



## COURSE DATASHEET

<b>Semester:</b>	2020/21/1
<b>Course:</b>	Infant bi- and multilingualism
<b>Code:</b>	PEDITNY026
<b>Responsible department:</b>	
<b>Department code:</b>	DITNY
<b>Responsible instructor:</b>	Prof. Dr. Judit Navracsics

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### Course objectives:

To let students know about the questions of early bi- and multilingual development.

### Course content:

Neurolinguistic data on bilinguals' perception and processing patterns. The influencing factors of success of becoming multilingual in early childhood. Myths about infant bilingualism. The history of infant bilingualism research. The Unitary vs. Separated Systems Hypotheses. Language development in three languages of a trilingual pair of siblings at the linguistic levels. Cognitive advantages of multilingual children.

### Requirements, evaluation and grading:

Assignment: to write a critical review of a book on infant bi- or multilingualism

### Required and recommended readings:

Quay, S. And Chevalier, S. (2019) Fostering Multilingualism in Childhood. Lanza, E. And Vold Alexander, K. (2019) Family Language Practices in Multilingual Transcultural Families. In Montanari and Quay (Eds.) Multidisciplinary Perspectives on Multilingualism.