



# 雙渠道雙語研究文學士 BA in Bimodal Bilingual Studies

Hong Kong is increasingly aware of diversity and linguistic needs of different pockets of populations, and active measures have been taken up by sectors in society to identify ways to tackle this social phenomenon. The two-year top-up Bachelor of Arts programme in Bimodal Bilingual Studies is designed to address some of such needs. It is another linguistics programme of the Department which combines both spoken language linguistics and sign language linguistics in the design of the curriculum, emphasizing the groundbreaking awareness that the visual modality is another medium for natural languages in human communication. Students graduating from this programme are expected to achieve a high level of intellectual calibre with bilingual or multilingual proficiency part of which is sign language, for them to function competently in society. They should constitute a workforce that embraces diversity of ethnicity, language, culture and thought in professional, clinical and social practices.

香港社會越來越重視多元化發展及不同人口的語言需求，社會上不少界別已積極尋找方案回應這個社會現象。雙渠道雙語研究本科課程——一個兩年制銜接文學士課程，正是為了達成這個目標而開辦。此課程為本系一個全新的語言學學士課程，課程內容結合口語語言學和手語語言學理論，強調視覺渠道亦是人類自然語言溝通的媒介之一。修畢本課程的學生，將能掌握包括手語在內的雙語或多種語言，勝任社會上的相應工作需要；他們將會對種族、語言及文化多元化的重要性有深入的理解和體驗，並為各類專業、臨床和社福工作注入新動力。

## What is Bimodal Bilingualism?

The term “Bimodal Bilingualism” is a recent coinage in the field of Sign Linguistics to refer to concepts surrounding knowledge and use of spoken and sign languages bilingually by individuals in society. It reflects the burgeoning of research interest in the function of sign language in human cognition and communication in recent years, such as bilingual advantage, bimodal bilingual child development, code-mixing and code blending, concepts that echo and complement the ever-expanding research agendas of linguistics.

Input from Hong Kong Sign Language triggers deaf children's language development  
香港手語的輸入可以激發聾童的語言發展



Sign Bilingualism and Co-enrolment in Deaf Education  
聾健手語雙語共融教育

## 「雙渠道雙語」是什麼？

「雙渠道雙語」是近年手語語言學研究領域中一個嶄新的學術研究方向，旨在探討社會上口語和手語的雙語知識及應用，反映出近年學術界對手語在人類認知和溝通功能的重視，研究方向包括有雙語優勢、兒童口語及手語發展、語碼轉換和截搭等新的概念等，豐富了語言學研究的發展。



## Our Programme

The BA in Bimodal Bilingual Studies is a two-year top-up degree programme having the goal of eventually creating a workforce in society that is competent in spoken and sign languages for professional support in education in different settings, information accessibility in social and professional contexts, social welfare of disadvantaged groups, and many other domains that call for such a unique combination of linguistic skills. The first of its kind in Hong Kong and Asia, this interdisciplinary programme focuses on the study of language science from the perspective of bimodality – auditory/oral and visual/spatial – and bilingualism/multilingualism, and examines how such language knowledge may function effectively in professional settings.



Training in Hong Kong Sign Language  
香港手語培訓

## 課程

雙渠道雙語研究文學士是一個兩年制的銜接學位課程，旨在培訓能以口語及手語為溝通媒介的專業人士，支援不同的教育及學習環境、社會及專業場合上的資訊傳遞、弱勢群體的社會福利及其他需要這兩種語言技巧的工作範疇。本跨學科課程為香港乃至亞洲首創，旨在從聲音/口語及視覺/空間的雙渠道和雙語或多語角度進行語言科學研究，並探討雙渠道雙語的語言能力如何在專業學科上發揮作用。



Assessing proficiency in  
Hong Kong Sign Language  
香港手語測試

## Our Curriculum

Students enrolled in this programme will be given foundational training in General Linguistics and Sign Linguistics for them to appreciate why both sign and spoken languages enjoy an equal linguistic status for human communication, how children acquire spoken and/or sign languages in a monolingual or bimodal bilingual fashion, how adults may become bimodal bilingual when they acquire a sign language as a second/third language, and how interactions between spoken and sign languages create intriguing benefits for humans in their language, cognitive, and socio-psychological development. Such a new understanding of language is achieved by requiring students to engage in the learning of Hong Kong Sign Language at levels of linguistic capabilities prescribed by the Common European Framework of References for Languages- Sign Languages, as well as courses that apply knowledge of General Linguistics and Sign Linguistics to certain professional settings, to prepare them to enter the relevant workforce with social acumen and bimodal bilingual sensitivity.

## 課程設計

主修生將接受普通語言學和手語語言學的基礎訓練，瞭解在人類的溝通中，手語和口語享有同等的語言地位，認識兒童如何在單語或雙渠道雙語的環境中習得口語或手語，成人如何在習得手語為第二語或第三語後成為雙渠道雙語者，以及口語和手語的互動如何對人類的語言、認知和社會心理發展產生助益。為了對語言有上述更進一步的認知理解，學生需要學習香港手語，並達到「歐洲共同語言參考標準 – 手語」所要求的水平。他們還需修讀其他科目，探索語言學及手語語言學相關知識如何應用於一些專業範疇，培育敏銳的社會觸覺和提升雙渠道雙語的敏感度，為日後的事業發展奠定基礎。

# Learning Outcomes

Upon completing the programme, students will:

1. Achieve a new understanding of how knowledge of language is organized and transmitted through the visual-spatial modality, as opposed to spoken languages, organized and transmitted in fundamentally different ways;
2. Appreciate how this new understanding can potentially transform the society's perception about sign language, giving it a linguistic status that is equal to spoken languages;
3. Be able to evaluate critically the development of bimodal bilingualism in society from the perspective of information accessibility and effective communication in domains of education, social and public communication, child care, counselling and clinical services; and
4. Be proficient in spoken and sign languages in order to undertake responsibilities in professional settings which call for such linguistic skills.

# 學習成果

學生完成本課程時將能：

1. 進一步理解語言知識如何通過與口語完全不同的視覺/空間渠道進行組織與傳遞；
2. 了解上述的認知在改變社會對手語的看法及使手語擁有與口語相同的語言地位的可能性；
3. 從教育、社會和大眾傳播、兒童保育、輔導和臨床服務等範疇上的信息公開性和溝通有效性的角度，批判性地評價雙渠道雙語溝通模式在社會的發展；及
4. 精通口語和手語，以有效地應用於需要這些語言技能的專業範疇。



Sign Interpretation  
手語傳譯

## Our Courses 科目

General Linguistics 普通語言學		Sign Linguistics 手語語言學	
Invitation to Linguistics	語言學導引	Introduction to Sign Language and Bimodal Bilingualism	手語與雙渠道雙語概論
Phonetics I	語音學 (一)	Sign Linguistics I: Phonetics and Phonology	手語語言學 (一)：語音學與音系學
Phonology I	音系學 (一)	Sign Linguistics II: Morphology, Syntax and Semantics	手語語言學 (二)：形態學、句法學與語義學
Syntax I	句法學 (一)	Sign Language in Education	手語與教育
Semantics	語義學	Introduction to Sign Language Interpreting	手語傳譯概論
Morphology	構詞與形態	Language Acquisition of Deaf Children	聾童語言獲得
		Research Project I	專題研究 (一)
		Research Project II	專題研究 (二)
		Service Learning I	服務研習 (一)
		Service Learning II	服務研習 (二)
<b>Hong Kong Sign Language 香港手語</b>			
Hong Kong Sign Language I - VI		香港手語 (一) 至 (六)	
<b>Other Areas 其他範圍</b>			
<b>Area I: Education 範圍一：教育</b>			
Home-School-Community Collaboration for School Development		家庭、學校與社區協作：促進學校發展	
Supporting Preschool Children with Special Educational Needs		支援學前有特殊教育需要的兒童	
Counselling Young Children		幼童輔導	
Value Education in Early Childhood Education		幼兒教育中的價值教育	
Curricular Strategies for Tackling Individual Differences		處理個別差異的課程策略	
School Guidance and Counselling		學校輔導	
<b>Area II: Social Work 範圍二：社會工作</b>			
From Understanding to Empowering the Socially Disadvantaged		弱勢社群：從認識到增權	
Philosophy and Principles of Social Work		社會工作哲學及原則	
Individual Mental Health and Healthy Families		個人心理健康與健康家庭	
Social Work and Culture Diversity		社會工作與多元文化	
Mission Driven Social Enterprise		由使命推動的社會企業	
Social Innovation and Social Change for Good		社會創新與社會臻善	
<b>Area III: Translation 範圍三：翻譯</b>			
Principles of Translation		翻譯概論	
Introduction to Interpreting		傳譯入門	
Textual Analysis and Readings		文本分析及閱讀	
Culture and Translation		文化與翻譯	
Introduction to Legal Translation		法律翻譯初階	

# Career Prospects and Further Learning Opportunities

With a solid understanding of the benefits of bimodal bilingual communication in social and cultural milieu involving users of signed and spoken languages, our graduates are ready to undertake responsibilities in professional settings to support the communication, education, welfare and social advancement of the under-privileged populations.

Those considering for further their education may apply for postgraduate programmes in education, linguistics, social work, speech-language pathology, translation and other related disciplines. With further training, they can become effective educators, sign interpreters, social welfare and counselling workers, psychologists, speech and language therapists, NGO administrators or social entrepreneurs.

## Target Students

Final year students and graduates of local sub-degree programmes from any disciplines.

## 課程對象

任何學科的本地副學位課程準畢業生及畢業生。

# 就業前景及進修機會

畢業生將充分瞭解雙渠道雙語溝通模式在手語及口語使用者的社會生活及所處的文化環境中的益處。他們日後將能在不同專業範疇下工作，以支援弱勢群體在溝通、教育、社會福利及社會進步等方面的需求。

有意繼續升學同學則可考慮修讀教育、語言學、社會工作、言語與語言治療、翻譯或其他相關學科的研究生課程。在獲進一步培訓後，他們將能成為優秀的教育人員、手語傳譯員、社會福利及輔導從業員、心理輔導員、言語治療師、非牟利機構行政人員或社會企業人員。

Using a sign bilingual approach to train children's Chinese literacy  
以手語雙語方法來培訓孩子的中文讀寫能力



Providing speech and language therapy to children  
為孩子提供言語與語言治療

## Entrance Requirements

Applicants shall be eligible to apply for admission if they

1. have successfully completed a local course of study leading to the qualification of associate degree / higher diploma, and
2. have attained an acceptable level of proficiency in English and Chinese languages.

Please visit the homepage of the Office of Admissions and Financial Aid for non-JUPAS senior year admission.

## 入學要求

申請人必須符合以下入學要求：

1. 持有本地副學位 (副學士/高級文憑) 及
2. 中文和英語能力達到香港中文大學要求的水準。

有關申請非聯招高年級入學詳情，請瀏覽香港中文大學入學及學生資助處網頁。



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