Chapter 1 Introduction: Seasons of life in SLA

Chapter 2 Infant and childhood bilingualism

- 2.1 Impact of early exposure to two languages on brain development, functioning and structure
- 2.1.1 The many shades of child bilingualism: Early and late bilinguals and beyond
- 2.1.2 Age of onset of exposure to a second language linked to ultimate attainment only but there is more
- 2.1.3 Age of onset of exposure to a second language linked to influences on the brain
- 2.2 Chronological age and maturation
- 2.2.1 Chronological age, maturation and the brain
- 2.2.2 Child language development and variability
- 2.3 Learning environment as a complex socio-cultural variable: Setting the stage for early L2 learning
- 2.4 From environment to input: Early experiences with language(s) and focus on input dependency (quantity and quality)
- 2.5 Child-internal factors
- 2.6 Idiosyncratic learner trajectories from early on?
- 2.7 Methodological envoi

Chapter 3 Dual language development in school-age children and adolescents

- 3.1 Dual language development in schools
- 3.1.1 Brain development as a basic challenge in adolescence
- 3.1.2 Dual language learners (DLLs) in schools
- 3.1.3 Some notes on the bilingual advantage
- 3.2 The 'earlier is better conundrum' in school settings
- 3.2.2 Intensity trumps quantity in foreign language instruction
- 3.3 Methodological envoi

Chapter 4 Language learning in young adulthood and midlife

- 4.1 Young adults
- 4.1.1 Plurilingual couples

- 4.1.2 Opportunities for bi-/plurilingual love
- 4.1.3 Planning and policy
- 4.1.4 Love and language use: three cases
- 4.1.5 Methodological envoi
- 4.2 L2 acquisition in midlife
- 4.2.1 Heritage languages
- 4.2.2 Adult classroom learners in their home country or region
- 4.2.3 Adult migrant foreign language acquirers
- 4.2.4 Methodological envoi

Chapter 5 Complex and dynamic realities of second language (L2) learning later in life

- 5.1 Additional language learning in the third age
- 5.1.1 Inter-individual variation across the lifespan
- 5.1.2 Intra-individual variation across the lifespan
- 5.1.3 Intra-individual variation as a source of information
- 5.1.4 Methodological envoi
- 5.2 Cognitive decline or too much mileage? The causal story behind ageing and cognitive changes and its implications for SLA
- 5.3 Benefits of L2 learning in older adulthood
- 5.3.1 Cognitive benefits of lifelong bilingualism
- 5.3.2 Cognitive consequences of foreign language learning in old age
- 5.3.3 Methodological envoi
- 5.4 Implications for the third age FL classroom
- 5.5 ICT usage among adult L2 learners
- 5.6 Suggestions for future research on third-age additional language learning
- 5.6.1 Reframing lifelong learning through personal narratives
- 5.6.2 Narratives: understanding who we are, how to live, and what to do
- 5.6.3 The narrative of decline as a dominant master narrative of ageing in Western societies

- 5.6.4 The value of staying young
- 5.6.5 Example of a dialogical narrative analysis with third age additional language learners

Chapter 6 Re-examining threshold hypotheses: Continuity vs. cut-off points throughout the lifespan

- 6.1 The (multiple) critical period(s) hypothesis as a biologically regulated threshold
- 6.1.1 The notion of "critical period"
- 6.1.2 Neurolinguists following in the footsteps of Penfield and Lenneberg
- 6.1.3 Definitive onset, offset and terminus?
- 6.1.4 Nativelikeness and the critical period
- 6.1.5 Nativelikeness and the role of language aptitude
- 6.1.6 Critical age or critical opportunity?
- 6.1.7 Envoi
- 6.2 Thresholds for cognitive and brain reserve capacities
- 6.3 Retirement as a potentially significant life event altering the process of cognitive ageing and language acquisition, use and attrition
- 6.3.1 Effects of occupation on cognitive functioning
- 6.3.2 Experiences and perceptions of continuity in the transition from work to retirement
- 6.3.3 Language acquisition, use and attrition across retirement age
- 6.3.4 Methodological envoi

Chapter 7 Conclusions and future directions of research on lifelong L2 learning