There has been growing interest in children who learn language in diverse contexts and under diverse circumstances. In particular, dual language acquisition has become the focus of much research attention, arguably as a reflection of the growing awareness that dual language learning is common in children. A deeper understanding of dual language learning under different circumstances is important to ensure the formulation of theories of language learning that encompass all language learners and to provide critical information for clinical and other practical decisions that touch the lives of all language learners. This talk will review research findings on dual language learning in both school and non-school settings, among simultaneous and sequential bilinguals, and in typically-developing learners and those with an impaired capacity for language learning. Key findings with respect to common myths and misunderstandings that surround dual language acquisition in young learners will be reviewed and discussed and their implications for both theoretical and practical matters will be considered.

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