

Department of English
The Chinese University of Hong Kong

ENGE 3770: Bilingualism: Cognition and Society
Fall 2020

Venue & time: TBD
 Office, phone no.: TBD
 Instructor: Prof. Prem PHYAK
 Tutors: TBD

Credits:3
 E-mail: TBD
 Office hour: Wednesday, 4-5pm
 (or by appointment)

Course Description

Globalization has impacted on the nature of linguistic environment in our families, institutions and communities. We come into contact with new languages, including English, in institutional settings and communities around us. This course aims to introduce theories and research findings concerning bilingualism and related phenomena. Bilingualism is both individual and societal and covers learning of any languages after the first language. The first half of the course focuses on bilingual development within individuals. Topics include bilingual language development, factors affecting bilingual acquisition, bilingualism and aging, and cognitive advantages of bilingualism. The second half of the course turns to societal bilingualism. It will examine issues concerning language use, identity, policymaking, and bi/multilingual education in different regions around the world, including but are not limited to the North America, Europe, Singapore, and Hong Kong. As such, this course is set to provide a global outlook on cognitive and societal aspects of bilingualism research and practice. The course will be of interests to students who are keen on linguistics and literacy development, language education, language policy, sociolinguistics, cognitive science, and developmental psychology.

Learning Outcomes

By the end of the course, students are expected to be able:

- Describe key concepts, topics and theories in bilingualism.
- Analyze both cognitive and social aspects of bilingualism.
- Scrutinize the impacts of bilingualism at individual and societal levels.
- Critically examine the sociopolitical and linguistic issues concerning bilingualism.
- Explore the methods, techniques and approaches used in the study of bilingualism.
- Discuss the issues concerning bilingual policies across different country contexts.
- Develop a creative bilingual project and analytical perspectives on bilingualism.

Learning Activities

Lecture (hr) in/ out class		Interactive tutorial (hr) in/ out class		Lab (hr) in/ out class		Term paper (hr) in/ out class		Reading (hr) in/ out class	
2	0	1	0	0	0	0	3	0	4
M	NA	M	NA	NA	M	NA	M	NA	M

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

Assessment Scheme (*subject to change in case of online teaching*)

Type	Description	Percentage
Attendance and participation	Attend and participate actively in all sessions of lecture and tutorial. It is important for you to read the assigned chapters/articles before you attend the lectures and participate meaningfully in interactions. You are required to write and post a summary (300-500 words), with at least two discussion questions, on the virtual platform at least one day ahead of the class. These questions will help us organize discussions in class.	15%
Tutorial presentation	Deliver an intellectually interesting and thoughtful presentation based on the tutorial question prompt(s). Prepare visual (notes, handouts, and/or PowerPoint slides) as well as other teaching aids to facilitate your audience's understanding. Encourage participation from fellow classmates, if possible. BE CREATIVE. Given time: 20 minutes . <i>Note. Rubrics will be provided later.</i>	15%
Creative project	For this project, you will first propose and then develop a creative activity that involves various dimensions (e.g., sociopolitical, cognitive, linguistic, and cultural) of bilingualism. The purpose of this project is to help you understand how bilingualism works in our personal and social contexts. For this project, you can carry out one bilingual activity such as a bilingual video story, a bilingual dictionary, subtitling a movie and a video story of a city/street that captures its bi-/multilingual situation. For this project, you should write a brief proposal (one-page) that describes what, why, how and where aspects of your bilingual project. <i>Your project should be approved by the instructor.</i>	25%
Final term paper (including final presentation)	Produce a 15-page (maximum) term paper on a specific topic/issue of bilingualism. Such topics include bilingual/multilingual policies, practices, experiences and ideologies. Some of the topics, for example, include bilingual policies and practices in school and family, stories of living a bilingual life, and narratives of bilingual speakers. This is a great opportunity to <i>reflect on/share your personal experience/ provide original analysis on a specific topic in bilingualism</i> . For this assignment, you will send a brief proposal (one page) that describes what, why and how aspects of the topic you are writing about. 12-point-font Times New Roman, double-spaced, references excluded in page number count. <i>Note. Rubrics will be provided later.</i>	45%

Course Syllabus

Topics	Contents/ fundamental concepts
Myths of bilingualism	To define and introduce bilingualism scientifically and debunk certain false assumptions related to bilingual individuals.
Bilingualism: key concepts and perspectives	To introduce key concepts and perspectives of bilingualism.
Simultaneous language acquisition	To discuss how languages are learned simultaneously.
Cognitive theories of bilingualism	To describe cognitive theories of bilingualism.
Cognitive effects of bilingualism	To analyze the cognitive benefits of being bilingual.
Bilingualism and ageing	To assess relationship between bilingualism and ageing.
Social dimensions of bilingualism	To explore bilingualism in relation to society at large.
Bilingualism and identity	To describe the role of bilingualism in identity contraction.
Bilingualism in (North) America	To infuse a regional perspective as well as a global one into the study of bilingualism. Specific foci include Hong Kong, Singapore, Europe and North America.
Bilingualism in (Northern) Europe	
Bilingualism in Singapore	
Bilingualism in Hong Kong, Sign bilingualism	To introduce and raise awareness of sign bilingualism as a cross-modality type of bilingualism

Course Schedule (*subject to change*)

Week	Date	Topic	Reading	Tutorial
1	8/9	Overview and myths of bilingualism	Grosjean (2013)	
2	15/9	Bilingualism: key concepts and perspectives	Baker (2011), CH 1	
3	22/9	Simultaneous language acquisition	Grosjean & Li (Eds.). (2013), Ch. 6	T1
4	29/9	Cognitive theories of bilingualism	Baker (2011), CH 8	T2
5	6/10	Cognitive effects of bilingualism	Grosjean & Li (Eds.). (2013), CH 9	T3
6	13/10	Bilingualism and ageing	De Bot & Makoni (2005) Ch. 6	T4
7	20/10	Social dimensions of bilingualism	Baker (2011), CH 4	T5
8	27/10	Bilingualism and identity	Chen (2008)	T6

9	3/11	Bilingualism in (North) America	MacKey (2013).	T7
10	10/11	Bilingualism in (Northern) Europe	Tabouret-Keller (2013).	T8
11	17/11	Bilingualism in Singapore	Siemund et al. (2014)	T9
12	24/11	Bilingualism in Hong Kong, Sign bilingualism	Luk (2013). Legislative Council paper (2013)	T10
13	1/12	Course evaluation & final presentation of term paper (<i>may take long hours</i>)		

Note. *The readings could be changed as the semester progresses.*

Required and recommended readings (subject to change)

Required readings

Baker, C. (2011). *Foundations of bilingual education and bilingualism*. Bristol, Buffalo & Toronto: Multilingual Matters.

Grosjean, F. & Li, P. (Eds.). (2013). *The psycholinguistics of bilingualism*. Hoboken, NJ: Wiley-Blackwell.

Recommended readings:

Chen, K. H. Y. (2008). Positioning and repositioning: Linguistic practices and identity negotiation of overseas returning bilinguals in Hong Kong. *Multilingua*, 27(1-2), 57-75.

De bot, K., & Makoni, S. (2005). *Language and aging in multilingual contexts*. Clevedon: Multilingual Matters

Grosjean, F. (2013). Myths about bilingualism. Online document:

http://www.francoisgrosjean.ch/myths_en.html

Grosjean, F. (1998). Studying bilinguals. Methodological and conceptual issues. *Bilingualism: Language and Cognition*, 1, 131-149.

Grosjean, F. (2010). *Bilingual: life and reality*. Cambridge: Harvard University Press.

Grosjean, F. (2019). *A journey in languages and cultures: The life of a bicultural bilingual*. Oxford: Oxford University Press.

Legislative Council Paper No CB (4)777/12-13(02). *Sign bilingualism and deaf education in Hong Kong*. Recommendations to the Panel on Education, Subcommittee on Integrated Education, Hong Kong SAR Government.

Luk, J. (2013). Bilingual language play and local creativity in Hong Kong. *International Journal of Multilingualism*, 10(3), 236-250.

MacKey, W. F. (2013). Bilingualism and Multilingualism in North America. In T. K. Bhatia, & W. C. Ritchie (Eds.) (2nd edition), *The handbook of bilingualism and multilingualism* (pp. 707-724). Malden, MA: John Wiley & Sons.

Pavlenko, A. (2014). *The bilingual mind: And what it tells us about language and thought*. New York: Cambridge University Press.

Siemund, P., Schulz, M. E., & Schweinberger, M. (2014). Studying the linguistic ecology of Singapore: A comparison of college and university students. *World Englishes*, 33, 340-362.

Tabouret-Keller, A. (2013). Bilingualism in Europe. In T. K. Bhatia, & W. C. Ritchie (Eds.) (2nd edition), *The handbook of bilingualism and multilingualism* (pp. 745-769). Malden, MA: John Wiley & Sons.

Details of course website

This course uses the CU e-Learning System (<http://www.cuhk.edu.hk/eLearning/>) to post course-related documents and assignment descriptions. Check regularly for course announcements. Copies of PowerPoint slides will be uploaded before or after each lecture.

Grading system

Grade A /Excellent: Outstanding performance on ALL learning outcomes. Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would surpass the normal expectations at this level and typical of standards that may be common at higher levels of study. The 'A' grade should be reserved for truly excellent work that exceeds the level expected for the majority of students and are expected to be achieved only by a small minority

Grade A- / Very Good : Generally outstanding performance on ALMOST ALL learning outcomes. Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would fully fulfill the normal expectations at this level and occasionally reaches standards that may be common at higher levels of study.

Grade B+ / Good (Plus): HIGH performance on all learning outcomes, OR HIGH performance on some learning outcomes which compensates WELL for slightly less satisfactory performance on others, resulting in overall substantial performance. Demonstrates the ability to apply WELL the principles or skills learned in the course in a comprehensive manner that would sufficiently fulfill the normal expectations at this level WELL.

Grade B / Good: SUBSTANTIAL performance on all learning outcomes, OR SUBSTANTIAL performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance. Demonstrates the ability to apply the principles or skills learned in the course in a MORE COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

Grade B- / Good (Minus): GOOD performance on all learning outcomes, OR GOOD performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance. Demonstrates the ability to apply the principles or skills learned in the course in a COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

Grade C+ / Fair (Plus): VERY SATISFACTORY performance on the majority of learning outcomes. Demonstrates the ability to apply the principles or skills learned in the course in a SOMEWHAT SUSTAINED manner that would meet the basic requirement at this level.

Grade C / Fair : SATISFACTORY performance on the majority of learning outcomes. Demonstrates the ability to partially apply the principles or skills learned in the course in a manner that would meet the basic requirement at this level.

Grade C- / Fair (Minus): SOMEWHAT SATISFACTORY performance on A NUMBER OF learning outcomes. Demonstrates the ability to SOMEWHAT apply the principles or skills learned in the course in a manner that would meet the BARE basic requirement at this level.

Grade D+ / Pass (Plus): BARELY SATISFACTORY performance on a A FEW learning outcomes. Addresses the course inadequately by meeting the basic requirement at this level only in some areas while responding minimally with possibly tangential content in others.

Grade D / Pass: ALMOST BARELY satisfactory performance on VERY FEW learning outcomes. Addresses the course inadequately by meeting the basic requirement at this level only in very few areas while responding very minimally with possibly tangential content in others.

Grade F / Failure : Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements. Fails to address the course and likely does not understand what the course requires. In other words, the work completely misses the point.

Feedback for evaluation

In addition to the course evaluation, you will have various opportunities to provide feedback about the course and your work throughout the semester. You can discuss your comments with me, and/or the TA(s). If you prefer, you can email your comments to me, or write your suggestions in an anonymous letter to me.

Academic honesty, plagiarism, late-submission penalty, and make-up policy

The University has implemented a zero tolerance policy against plagiarism and has required all written work to be submitted via VeriGuide at <http://www.cuhk.edu.hk/veriguide>.

To comply with University regulations, you are therefore asked to:

- 1) submit your paper via VeriGuide before due date and print the receipt issued by VeriGuide
- 2) submit a hard copy of the paper, along with the receipt from VeriGuide and the declaration of honesty (which comes with the VeriGuide receipt).

Assignments without the receipt from VeriGuide and the signed declaration of honesty will not be graded.

****Penalty for Late Submission of Assignments**** " A sub-grade (e.g. from B+ to B) will be deducted per late day

Make-up policy: Make-up policy applies ONLY to the students with a documented medical excuse or other official documentation of a condition that prevented the student from attending. Students without a justified medical excuse will not be given a makeup assignment and their grade will be automatically set to 0.

List of some journals on bilingualism

Bilingualism: Language and Cognition

International Journal of Bilingualism

International Journal of Bilingual Education and Bilingualism

International Journal of Multilingualism (IJM)

International Multilingual Research Journal

Journal of Monolingual and Bilingual Speech (JMBS)

Journal of Multilingual and Multicultural Development

Linguistic Approaches to Bilingualism
