

The Chinese University of Hong Kong
Department of Linguistics and Modern Languages
First Term, 2023-24

Course Title: LING3206 Bilingualism

Description:

This course introduces general issues in the study of bilingualism. Basic questions such as how to define bilingualism, degrees of bilingualism, types of bilinguals will be examined. Some myths and misconceptions about bilingualism will be discussed and dispelled in light of the findings derived from recent research in bilingualism. The emphasis of the first part of the course will be on individual bilingualism and how children acquire more than one language. Data from the development of Chinese (Cantonese and Mandarin) and English in bilingual children will be used for illustration. Issues regarding how heritage speakers acquire Chinese will also be discussed. Another integral part of the course deals with bilingualism as a societal phenomenon touching upon differently valued languages, and speech behaviour. Aspects of bilingualism such as code-mixing and code-switching will be covered with special relevance to the Hong Kong context. Questions arising from the impact of bilingualism on the educational system will be addressed.

Content, highlighting fundamental concepts

Topic	Contents/fundamental concepts
Defining bilingualism, types of bilinguals	Different approaches to defining bilingualism and bilinguals, significance of bilingualism, individual and societal bilingualism
Bilingual and multilingual acquisition	Developmental stages, compare monolingual and bilingual development; input reduction, cross-linguistic influence; language dominance, properties of dual input; one parent-one language model
Heritage bilingualism	Heritage languages, languages in contact (contact varieties), protracted development, language attrition; one context-one language model
Bilingualism and cognition	Metalinguistic awareness and executive function in bilingual children and the elderly
Bilingualism in Hong Kong	One parent-two languages models, code-mixing in bilingual speech medium of instruction in the classroom
Methods to study bilinguals	Corpus transcription and analysis (CHILDES and CLAN); standardized assessment tools; parental report and questionnaire; judgment, production and narration tasks

Learning outcomes

1. Acquire the basic concepts in the field of bilingualism
2. Compare and contrast language development in bilingual and monolingual children
3. Appreciate the significance of bilingualism in the individual and society
4. Raise multilingual awareness in the age of globalization
5. Analyze bilingual data and evaluate the bilingual situation in the local community
6. Develop ability to learn, discuss and work in a group

Learning activities

Lecture (hr) in /out class		Interactive tutorial (hr) in /out class		Lab (hr) in /out class		Discussion of case (hr) in /out class		Field-trip (hr) in /out class		Projects (hr) in /out class		Web-based teaching (hr) in /out class		Other (reading) (hr) in /out class	
22		11									20				40
M	NA	M	NA	NA	NA	NA	NA	NA	NA	NA	M	NA	NA	NA	M

M: Mandatory activity in the course

O: Optional activity

NA: Not applicable

Assessment scheme

Task nature	Description	Weight
Class participation	Answer multiple-choice questions on content taught in class via Blackboard (1 questions per lecture; 10 lectures in total) - <i>graded by Blackboard</i>	10%
Individual written assignment	Describe and analyze a given linguistic structure in existing bilingual and monolingual speech samples, using methods and techniques introduced in tutorials and guided by theories discussed in lectures - <i>graded by TA, under teacher's supervision</i>	20%
Quiz	In-class open-book quiz to test understanding of key concepts and theories - <i>graded by TA, under teacher's supervision</i>	30%
Term project	A research proposal including literature review, methods and research predictions on a topic related to bilingualism (3,000-5,000 words); student can freely choose between individual and group papers (group size: 2 students): in-class oral presentation (20%), written paper (20%) - <i>graded by teacher</i>	40%

Learning resources for students

<p>Main references (full text available through UL)</p> <ul style="list-style-type: none"> - Miller, David, Bayram, Fatih, Rothman, Jason, & Serratrice, Ludovica. (2018). Bilingual Cognition and Language (Vol. 54, Studies in Bilingualism). Amsterdam/Philadelphia: John Benjamins Publishing Company. - Yip, V. & S. Matthews (2007). The Bilingual Child: Early Development and Language Contact. Cambridge: Cambridge University Press. - Bhatia, Tej K, & Ritchie, William C. (2012). The Handbook of Bilingualism and Multilingualism (Blackwell Handbooks in Linguistics). Somerset: Wiley-Blackwell. - Grosjean, F. & P. Li (eds.) (2013). The Psycholinguistics of Bilingualism. Wiley-Blackwell. <p>Websites</p> <ul style="list-style-type: none"> - Child Language Data Exchange System (CHILDES): http://childes.psy.cmu.edu/ - Childhood Bilingualism Research Centre (CBRC): http://www.cuhk.edu.hk/lin/cbrc/ <p>Journals</p> <ul style="list-style-type: none"> - Bilingualism: Language and Cognition - Linguistic Approaches to Bilingualism - International Journal of Bilingual Education and Bilingualism - International Journal of Bilingualism - International Journal of Multilingualism - Journal of Child Language - First Language

Feedback for evaluation

Students are welcome to give comments and feedback by sending them in written form to the TA's email address or talking to the instructor and TA individually.

Grade Descriptors

Grade	Descriptors
A	Demonstration of a thorough understanding of basic concepts in bilingualism and the topics covered at the individual and societal level, and a high degree of competency in analyzing bilingual data from diverse contexts, showing: <ol style="list-style-type: none"> 1) outstanding ability to understand major theoretical and methodological issues in the field of bilingualism; 2) ability to conduct an original term project and produce an outstanding paper.

A-	Demonstration of a thorough understanding of basic concepts in bilingualism and the topics covered at the individual and societal level, and a high degree of competency in analyzing bilingual data from diverse contexts, showing: 1) excellent ability to understand major theoretical and methodological issues in the field of bilingualism; 2) ability to conduct an original term project and produce an excellent paper.
B	Demonstration of a good understanding of basic concepts in bilingualism and the topics covered at the individual and societal level, and some degree of competency in analyzing bilingual data from diverse contexts, showing: 1) good ability to understand major theoretical and methodological issues in the field of bilingualism; 2) ability to conduct a systematic term project and produce a well-organized paper.
C	Demonstration of an adequate understanding of basic concepts in bilingualism and the topics covered at the individual and societal level, and some degree of competency in analyzing bilingual data from diverse contexts, showing: 1) adequate ability to understand major theoretical and methodological issues in the field of bilingualism; 2) adequate ability to conduct a systematic term project and produce a well-organized paper.
D	Demonstration of some understanding of basic concepts in bilingualism and the topics covered at the individual and societal level, and a limited degree of competency in analyzing bilingual data from diverse contexts, showing: 1) weak ability to understand major theoretical and methodological issues in the field of bilingualism; 2) weak ability to conduct a systematic term project and produce a satisfactory paper.
F	Demonstration of minimal understanding of basic concepts in bilingualism and the topics covered at the individual and societal level, and a lack of competency in analyzing bilingual data from diverse contexts, showing: 1) inability to understand major theoretical and methodological issues in the field of bilingualism; 2) inability to conduct a systematic project and produce a satisfactory paper.

Course schedule

Class/ week	Date	Topic	Requirements (# = must, others optional)
Week 1	Sept 4	No class (suspended due to inauguration ceremony)	
Week 2	Sept 11	Bilingualism and bilingual acquisition - Tutorial: Child Language Data Exchange System (CHILDES)	- #Bayram, F., Miller, D., Rothman, J., & Serratrice, L. (2018). Studies in bilingualism: 25 years in the making. In <i>Bilingual Cognition and Language</i> (pp. 1-12). John Benjamins. - Yip, V., Mai, Z. and Matthews, S. (2018). CHILDES for bilingualism. In <i>Bilingual Cognition and Language</i> (pp. 183 - 202). John Benjamins.
Week 3	Sept 18	Bilingual first language acquisition and Cantonese-English early bilinguals in Hong Kong - Tutorial: transcription in CHAT	- #Nicoladis, E. (2018). Simultaneous child bilingualism. In <i>Bilingual Cognition and Language</i> (pp. 81-102). John Benjamins. - Yip, V., & Matthews, S. (2007). <i>Wh-interrogatives: to move or not to move?</i> Cambridge University Press. Chapter 1. Introduction, pp. 87-132.
Week 4	Sept 25	Sequential bilinguals and child L2 acquisition - Tutorial: data analysis in CLAN	- #Chondrogianni, V. (2018). Child L2 acquisition. In <i>Bilingual Cognition and Language</i> (pp. 103-126). John Benjamins. - Paradis, J., Tulpar, Y., & Arppe, A. (2016). Chinese L1 children's English L2 verb morphology over time: Individual variation in long-term outcomes. <i>Journal of Child Language</i> , 43(3), 553-580.
Week 5	Oct 2	No class (the day following National Day)	

		- <i>Optional out-of-class tutorial to support assignment to be arranged during the week (TBA)</i>	
Week 6	Oct 9	Trilingual development and early multilingualism - Tutorial: parental report and questionnaire - Written assignment due (20%)	- #Mai, Z. & Yip, V. (2022) Caretaker input and trilingual development of Mandarin, Cantonese and English in early childhood (1;6-2;11). <i>International Journal of Bilingual Education and Bilingualism</i> , 25:9, 3389-3403. - Hoffmann, C. (2001). Towards a description of trilingual competence. <i>International Journal of Bilingualism</i> , 5(1), 1-17.
Week 7	Oct 16	Heritage bilinguals in monolingual societies - Tutorial: standardized assessment tools	- #Putnam, M., Kupisch, T. & Pascual y Cabo, D. (2018) Different situations, similar outcomes: Heritage grammars across the lifespan. In <i>Bilingual Cognition and Language</i> (pp. 251-280). John Benjamins. - Polinsky, M., & Scontras, G. (2020). Understanding heritage languages. <i>Bilingualism: Language and Cognition</i> , 22(5), 1-17.
Week 8	Oct 23	No class (Chung Yeung Festival)	
Week 9	Oct 30	Heritage Chinese: development and maintenance - Tutorial: narration tasks	- #Mai, Z.*, Zhao, L., & Yip, V. (2022). The Mandarin ba-construction in school-age heritage speakers and their parental input. <i>Linguistic Approaches to Bilingualism</i> , 12(3), pp. 377-405. - Yilmaz, G. & Schmid, M. (2018) Different situations, similar outcomes: Heritage grammars across the lifespan. In <i>Bilingual Cognition and Language</i> (pp. 225-250). John Benjamins.
Week 10	Nov 6	Bilingual processing - Tutorial: online tasks - <i>Additional out-of-class Q&A session to facilitate preparation for quiz to be arranged during the week (TBA)</i>	- #Grojean, F. (2013) Spoken language processing, speech perception and comprehension, speech production. In <i>The Psycholinguistics of Bilingualism</i> (pp. 27-59). Wiley-Blackwell. - Del Maschio, N., & Abutalebi, J. (2018). Neurobiology of bilingualism. In <i>Bilingual Cognition and Language</i> (pp. 325-345). John Benjamins.
Week 11	Nov 13	Cognitive effects of bilingualism - In-class quiz (30%)	- #Bialystok, E. (2018) Bilingualism and executive function: what's the connection, In <i>Bilingual Cognition and Language</i> (pp. 283-306). John Benjamins. - Antoniou, M. (2019). The advantages of bilingualism debate. <i>Annual Review of Linguistics</i> , 5, 395-415.
Week 12	Nov 20	Language choice and code-mixing - Tutorial: project workshop and consultations (guidelines and suggested topics)	- #Ritchie, W. & Bhatia, T. K. (2012) Social and psychological factors in language mixing. In <i>The Handbook of Bilingualism and Multilingualism</i> , Second Edition (pp. 375-390). Wiley-Blackwell. - Poeste, M., Müller, N., & Arnaus Gil, L. (2019). Code-mixing and language dominance: bilingual, trilingual and multilingual children compared. <i>International Journal of Multilingualism</i> ,

			16(4), 459-491.
Week 13	Nov 27	Biliteracy, bilingual education and language disorders - Tutorial: assignment and quiz analyses	- #Murphy. V. (2018) Literacy development in linguistically diverse pupils. In In Bilingual Cognition and Language (pp. 155-182). John Benjamins. - Paradis, J. & Govindarajan, K. (2018) Bilingualism and children with developmental language and communication disorders, In Bilingual Cognition and Language (pp. 347-370). John Benjamins.
Week 14 (make-up class)	Dec 4	Student oral presentation of research project (20%)	Teacher will provide feedback on presentation for students to improve their projects in the written paper for final submission
	Dec 11	Written paper due (20%)	

Teachers' or TA's contact details

Professor/Lecturer/Instructor:	
Name:	Prof Maggie Ziyin Mai
Office Location:	
Telephone:	
Email:	
Teaching Venue:	
Website:	
Other information:	

Teaching Assistant/Tutor:	
Name:	XU Zetao, LI Qiuyuan
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Teaching Venue:	
Website:	
Other information:	

A facility for posting course announcements

All announcements of the course will be posted on Blackboard.

Academic honesty and plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at http://www.cuhk.edu.hk/policy/academichonesty/ . With each assignment, students will be required to submit a statement that they are aware of these policies, regulations, guidelines and procedures.
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