

The Chinese University of Hong Kong
Department of Linguistics and Modern Languages
First Term, 2025-26

<p>Course Code: LING3206 Title in English: Bilingualism Title in Chinese: 雙語研究導論</p>
<p>Course Description:</p> <p>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.</p> <p>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.</p>

Learning outcomes

<ol style="list-style-type: none"> 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
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Course Syllabus

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 bilinguals
Bilingualism in Hong Kong	Characteristics of Hong Kong bilinguals, code-mixing in bilingual speech
Methods to study bilinguals	Corpus transcription and analysis (CHILDES and CLAN); standardized assessment tools; parental report and questionnaire; judgment, production and narration tasks

Learning activities

Lecture		Interactive tutorial		Lab		Discussion of case		Field-trip		Projects		Web-based teaching		Other (Mid-term exam, reading)	
(hr) in /out class		(hr) in /out class		(hr) in /out class		(hr) in /out class		(hr) in /out class		(hr) in /out class		(hr) in /out class		(hr) in /out class	
24		13								20				2	40
M	NA	M	NA	NA	NA	NA	NA	NA	NA	NA	M	NA	NA	M	M

M: Mandatory activity in the course

O: Optional activity

NA: Not applicable

Assessment scheme

Task nature	Description	Weight
1. Participation in lectures and tutorials	Answer 1 question on content taught in each lecture and tutorial (10 lectures and 10 tutorials in total) <i>- graded by Blackboard</i>	10%
2. 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%
3. Mid-term exam	In-class quiz to test understanding of key concepts and theories <i>- graded by TA, under teacher's supervision</i>	30%
4. Term project	A research proposal including literature review, methods and research predictions on a topic related to bilingualism (3,000-4,000 words); students 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%

Required and recommended readings

Main references (full text available through UL)

- Bhatia, T. K., & Ritchie, W. C. (Eds.). (2012). *The handbook of bilingualism and multilingualism* (2nd ed.). Wiley-Blackwell.
- Grosjean, F., & Li, P. (Eds.). (2013). *The psycholinguistics of bilingualism*. Wiley-Blackwell.
- Miller, D., Bayram, F., Rothman, J., & Serratrice, L. (Eds.). (2018). *Bilingual cognition and language* (Vol. 54). John Benjamins Publishing Company.
- Paradis, J., Genesee, F., & Crago, M. B. (2021). *Dual language development & disorders: A handbook on bilingualism and second language learning* (3rd ed.). Paul H. Brookes Publishing Co.
- Yip, V., & Matthews, S. (2007). *The bilingual child: Early development and language contact*. Cambridge University Press.

Suggested readings (full text available through UL):

- Grosjean, F. (2022). *The Mysteries of Bilingualism: Unresolved Issues*. Hoboken, N.J.: Wiley-Blackwell.

Websites

- Child Language Data Exchange System (CHILDES): <http://childes.psy.cmu.edu/>
- Childhood Bilingualism Research Centre (CBRC): <http://www.cuhk.edu.hk/lin/cbrc/>

Journals

- 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 email or talking to the instructor and TAs 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: 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

Week	Date	Component	Topic	Readings (# = must, others optional)
1	Sept 2	Lecture	Bilingualism and bilingual acquisition: general remarks	#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.
	Sept 4	Tutorial	Child Language Data Exchange System (CHILDES)	Yip, V., Mai, Z. and Matthews, S. (2018). CHILDES for bilingualism. In <i>Bilingual Cognition and Language</i> (pp. 183–202). John Benjamins.
2	Sept 9	Lecture	Bilingual first language acquisition and Cantonese-English early bilinguals in Hong Kong	#Paradis, J., Genesee, F., & Crago, M. (2021). Chapter 4. Language development in simultaneous bilingual children. In <i>Dual language development & disorders</i> (pp. 110-151). Paul H. Brookes Publishing Co.
	Sept 11	Tutorial	Transcription in CHAT	Yip, V. (2013). Simultaneous language acquisition. Chapter 6. In <i>The psycholinguistics of bilingualism</i> (pp. 120-144). Wiley-Blackwell.
3	Sept 16	Lecture	Sequential bilinguals and child L2 acquisition	#Chondrogianni, V. (2018). Child L2 acquisition. In <i>Bilingual Cognition and Language</i> (pp. 103-126). John Benjamins.
	Sept 18	Tutorial	Data analysis in CLAN	Zhou, J., Mai, Z., & Yip, V. (2021). Bidirectional cross-linguistic influence in object realization in Cantonese-English bilingual children. <i>Bilingualism: Language and Cognition</i> , 24(1), 96-110.
4	Sept 23	Lecture	Heritage language development in children	#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.
	Sept 25	Tutorial	Narration tasks	Polinsky, M., & Scontras, G. (2020). Understanding heritage languages. <i>Bilingualism: Language and Cognition</i> , 23, 4-20.
5	Sept 30	Lecture	Trilingual development and early multilingualism	#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.
	Oct 2	Tutorial	Parental report and questionnaire interview	Hoffmann, C. (2001). Towards a description of trilingual competence. <i>International Journal of Bilingualism</i> , 5(1), 1-17.
6	Oct 7	The day following Mid-Autumn Festival (no lecture) – Make-up class to be arranged		
	Oct 9	Tutorial	Standardized assessment tools	
7	Oct 14	Lecture	Bilingual processing Written assignment	#Grosjean, F. (2013). Speech perception and comprehension (Chapter 2), and Speech production (Chapter 3). In <i>The psycholinguistics of</i>

			due	<i>bilingualism</i> (pp. 35-75). Wiley-Blackwell.
	Oct 16	Tutorial	Offline and online tasks	
8	Oct 21	Lecture	Cognitive effects of bilingualism	#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.
	Oct 23	Tutorial	Executive function tasks	
9	Oct 28	Lecture	Mid-term exam	
	Oct 30	Tutorial	Project workshop and consultation	
10	Nov 4	Lecture	Language choice and code-mixing	#Ritchie, W. & Bhatia, T. K. (2012). Social and psychological factors in language mixing. In <i>The Handbook of Bilingualism and Multilingualism, Second Edition</i> (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.
	Nov 6	Tutorial	Group discussion on the myths of bilingualism	
11	Nov 11	Lecture	Language education and developmental language disorders in multilingual contexts	#Paradis, J. & Govindarajan, K. (2018). Bilingualism and children with developmental language and communication disorders. In <i>Bilingual Cognition and Language</i> (pp. 347-370). John Benjamins. Peña, E. D., Bedore, L. M., & Vargas, A. G. (2023). Exploring assumptions of the bilingual delay in children with and without developmental language disorder. <i>JSLHR</i> , 66(12), 4739-4755. Li, D. C. S. (2022). Trilingual and biliterate language education policy in Hong Kong: past, present and future. <i>Asian. J. Second. Foreign. Lang. Educ.</i> 7, 41.
	Nov 13	Tutorial	Assignment and quiz analyses	
12	Nov 18	Lecture	Student oral presentation of term project	
	Nov 20	Tutorial		
13	Nov 25	Lecture		
	Nov 27	Tutorial		
	Dec 4		Written paper due by 5 pm	

Teachers' or TA's contact details

Professor/Lecturer/Instructor:	
Name:	Jiangling Zhou
Office Location:	Rm309 Tsang Shiu Tim Building
Telephone:	3943 1273

Email:	jiangling.zhou@cuhk.edu.hk
Teaching Venue:	Lecture (Tuesday, 2:30 PM - 4:15 PM): LPN_LT Tutorial (Thursday, 12:30 PM – 1:15 PM): WMY_301

Teaching Assistant/Tutor:		
Name:	Zhang Fan	Chen Yuxuan
Email:	1155248593@link.cuhk.edu.hk	1155225759@link.cuhk.edu.hk

Details of course website

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 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 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 a properly signed declaration will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

Use of generative artificial intelligence (AI) Tools by students in learning activities and assessments

Approach 1 – Prohibit all use of AI tools.

Students are **not** allowed to use any artificial intelligence (AI) tools in any kind of learning activity or assessment that will be counted towards students' final grade of the course, or used for evaluating students' attainment of the desired learning outcomes. This includes all forms of generative AI tools (e.g., ChatGPT, GrammarlyGO, Google Gemini, etc.) as well as tools used for grammar checking, spell checking, paraphrasing or re-writing, translation, and content generation. Students are expected to produce their own work independently without any collaboration or assistance from AI tools.

Guideline on sharing lecture recordings

1. The copyright of any lecture recordings shared in the course, whether they are produced by teachers, students, or peer note-takers, belongs to the University.
2. Students should not share these recordings with others without obtaining prior written consent from the teacher(s).

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