multilingualism?
8. Types of schools and their use of language. Evidence from Canada and Europe.
9. Various threshold hypotheses, the work of Cummins etc.
10. Literacy in bilingual children.
11. Sign and Signed languages. Controversies. How should deaf children best be educated?
12. Language aptitude
13. Language attrition, fossilisation, and multilingual aging,
14. Critique of 'learning styles'