The Chinese University of Hong Kong
Department of Linguistics and Modern Languages
Term 2, 2024-2025

Course code: LING5202
Title in English: Topics in Bilingualism
Title in Chinese: 雙語研究

Course 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 Cantonese and English in bilingual children will be used for illustration. Issues regarding how heritage speakers acquire Cantonese/Mandarin 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.

Course Syllabus

Topics	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 cross-linguistic influence, degrees of balance, language dominance, properties of dual input	theoretical issues and methods of data collection, developmental stages, compare monolingual and bilingual development
● Heritage bilingualism	heritage language acquisition and unbalanced bilinguals, incomplete acquisition, language attrition
● Bilingualism and cognition	cognitive advantages of bilingual children and adults
● Bilingualism in Hong Kong	characteristics of Hong Kong bilinguals, code-mixing in bilingual speech
● Bilingual education: trilingualism and biliteracy in Hong Kong	medium of instruction in the classroom, language policy in local schools and higher education

Learning outcomes:
- acquire the basic concepts in the field of bilingualism
- compare and contrast language development in bilingual and monolingual children
- deepen students' appreciation of the significance of bilingualism in the individual and society
- raise students' multilingual awareness in the age of globalisation
- analyze bilingual data and evaluate the bilingual situation in the local community
- develop ability to learn, discuss and work in a group

Learning activities
- lecture
- use of multimedia materials e.g. video clips
- interactive tutorial
- discussion of language phenomena
- projects

Course components (Teaching modes and Learning activities)

Teaching Modes and Learning Activities	
On-site face-to-face	**Percentage of time** **100%**
Lectures (hybrid: no)	100%
Interactive tutorial (hybrid: no)	100%
Online synchronous	
Lectures	0%
Interactive tutorial	0%

Expected time allocation of each of below learning activities during the course:

Lecture (hr) in /out class		Interactive tutorial (hr) in /out class		Lab (hr) in /out class		Discussion of case (hr) in /out class		Reading (hr) in /out class		Projects (hr) in /out class		Web-based teaching (hr) in /out class		Other (midterm) (hr) in /out class	
26		10				5	5	2-3		20				2	
M		M				M	O	M		M				M	

M: Mandatory activity in the course
O: Optional activity
NA: Not applicable

Assessment scheme

Assessment type	Description	Weight
A quiz that covers materials in the first part of the course	Midterm quiz	35%
A project that conducts an in-depth study of a topic of interest	Term project	30%
Presentation of project	Project presentation	20%
Tutorial participation	Active participation in tutorials (tutorial readings, comments and engagement)	15%

The Teaching Assistant(s) will assist with marking the midterm quiz, keep track of the attendance in each class and tutorial, evaluate your participation and engagement in class and tutorial activities, help students form groups of 2 or at most 3 to work on the term projects and ensure the proper submission of term projects.

Learning resources for students

Websites:
Child Language Data Exchange System (CHILDES)
http://childes.psy.cmu.edu/
Childhood Bilingualism Research Centre (CBRC)
http://cbrchk.org/
<u>Journals</u>
Bilingualism: Language and Cognition
International Journal of Bilingual Education and Bilingualism
International Journal of Bilingualism
International Journal of Multilingualism
Journal of Child Language
<u>Blogs</u>
Francois Grosjean: "Life as a Bilingual"
http://www.psychologytoday.com/blog/life-bilingual/201012/the-rose
Madalena Cruz-Ferreira: "Being Multilingual"
http://beingmultilingual.blogspot.com/2010/10/being-multilingual.html

Required and recommended readings

Baker, C. 2001. (3rd ed.) *Foundations of Bilingual Education and Bilingualism*. Multilingual Matters.
Bhatia, T. K. and W. C. Ritchie. (eds.) 2013. *The Handbook of Bilingualism and Multilingualism (2nd edition)*. Wiley-Blackwell, **online access through UL**
Bialystok, E. 2001. *Bilingualism in development: Language, Literacy and Cognition.* Cambridge: Cambridge University Press, **online access through UL**
Grosjean, F. and P. Li. (eds.) 2013. *The Psycholinguistics of Bilingualism*. Wiley-Blackwell.
Yip, V. and S. Matthews. 2007. *The Bilingual Child: Early Development and Language Contact.* Cambridge: Cambridge University Press.
Suggested readings:
Grosjean, F. 2010. *Bilingual: Life and Reality*. Cambridge, Mass: Harvard University Press.
Stavans, A. and U. Jessner. (eds.) 2022. *The Cambridge Handbook of Childhood Multilingualism*.
Cambridge: Cambridge University Press. **online access through UL**

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 Professor and TA individually.
A term-end questionnaire will be administered to collect feedback for evaluation.

Course descriptors

Grade	Overall Course [LING5202 Topics in Bilingualism]
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) 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	Topic
Week 1 & Week 2	Introduction to bilingualism: general remarks Li, W. 2000. Dimensions of bilingualism. pp. 1-25. Baker, C. 2001. Chs.1-3.pp.1-66. Paradis, J., Genesee, F., & Crago, M. B. 2021. *Dual language development and disorders: A handbook on bilingualism and second language learning*. 3rd edition. Baltimore, MD: Brookes Publishing. Ch. 4 Language Developing in Simultaneous Bilingual Children. pp. 85-124.
Week 3	Methodological issues in corpus-based studies of bilingual children: CHILDES Workshop Grosjean, F. 1998. Studying bilinguals: methodological and conceptual issues. *Bilingualism: Language and Cognition* 1.131-149. Yip, V. & S. Matthews. 2007. Chapter 3 methodology
Week 4	Chinese New Year holiday
Week 5	Childhood bilingualism: some myths and misconceptions debunked by research and what recent research tells us Hoff, E., et al. 2014. Properties of dual language input that shape bilingual development and properties of environments that shape dual language input. In Gruter, T, and J. Paradis (eds.) *Input and Experience in Bilingual Development* Amsterdam: John Benjamins, pp.119-140. Mai, Ziyin and Virginia Yip. 2022. Caretaker input and trilingual development of Mandarin, Cantonese and English in early childhood (1;6-2;11). *International Journal of Bilingual Education and Bilingualism* https://doi.org/10.1080/13670050.2022.2060037 Yip, V. 2013. Simultaneous language acquisition. In F. Grosjean and P. Li. (eds).*The Psycholinguistics of Bilingualism*, Wiley-Blackwell, 119-136.
Week 6 & Week 7	Heritage bilingualism Montrul, S. 2013. Bilingualism and the heritage language speaker, in Bhatia & Ritchie (eds.), pp. 168-189. Benmamoun, E., S. Montrul & M. Polinsky. 2013. Heritage languages and their speakers: opportunities and challenges for linguistics. *Theoretical Linguistics* 39 (3-4), pp. 129-181. Li, A. & S. Matthews, S. 2022. Turning the tide: reversing heritage language attrition and shift in a Chinese American family. To appear in *Journal of Chinese Linguistics*.

	Potowski, K. 2015. Language maintenance and shift. *The Oxford Handbook of Sociolinguistics*. DOI: 10.1093/oxfordhb/9780199744084.013.0016 Zhang, D. 2010. Language maintenance and language shift among Chinese immigrant parents and their second-generation children in the U.S. *Bilingual Research Journal* 33.1. 42-60. https://doi.org/10.1080/15235881003733258
Week 8	Linguistic diversity and bilingualism Nettle, D. & S. Romaine. 2000. *Vanishing Voices: the Extinction of the World's Languages*. Oxford University Press. Chs.1 & 2. Evans, N. 2010. *Dying Words: Endangered Languages and What They Have to Tell us*. Wiley-Blackwell, Prologue pp.xv-xix, The Library of Babel, pp.1-3 Chinese translation: 譯者：蔡雅菁《一詞一宇宙 ： 瀕危語言的低吟淺唱 (2023) 》出版社：國立臺灣大學出版中心 Yip, V. & S. Matthews. 2022. Language diversity and bilingual first language acquisition: A commentary on Kidd and Garcia (2022). First Language https://doi.org/10.1177%2F01427237221097581
Week 9	**Midterm exam (no makeup exam)** Make sure you take the exam in person or you will receive zero marks.
Week 10	Bilingualism and Cognition Clyne, M. 1997. Retracing the first seven years of bilingual and metalinguistic development through the comments of a bilingual child. In S. Eliasson and E.H. Jahr (eds.), *Language and its ecology. Studies in memory of Einar Haugen*. Berlin: Mouton de Gruyter, pp. 235-259. Baker, C. 2001. Ch.7 Bilingualism and cognition, pp.134-161. Bialystok & Barac. 2013. Cognitive effects, in Grosjean & Li (2013) (eds.), pp. 192-213
Week 11	Bilingualism and language contact Sebba, M. 1997. Ch1. Close encounters between languages. In Contact Languages: Pidgins and Creoles. Palgrave, pp.1-36. Ansaldo, U., S. Matthews & G. Smith. 2010. China Coast Pidgin. *Journal of Pidgin and Creole Languages* 25:1: 63-94. Matthews, S. & M. Li. 2013. Chinese Pidgin English. In Michaelis, Susanne Maria & Maurer, Philippe & Haspelmath, Martin & Huber, Magnus (eds.) The survey of pidgin and creole languages. In "The survey of pidgin and creole languages". Volume 1: English-based and Dutch-based Languages. Oxford: Oxford University Press. https://apics-online.info/surveys/20
Week 12	Code-mixing from a translanguaging perspective

	Li, D. 2008. Understanding mixed code and classroom code-switching: myths and realities. *New Horizons in Education* 56:3:75-87. Aleksić, G and O.García. 2022. Language beyond flags: teachers misunderstanding of translanguaging in preschools, International Journal of Bilingual Education and Bilingualism, 25(10), 3835–3848. doi.org/10.1080/13670050.2022.2085029 Yip, V. and S. Matthews. 2016. Code-mixing and mixed verbs in Cantonese-English bilingual children: input and innovation. Languages 1.1-14. https://doi.org/10.3390/languages1010004
Week 13	Student presentations
Week 14	Student presentations
Week 15	Easter holiday (no class)
	Term Project due date

Teacher and TA's contact details

Professor/Lecturer/Instructor:	Professor
Name:	Virginia Yip
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Other information:	Childhood Bilingualism Research Centre: https://cbrchk.org/
Teaching Assistants:	
Name:	ZHANG Hecheng
Office Location:	Rm 309 Tsang Shiu Tim Building in United College
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Email:	elizabethzhang0925@link.cuhk.edu.hk
Teaching Venue:	
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Other information:	N/A

● **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."

For each written assignment, students are required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign on the declaration.

For assignments/papers in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

Details of course website

Please see information 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 signed declaration that they are aware of these policies, regulations, guidelines and procedures.

- In the case of group projects, all members of the group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions, irrespective of whether he/she has signed the declaration and whether he/she has contributed, directly or indirectly, to the problematic contents.
- For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment.

- Students are fully aware that their work may be investigated by AI content detection software to determine originality.

- Students are fully aware of the AI approach(es) adopted in the course. In the case where some AI tools are allowed, students have made proper acknowledgment and citations as suggested by the course teacher.

Assignments without a properly signed declaration will not be graded by teachers.
Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submissions. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

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Use of Generative Artificial Intelligence (AI) Tools in Teaching, Learning and Assessment

Use of generative AI tools
Approach adopted in this course - All use of AI tools is prohibited in assignments and assessment tasks.