



OUR MISSIONS 我們的使命

- We provide students with solid training in the study of language, its structure, acquisition and use.
- We lead students to explore different areas of linguistics and encourage them to pursue interdisciplinary studies that draw on knowledge and methods from a wide range of related disciplines such as cognitive science, psychology, philosophy, anthropology and education.
- We raise students' bilingual as well as multilingual awareness, and sharpen their sensitivity to the complexities of language and language use of the community.
- We offer an education that fosters in students an open, inquisitive mind. We provide a broad vision of language and culture that helps students to adapt themselves and contribute to a rapidly changing world.
- 為學生提供語言結構、語言習得及語言應用等方面的紮實訓練。
- 帶領學生探索語言學的不同領域，鼓勵學生追求跨學科（如認知科學、心理學、哲學、人類學和教育學）研究。
- 加強學生的雙語及多語意識，使學生對語言結構及其應用的複雜性更為敏感。
- 為學生提供優質教育，培養學生思想開放、興趣廣泛、視野開闊，讓學生發揮其領導潛能，能在瞬息萬變的世界潮流中從容應變。



WHAT IS LINGUISTICS? 「語言學」是什麼？

- Linguistics is the scientific study of language, its structure, use and acquisition.
- Linguistics is a relatively young discipline, still emerging and interacting with many other academic disciplines such as cognitive science, medicine, psychology, philosophy, sociology, anthropology and education.
- In the study of linguistics, the traditional boundary between the arts and sciences is crossed since linguistics is among the most scientific of the arts and the most humanistic of the sciences.
- Linguistic inquiry is frequently comparative in nature. As a discipline, Linguistics imposes no restrictions on the kind of languages under study, be they spoken, signed, or written, transcending conventional concepts like “standard” languages, dialects or even minority languages.



- 語言學是對語言結構、語言使用及語言習得等各個方面進行科學研究的學科。
- 語言學是一門較為年輕且正在蓬勃發展的學科。它與認知科學、醫學、心理學、哲學、社會學、人類學及教育學等，都有密切的關係。
- 語言學具有跨學科性，其研究範圍跨越了傳統意義上文理分科的界限，是人文學科中最具科學性及自然學科中最具人文性的科目。
- 語言學以比較的方法探索自然語言的性質。對於所研究的語言種類沒有限制，無分口語、手語，還是書面語，並跳出標準語言、方言、少數民族語言等傳統觀念的框架。



LINGUISTICS TRAINING AT CUHK

香港中文大學的語言學訓練



Linguists of the Department research actively on five strategic areas of development:

- **Theoretical and Comparative Linguistics** integrates linguistic theories with the study of Modern Languages from a cross-linguistic, comparative perspective, and with a focus on Chinese languages.
- **Language Acquisition** encompasses first language acquisition, second language acquisition, bilingual acquisition and sign language acquisition.
- **Bilingualism** investigates the acquisition and processing of two or more languages.
- **Sign Linguistics** encourages the extension of contemporary linguistic theories to cover languages in the manual-visual modality.
- **Cognitive Neuroscience** investigates how language is represented and processed in the brain, including language disorders and impairments.

These five areas represent major new directions in the field of Linguistics, having great potential for collaborative research with other disciplines such as Psychology, Speech and Hearing Science, Biomedical Sciences, Information and Systems Engineering, Education and Medicine.

LEARNING OUTCOMES

學習成果

Upon completing the B.A. in Linguistics, students will have:

- Possessed a body of knowledge about theories of language and language acquisition as well as the associated methods of analysis.
- Possessed a body of knowledge about the relationship between theoretical linguistics and linguistics applied to other disciplinary studies.
- Possessed a sharpened awareness of the languages used in the local community through their abilities in analyzing, primarily but not exclusively, English, Cantonese and Mandarin, in particular how these languages are structured and acquired as a linguistic system, and how they function socio-linguistically in the local community, the region and the world.
- Possessed analytical and critical thinking capabilities and a sufficient set of research skills for work and postgraduate study.
- Attained high proficiency in English as well as Cantonese for the purpose of effective communication in academic discourse and the professional workplace. Students will in addition have achieved at least functional proficiency in Putonghua.
- Developed an appreciation and knowledge of Modern Languages for intercultural communication.
- Possessed regional and/or international experiences for nurturing personal, intellectual and professional acumen.

學生完成語言學文學士課程時將能：

- 具備語言及語言獲得的相關理論知識及分析方法。
- 瞭解理論語言學及語言學應用於其他學科的關係。
- 具備分析能力，對於本地運用的語言，包括英語、廣東話及普通話等的語言結構、語言獲得，及該等語言如何於本地社區、本土及全世界社會之互動，具備敏銳的觸角。
- 具備分析、批判思考的能力，及全面的研究調查技巧，讓學生畢業後可修讀研究課程或投身專業工作。
- 精通英語及廣東話，具備有效的語言技巧，作學術及專業職能的溝通之用，而他們的普通話的水平亦能應付各種工作需要。
- 具備對現代語言及跨文化交流的欣賞及知識。
- 具備本地及國際經驗，並用以培育個人、學術及專業方面的精銳判斷力。



本系語言學教師的研究範圍，主要分五個策略性發展方向：

理論及比較語言學

通過跨語言的比較方法，結合語言學理論來研究現代語言，並以中國境內語言為重點。

語言獲得

包括一語獲得、二語獲得、雙語獲得及手語獲得。

雙語研究

探討如何獲得和處理兩種或多種語言。

手語語言學

運用當代語言學理論來研究以手勢和視覺為主要媒介的語言。

認知神經科學

探討語言在心智和大腦中如何表証及處理，包括語言障礙和損傷。

這五個領域為當今語言學的重要學科分支，並與心理學、言語聽覺科學、生物醫學、訊息系統工程學、教育和醫學等其他學科關係密切，極具跨學科研究的潛力。





IS LINGUISTICS FOR ME? 語言學是否適合我?

If you are affirmative to any of the following, Linguistics is for you:

- I wonder why there are so many different languages.
- I want to know if it is true that "babies pick up languages like a sponge".
- People often say language is unique to humans. I want to find out if animals have language systems too.
- I want to find out how people suffering from language disorders communicate with other people.
- I saw people communicate by signing to each other. Is that a language?
- Can Linguistics be applied to other disciplines?
- Some languages are endangered. I'd like to preserve and document them.
- I'd like to train robots to talk!
- I like to travel and learn more about other languages and cultures.

如果你對下列任何一個問題持肯定的答案，那麼語言學就是為你而設：

- 我想知道為什麼有這麼多不同的語言。
- 我聽說兒童學語言像海綿吸水那麼自然，我想知道這是否屬實。
- 據說只有人類才有語言，我想知道其他動物是否也有語言。
- 我想知道語言障礙如何影響患者與他人的溝通。
- 我曾經看見別人用手來溝通，這是語言嗎？
- 語言學能應用到其他領域嗎？
- 有些語言瀕臨消失，我想蒐集這些語言的資料，並保留它們。
- 我想使機器人學會說話！
- 我喜歡去旅行及學習其他語言和文化。



WHAT ARE MODERN LANGUAGES? 「現代語言」是什麼？

Modern Languages refers to languages that are living, and currently spoken by people in thriving communities, as opposed to the classical languages that are extinct and no longer have surviving native speakers.

Why study Modern Languages?

Learning another language opens new perspectives for us culturally and intellectually, and gives us a competitive edge in career development.

What Modern Languages offer?

Our department currently offers nine languages, including Arabic, French, German, Hong Kong Sign Language, Italian, Korean, Russian, Spanish and Thai, and courses on their respective literatures, cultures and societies.



「現代語言」有別於那些只存於古籍、不再具生命力的古語。「現代語言」泛指所有現時尚為不同社群日常所用的、不斷演變的語言。

為何學習現代語言？

為使學生能更直接地瞭解別國文化，為其個人學業和日後事業的發展開拓新視野及新途徑。

現代語言開設什麼課程？

本系現時提供九種語言課程，包括阿拉伯語、法語、德語、香港手語、意大利語、韓語、俄語、西班牙語和泰語，並開設與這些語言有關的文學、文化和社會科目。

OUR PROGRAMMES

我們的課程



PLANNING YOUR STUDIES

計劃你的學業

4-Year Curriculum 四年制課程

| Component 科目 | Units 學分 |
|--|--------------------------------------|
| University Core 大學核心課程 | |
| General Education 通識教育 | |
| University General Education 大學通識教育 | 9 |
| College General Education 書院通識教育 | 6 |
| Foundation Courses 基礎課程 | 6 |
| Languages 語文 | |
| Chinese Language 中文 | 6 |
| English Language 英文 | 9 |
| Physical Education 體育 | 2 |
| IT Competence 資訊科技 | 1 |
| Sub-total 小計 | 39 |
| Linguistics Major 語言學主修 | 67 |
| Minor (optional) 副修(非必須) | 18-30 |
| Free Electives 自由選修科目 | Remaining units (if any) 剩餘學分(如有) |
| Total 總計 | At least 最少 123 |

2-Year Curriculum (Students with Sub-degrees) 兩年制課程 (持副學位之學生)

| Sub-degree 副學位 | With Associate Degree 持副學士學位 | With Higher Diploma 持高級文憑 |
|--|------------------------------------|---------------------------------|
| Component 科目 | Units 學分 | Units 學分 |
| University Core 大學核心課程 | | |
| General Education 通識教育 | | |
| University General Education 大學通識教育 | 3 | 3 |
| College General Education 書院通識教育 | 2-3 | 2-3 |
| Foundation Courses 基礎課程 | 3 | 3 |
| English Language 英文 | 2 | 5 |
| Physical Education 體育 | 1 | 1 |
| Sub-total 小計 | 11-12 | 14-15 |
| Linguistics Major 語言學主修 | 58 | 55 |
| Total 總計 | At least 最少 69 | At least 最少 69 |

Remarks: The above requirements are subject to change. Please refer to the *Undergraduate Student Handbook* for updated information.
備註：上述課程要求或會作出修改，請參閱《本科生手冊》的最新資料。

Option 1: Linguistics Major (with no minor)

Option 2: Linguistics Major (with one or two minors)

Any one of the following combinations:

- Linguistics major + one language minor
- Linguistics major + two language minors
- Linguistics major + one language minor + minor in one other academic discipline
- Linguistics major + minor in one other academic discipline
- Linguistics major + minors in two other academic disciplines

Option 3: Linguistics Major (Double Majors)

- Linguistics major + major in other academic discipline

選擇一：主修語言學(無副修)

選擇二：主修語言學(單或雙副修)

可選擇以下任何組合：

- 主修語言學+副修一種語言
- 主修語言學+副修兩種語言
- 主修語言學+副修一種語言+副修一門其他學科
- 主修語言學+副修另一門其他學科
- 主修語言學+副修另外兩門其他學科

選擇三：主修語言學(雙主修)

- 主修語言學+主修另一門其他學科



STUDY SCHEMES

修讀辦法



Linguistics Major Programme 語言學主修課程

Students under 4-Year Curriculum 四年制學生

Students are required to complete a minimum of 67 units of courses as follows:

學生須至少修畢以下科目共67 學分：

| | Units 學分 |
|--|-----------|
| 1. Faculty Package 學院課程： | |
| LING1000 | 9 |
| and any two courses from 及選修下列任何兩科： | |
| ANTH1020, CHLL1900, CURE1000, CURE1110, ENGE1000, FAAS1900, HIST1000, JASP1090, MUSC1000, PHIL1110, THEO1000, TRAN1000 | |
| 2. Required Courses 必修科目： | |
| (a) Two courses from 選修任何兩科： | 6 |
| LING1001, 1002, 1003 | |
| (b) LING2001, 2002, 2003, 2004, 2005, 2006, 4000 | 22 |
| 3. Elective Courses 選修科目： | |
| (a) Six courses from 4 areas, with at least one course each from Areas 1, 2 and 3 從四個範圍中，選修六科目(必須從範圍一、二、三中，最少各修讀一科) | 18 |
| (b) One course from 選修以下任何一科： | 3 |
| ANTH1010, 1100, 2810, 3321, 3322, 3323, 3630, PHIL1110, 1310, 2202, 3342, 4212, 4222, 4313, 4333, PSYC1000, 1050, 2300, 2350, 3360 | |
| (c) Language courses 語言科目： | 9 |
| 9 units of language courses (from one to three languages) to enhance their exposure to language(s) other than Chinese (Cantonese/Putonghua) and English. 9 學分的語言科目(可選修一至三種不同語言)，以接觸中文(粵語 / 普通話)及英文以外的其他語言 | |
| Total 共： | 67 |

Students with Associate Degrees and under 2-Year Curriculum 兩年制持副學士學位之學生

Students are required to complete a minimum of 58 units of courses as follows:

學生須至少修畢以下科目共58 學分：

| | Units 學分 |
|--|-----------|
| 1. Required Courses 必修科目： | |
| (a) One course from 選修其中一科：LING1001, 1002 | 3 |
| (b) LING1000, 1003, 2001, 2002, 2003, 2004, 2005, 2006, 4000 | 28 |
| 2. Elective Courses 選修科目： | |
| (a) Six courses from 4 areas, with at least one course each from Areas 1, 2 and 3 從四個範圍中，選修六科目(必須從範圍一、二、三中，最少各修讀一科) | 18 |
| (b) One course from 選修任何一科： | 3 |
| ANTH1010, 1100, 2810, 3321, 3322, 3323, 3630, PHIL1310, 2202, 4313, 4333, PSYC1000, 1050, 2300, 2350, 3360 | |
| (c) Language courses 語言科目： | 6 |
| 6 units of language courses (from one to three languages) to enhance their exposure to language(s) other than Chinese (Cantonese/Putonghua) and English. 6 學分的語言科目(可選修一至三種不同語言)，以接觸中文(粵語 / 普通話)及英文以外的其他語言 | |
| Total 共： | 58 |

Students with Higher Diplomas and under 2-Year Curriculum 兩年制持高級文憑之學生

Students are required to complete a minimum of 55 units of courses as follows:

學生須至少修畢以下科目共55 學分：

| | Units 學分 |
|--|-----------|
| 1. Required Courses 必修科目： | |
| (a) One course from 選修其中一科：LING1001, 1002 | 3 |
| (b) LING1000, 1003, 2001, 2002, 2003, 2004, 2005, 2006, 4000 | 28 |
| 2. Elective Courses 選修科目： | |
| (a) Six courses from 4 areas, with at least one course each from Areas 1, 2 and 3 從四個範圍中，選修六科目(必須從範圍一、二、三中，最少各修讀一科) | 18 |
| (b) Language courses 語言科目： | 6 |
| 6 units of language courses (from one to three languages) to enhance their exposure to language(s) other than Chinese (Cantonese/Putonghua) and English. 6 學分的語言科目(可選修一至三種不同語言)，以接觸中文(粵語 / 普通話)及英文以外的其他語言 | |
| Total 共： | 55 |

Minor Programme in Linguistics 語言學副修課程

Students are required to take a minimum of 18 units of courses as follows:

學生須至少修畢科目共18 學分：

| | Units 學分 |
|--|-----------|
| General Linguistics Stream 語言學 | |
| 1. Required Courses 必修科目： | |
| LING1000 | 3 |
| 2. Elective Courses 選修科目： | |
| (a) Two courses from 選修任何兩科： | 6 |
| LING2003, 2004, 2005, 2006, 3101 | |
| (b) One course from 選修其中一科：LING3201, 3204 | 3 |
| (c) Two LING courses excluding LING4000 兩科LING科目，LING4000除外 | 6 |
| Total 共： | 18 |

Hong Kong Sign Language Studies Stream 香港手語研究

| | |
|--------------------------------------|-----------|
| 1. Required Courses 必修科目： | |
| HKSL2000, 2001, 3000, LING1000 | 12 |
| 2. Elective Courses 選修科目： | |
| Two courses from 選修任何兩科： | 6 |
| HKSL3001, 3002, LING2303, 3106, 3205 | |
| Total 共： | 18 |



STUDY SCHEMES

修讀辦法



Minor Programme in French 法語副修課程

Students are required to complete a minimum of 18 units of courses as follows:
學生須至少修畢以下科目共18 學分：

| | Units 學分 |
|---|-----------|
| 1. Required Courses 必修科目： | |
| (a) FREN2000 | 3 |
| (b) FREN2001 and 及 3000, or 或 3050 | 6 |
| (c) FREN3001 | 3 |
| 2. Elective Courses 選修科目： | |
| Any FREN courses other than FREN1000 and those listed above 任何FREN科目，FREN1000及上述(1)所列的科目除外 | 6 |
| Total 共： | 18 |

Minor Programme in German 德語副修課程

Students are required to complete a minimum of 18 units of courses as follows:
學生須至少修畢以下科目共18 學分：

| | Units 學分 |
|---|-----------|
| 1. Required Courses 必修科目： | |
| (a) GERM2000 | 3 |
| (b) GERM2001 and 及 3000, or 或 3050 | 6 |
| (c) GERM3001 | 3 |
| 2. Elective Courses 選修科目： | |
| Any GERM courses other than GERM1000 and those listed above 任何GERM科目，GERM1000及上述(1)所列的科目除外 | 6 |
| Total 共： | 18 |

Minor Programme in Korean 韓國語副修課程

Students are required to complete a minimum of 18 units of courses as follows:
學生須至少修畢以下科目共18 學分：

| | Units 學分 |
|---|-----------|
| 1. Required Courses 必修科目： | |
| (a) KORE2000 | 3 |
| (b) KORE2001 and 及 3000, or 或 3050 | 6 |
| (c) KORE3001 | 3 |
| 2. Elective Courses 選修科目： | |
| ANTH4460, JASP1130, or any KORE courses other than KORE1000 and those listed above ANTH4460, JASP1130或任何KORE科目，KORE1000及上述(1)所列的科目除外 | 6 |
| Total 共： | 18 |

Minor Programme in Spanish 西班牙語副修課程

Students are required to complete a minimum of 18 units of courses as follows:
學生須至少修畢以下科目共18 學分：

| | Units 學分 |
|---|-----------|
| 1. Required Courses 必修科目： | |
| (a) SPAN2000 | 3 |
| (b) SPAN2001 and 及3000, or 或3050 | 6 |
| (c) SPAN3001 | 3 |
| 2. Elective Courses 選修科目： | |
| Any SPAN courses other than SPAN1000 and those listed above 任何SPAN科目，SPAN1000及上述(1)所列的科目除外 | 6 |
| Total 共： | 18 |

Remarks:

- Students admitted in 2011-12 and before should refer to the *Undergraduate Student Handbook* (<http://www.cuhk.edu.hk/aqs>) for their study schemes.
- The above requirements are subject to change. Please refer to the *Undergraduate Student Handbook* for updated information.

備註：

- 2011-12年度及以前入學學生，請參閱《本科生手冊》(<http://www.cuhk.edu.hk/aqs>) 內的修讀辦法。
- 上述課程要求或會作出修改，請參閱《本科生手冊》的最新資料。





COURSE LISTS

科目概覽



| Code 編號 | Course Title 科目名稱 | Units 學分 |
|---|--|----------|
| Linguistics Courses 語言學科目 | | |
| LING1000 | Invitation to Linguistics 語言學導引 | 3 |
| LING1001 | Exploring Grammar: Mandarin 語法探索：普通話 | 3 |
| LING1002 | Exploring Grammar: Cantonese 語法探索：粵語 | 3 |
| LING1003 | Exploring Grammar: English 語法探索：英語 | 3 |
| LING2001 | Linguistic Argumentation I 語言學論證(一) | 2 |
| LING2002 | Linguistic Argumentation II 語言學論證(二) | 2 |
| LING2003 | Phonetics I 語音學(一) | 3 |
| LING2004 | Phonology I 音系學(一) | 3 |
| LING2005 | Syntax I 句法學(一) | 3 |
| LING2006 | Semantics 語義學 | 3 |
| LING4000 | Research Project 語言學研究 | 6 |
| Area One: Core Linguistics 範圍一：語言學核心科目 | | |
| LING3101 | Morphology 構詞與形態 | 3 |
| LING3102 | Phonetics II 語音學(二) | 3 |
| LING3103 | Phonology II 音系學(二) | 3 |
| LING3104 | Syntax II 句法學(二) | 3 |
| LING3105 | Lexical Studies 詞匯研究 | 3 |
| LING3106 | Sign Linguistics 手語語言學 | 3 |
| LING3107 | Comparative Grammar 比較語法 | 3 |
| LING3108 | Language Survey in the Field 語言田野調查 | 3 |
| LING4101 | Advanced Readings in Linguistics 語言學經典著作選讀 | 3 |
| Area Two: Language and Mind 範圍二：語言與心智 | | |
| LING3201 | First Language Acquisition 第一語言獲得 | 3 |
| LING3202 | Psycholinguistics 心理語言學 | 3 |
| LING3203 | Language and Mind 語言與心智 | 3 |
| LING3204 | Second Language Acquisition 第二語言獲得 | 3 |
| LING3205 | Language Acquisition of Deaf Children 聾童語言獲得 | 3 |
| LING3206 | Bilingualism 雙語研究 | 3 |
| LING3207 | Bilingual Acquisition 雙語獲得 | 3 |
| LING3208 | Language Disorders 語言障礙 | 3 |
| Area Three: Language and Culture 範圍三：語言與文化 | | |
| LING2301 | Sociolinguistics 社會語言學 | 3 |
| LING2302 | Language and Culture 語言與文化 | 3 |
| LING2303 | Sign Language Studies 手語研究 | 3 |
| LING3301 | Language Change 語言演變 | 3 |
| LING3302 | Discourse Analysis 話語分析 | 3 |
| Area Four: Special Topics and Linguistic Applications 範圍四：專題研究及語言學應用 | | |
| LING3401 | Linguistics and Information Technology 語言學與資訊科技 | 3 |
| LING3402 | Linguistic Applications for Professional Purposes 語言學與專業技能 | 3 |
| LING3403 | Quantitative Methods for Linguistics 語言學定量分析方法 | 3 |
| LING3404 | Computer Assisted Language Learning 電腦輔助語言學習 | 3 |
| LING4401 | Special Topics in Linguistics 語言學專題 | 3 |
| LING4402 | Special Topics in Applied Linguistics 應用語言學專題 | 3 |



Modern Languages Courses 現代語言科目

Arabic 阿拉伯語

Language Courses 語文科目

| | | |
|----------|-----------------------------|---|
| ARAB1000 | Arabic I 阿拉伯語(一) | 3 |
| ARAB2000 | Arabic II 阿拉伯語(二) | 3 |
| ARAB2050 | Arabic I & II 阿拉伯語(一)及(二) | 6 |
| ARAB2001 | Arabic III 阿拉伯語(三) | 3 |
| ARAB3000 | Arabic IV 阿拉伯語(四) | 3 |
| ARAB3050 | Arabic III & IV 阿拉伯語(三)及(四) | 6 |

French 法語

Language Courses 語文科目

| | | |
|----------|---|---|
| FREN1000 | French I 法語(一) | 3 |
| FREN2000 | French II 法語(二) | 3 |
| FREN2001 | French III 法語(三) | 3 |
| FREN2020 | Sounds of French 法語語音入門 | 3 |
| FREN2050 | French I & II 法語(一)及(二) | 6 |
| FREN3000 | French IV 法語(四) | 3 |
| FREN3001 | French V 法語(五) | 3 |
| FREN3002 | French VI 法語(六) | 3 |
| FREN3021 | French Conversation I 法語會話(一) | 3 |
| FREN3022 | French Conversation II 法語會話(二) | 3 |
| FREN3030 | Reading Methodology 閱讀訓練 | 3 |
| FREN3031 | French Reading and Creative Writing 法語閱讀及創意寫作 | 3 |
| FREN3041 | Business French I 商業法語(一) | 3 |
| FREN3042 | Business French II 商業法語(二) | 3 |
| FREN3050 | French III & IV 法語(三)及(四) | 6 |
| FREN3051 | French V & VI 法語(五)及(六) | 6 |



Culture Courses 文化科目

| | | |
|----------|--|---|
| FREN1100 | Made in France 法國製造 | 3 |
| FREN2100 | Exploring French Literature 法國文學探索 | 3 |
| FREN2110 | The Bible and Greek Mythology in French Literature 法國文學中的聖經與希臘神話 | 3 |
| FREN3100 | Special Topics in French 法語專題 | 3 |

German 德語

Language Courses 語文科目

| | | |
|----------|-----------------------------------|---|
| GERM1000 | German I 德語(一) | 3 |
| GERM2000 | German II 德語(二) | 3 |
| GERM2001 | German III 德語(三) | 3 |
| GERM2020 | Sounds of German 德語語音入門 | 3 |
| GERM2030 | German through Fairy Tales 讀童話學德語 | 3 |
| GERM2050 | German I & II 德語(一)及(二) | 6 |
| GERM3000 | German IV 德語(四) | 3 |
| GERM3001 | German V 德語(五) | 3 |
| GERM3002 | German VI 德語(六) | 3 |





COURSE DESCRIPTIONS

科目簡介

| | | |
|----------|------------------------------|---|
| GERM3020 | German Conversation 德語會話 | 3 |
| GERM3030 | German Reading Skills 德文閱讀訓練 | 3 |
| GERM3050 | German III & IV 德語(三)及(四) | 6 |
| GERM3051 | German V & VI 德語(五)及(六) | 6 |

Culture Courses 文化科目

| | | |
|----------|---|---|
| GERM1100 | Germany Today 今日德國 | 3 |
| GERM2100 | Exploring German Literature 德文文學探索 | 3 |
| GERM2200 | German Cinema 德國電影 | 3 |
| GERM3100 | Special Topics in German 德語專題 | 3 |
| GERM3110 | 20th Century Germany in Autobiographical Texts 二十世紀德國傳記文本 | 3 |

Hong Kong Sign Language 香港手語

Language Courses 語文科目

| | | |
|----------|-------------------------------------|---|
| HKSL1000 | Hong Kong Sign Language I 香港手語(一) | 3 |
| HKSL2000 | Hong Kong Sign Language II 香港手語(二) | 3 |
| HKSL2001 | Hong Kong Sign Language III 香港手語(三) | 3 |
| HKSL3000 | Hong Kong Sign Language IV 香港手語(四) | 3 |
| HKSL3001 | Hong Kong Sign Language V 香港手語(五) | 3 |
| HKSL3002 | Hong Kong Sign Language VI 香港手語(六) | 3 |



Italian 意大利語

Language Courses 語文科目

| | | |
|----------|------------------------------|---|
| ITAL1000 | Italian I 意大利語(一) | 3 |
| ITAL2000 | Italian II 意大利語(二) | 3 |
| ITAL2001 | Italian III 意大利語(三) | 3 |
| ITAL2050 | Italian I & II 意大利語(一)及(二) | 6 |
| ITAL3000 | Italian IV 意大利語(四) | 3 |
| ITAL3001 | Italian V 意大利語(五) | 3 |
| ITAL3002 | Italian VI 意大利語(六) | 3 |
| ITAL3050 | Italian III & IV 意大利語(三)及(四) | 6 |
| ITAL3051 | Italian V & VI 意大利語(五)及(六) | 6 |



Culture Courses 文化科目

| | | |
|----------|---|---|
| ITAL1100 | Society and Culture in Contemporary Italy 當代意大利的社會與文化 | 3 |
|----------|---|---|

Korean 韓國語

Language Courses 語文科目

| | | |
|----------|-------------------------------|---|
| KORE1000 | Korean I 韓國語(一) | 3 |
| KORE2000 | Korean II 韓國語(二) | 3 |
| KORE2001 | Korean III 韓國語(三) | 3 |
| KORE2050 | Korean I & II 韓國語(一)及(二) | 6 |
| KORE3000 | Korean IV 韓國語(四) | 3 |
| KORE3001 | Korean V 韓國語(五) | 3 |
| KORE3002 | Korean VI 韓國語(六) | 3 |
| KORE3050 | Korean III & IV 韓國語(三)及(四) | 6 |
| KORE3051 | Korean V & VI 韓國語(五)及(六) | 6 |
| KORE3060 | Korean through Drama 看韓國劇學韓國語 | 3 |



Culture Courses 文化科目

| | | |
|----------|--------------------------------|---|
| KORE3100 | Special Topics in Korean 韓國語專題 | 3 |
|----------|--------------------------------|---|

Russian 俄語

Language Courses 語文科目

| | | |
|----------|--------------------------|---|
| RUSS1000 | Russian I 俄語(一) | 3 |
| RUSS2000 | Russian II 俄語(二) | 3 |
| RUSS2050 | Russian I & II 俄語(一)及(二) | 6 |

Spanish 西班牙語

Language Courses 語文科目

| | | |
|----------|-------------------------------|---|
| SPAN1000 | Spanish I 西班牙語(一) | 3 |
| SPAN2000 | Spanish II 西班牙語(二) | 3 |
| SPAN2001 | Spanish III 西班牙語(三) | 3 |
| SPAN2050 | Spanish I & II 西班牙語(一)及(二) | 6 |
| SPAN3000 | Spanish IV 西班牙語(四) | 3 |
| SPAN3001 | Spanish V 西班牙語(五) | 3 |
| SPAN3002 | Spanish VI 西班牙語(六) | 3 |
| SPAN3020 | Spanish through Film 看電影學西班牙語 | 3 |
| SPAN3041 | Business Spanish I 商業西班牙語(一) | 3 |
| SPAN3050 | Spanish III & IV 西班牙語(三)及(四) | 6 |
| SPAN3051 | Spanish V & VI 西班牙語(五)及(六) | 6 |



Culture Courses 文化科目

| | | |
|----------|--|---|
| SPAN1101 | Spanish Civilization and its Languages I 西班牙文明及其語言(一) | 3 |
| SPAN1102 | Spanish Civilization and its Languages II 西班牙文明及其語言(二) | 3 |
| SPAN2040 | Hispanic World through Art 從美術透視西班牙世界 | 3 |
| SPAN2100 | Exploring Spanish Literature 西班牙文學探索 | 3 |
| SPAN2200 | Hispanic Cinema 西班牙世界的電影 | 3 |
| SPAN3100 | Special Topics in Spanish 西班牙語專題 | 3 |

Thai 泰語

Language Courses 語文科目

| | | |
|----------|-----------------------|---|
| THAI1000 | Thai I 泰語(一) | 3 |
| THAI2000 | Thai II 泰語(二) | 3 |
| THAI2001 | Thai III 泰語(三) | 3 |
| THAI2050 | Thai I & II 泰語(一)及(二) | 6 |
| THAI3000 | Thai IV 泰語(四) | 3 |





COURSE DESCRIPTIONS

科目簡介



Linguistics Courses 語言學科目

LING1000 Invitation to Linguistics 語言學導引

- Explores the central components of human language, examining its structure and functions, how it is acquired and how it changes over time.
- Helps students develop a basic understanding of language as a computational system that interacts with other cognitive systems of the human brain.
- 通過分析語言的結構與功能、語言是如何獲得的，以及語言是如何演變的，探討人類語言的核心組成部分；
- 幫助學生瞭解語言是一種與人的大腦的其他認知系統相互作用的計算系統。

LING1001 Exploring Grammar: Mandarin 語法探索：普通話

- Explores the grammatical properties of the Mandarin through a descriptive approach.
- Helps students achieve a sophisticated understanding of Mandarin for academic investigation.
- 運用描寫語言學的方法來分析現代漢語語法特點；
- 幫助學生充分掌握現代漢語語法的特點，為進一步學術研究奠定基礎。

LING1002 Exploring Grammar: Cantonese 語法探索：粵語

- Covers topics on Cantonese phonology, morphology, aspectual system, grammatical constructions and sentence final particles.
- Develops students' sensitivity to the characteristics of Cantonese grammar.
- 課題涵蓋粵語音系、構詞法、體貌、句法結構和句尾助詞等語法特徵；
- 培養學生對粵語語法的敏感度。

LING1003 Exploring Grammar: English 語法探索：英語

- Explores the complexities of the structure of English sentences in a descriptive framework.
- Makes references to common errors in students' English in order to raise their awareness of the problems in learning English.
- 主要以描寫語言學的方法研究英語語法的基本結構；
- 分析學生使用英語時常見的錯誤，以提高他們對語言學習的自覺意識。

LING2001 Linguistic Argumentation I 語言學論證(一)

- Trains students in the articulation of ideas related to language issues.
- Engages students in critical reflections on the character of linguistic units at various levels of grammar, as well as systematic observations and descriptions of language phenomena.
- 就如何論述語言問題提供基本訓練；
- 引領學生深入反省語法體系各層次單位的本質、系統觀察和描述語言現象。

LING2002 Linguistic Argumentation II 語言學論證(二)

- Enhances students' sensitivity to the structure of linguistic argumentation.
- Explores the ways in which one may arrive at generalizations based on linguistic evidence, how different analyses may apply to a given linguistic phenomenon, and the grounds on which one analysis may be judged to be superior to another through critical discussion of selected cases.
- 提高學生對語言學論證的認識；
- 通過具體個案，深入探討如何從語言證據得出一般性結論，如何針對同一現象得出不同分析，以及按照何種準則來判斷不同分析的優劣。

LING2003 Phonetics I 語音學(一)

- Introduces how sounds are produced, and how they are perceived.
- Enhances students' knowledge of the sounds of English, Putonghua, and Cantonese.
- 介紹語音的發音原理；
- 增強學生對英語、普通話和粵語的語音的知識。

LING2004 Phonology I 音系學(一)

- Introduces core concepts of phonology.
- Analyzes data from a wide variety of languages.
- 介紹音系學的基本概念；
- 分析不同語言的語音系統。

LING2005 Syntax I 句法學(一)

- Helps students to see that phrases and sentences are formed in a systematic and principled way.
- Enhances students' appreciation for the complex structure formation capacity of the human linguistic system.
- 幫助學生瞭解短語結構的形成規律；
- 提高學生對自然語言結構的瞭解。

LING2006 Semantics 語義學

- Examines how meaning is systematically coded in the grammar of natural languages.
- Investigates to what extent the study of meaning is independent of language context and use.
- 探求意義是如何賦碼於語法體系的；
- 研究在多大程度上語義可以獨立於語境與語言的具體使用。



COURSE DESCRIPTIONS

科目簡介

LING4000 Research Project 語言學研究

- Provides an opportunity for students to undertake supervised study on a selected topic of interest.
- Examines aspects of the selected topic, conduct a critical literature review and a systematic investigation of the topic.
- 在導師指導下，將所學之語言學理論應用於某個實際研究課題；
- 對所選的論文課題進行系統調查，並對相關文獻作出評論。

Area One: Core Linguistics 範圍一：語言學核心科目

LING3101 Morphology 構詞與形態

- Introduces students to major morphological processes that are commonly found in many languages.
- Explores the nature of morphological universals.
- 介紹語言所共有的主要構詞機制；
- 探求詞法的本質及其普遍規律。

LING3102 Phonetics II 語音學(二)

- Explores important issues in speech production and perception research.
- Emphasizes the acoustic aspects of speech sounds and practical experience of conducting phonetic experiments.
- 探討有關語音產生和語音感知的各種問題；
- 強調語音的物理性質，學生並有機會進行小型語音實驗。

LING3103 Phonology II 音系學(二)

- Focuses on the development of phonological theories.
- Trains students to analyze data from different languages, draw generalizations and account for phonological patterns adequately.
- 介紹音系理論的發展；
- 訓練學生如何分析、歸納，並解釋不同的音系現象。

LING3104 Syntax II 句法學(二)

- Illustrates how constituent structures in syntax are generated and combined to form legitimate syntactic derivations.
- Investigates how relevant syntactic theories can attain explanatory power in addressing the hierarchical, generative, recursive and virtually infinite nature of the language system.
- 分析句法層次中的成分結構如何生成、合併，成為合乎句法規律的各種不同結構；
- 探討相關句法理論如何闡述句法的層次性、生成性、往復性和無窮性的特性。



LING3105 Lexical Studies 詞匯研究

- Identifies major word classes.
- Investigates the semantic and syntactic relations among lexical words.
- 區分詞匯的主要類別；
- 探索詞與詞之間的語義和句法關係。

LING3106 Sign Linguistics 手語語言學

- Demonstrates the linguistic properties of signed language at various levels: phonology, syntax, semantics, and discourse.
- Leads students to appreciate the linguistics nature of sign language as a natural language of communication, and how the visual modality of interaction influences the organization of sign language grammar.
- 讓學生瞭解到無論在音韻、句法、語義和語篇不同層面上，手語也有它的各種語言特性；
- 引導學生認識手語作為自然語言的本質，理解視覺特徵如何影響手語語言結構。



LING3107 Comparative Grammar 比較語法

- Introduces a number of major similarities and differences between Chinese and other languages of interest.
- Encourages students to explore the typological differences between these languages.
- 介紹漢語及其他語言的相異性；
- 鼓勵學生探索語言的類型特徵。

LING3108 Language Survey in the Field 語言實地考察

- Gives students a taste of field linguistic research in the speech community.
- Conducts language surveys in the field.
- 使學生嘗試從實際社群中進行語言考察；
- 學生將參與田野調查活動。



LING4101 Advanced Readings in Linguistics 語言學經典著作選讀

- Introduces students to the major themes in the development of modern schools of linguistics, through intensive reading of selected classic linguistics writings.
- Helps students gain an appreciation of the place of linguistics in the humanities and social sciences, as well as a deeper understanding of theory and method in contemporary linguistic analysis, by working through the writings of important thinkers.
- 通過精讀語言學經典著作，使學生瞭解現代語言學發展中的一些主要論爭；
- 通過閱讀重要思想家的論述，使學生能深入地瞭解語言學在人文社會科學中的位置，並對當代語言學的理論和方法加深認識。



COURSE DESCRIPTIONS

科目簡介



Area Two: Language and Mind 範圍二：語言與心智

LING3201 First Language Acquisition 第一語言獲得

- Analyzes children's phonological, lexical and syntactic development against theories of language acquisition.
- Focuses primarily on monolingual acquisition, with some discussion of bilingual acquisition.
- 從母語獲得理論中分析兒童音系、辭彙與句法的發展；
- 討論要點側重兒童母語單語獲得，亦會涉及兒童雙語獲得方面的問題。

LING3202 Psycholinguistics 心理語言學

- Introduces language as a cognitive system which interfaces with other subsystems of mind.
- Focuses on the principles and mechanisms that underlie speech perception, sentence processing and discourse comprehension, as well as structural factors in language production.
- 探討作為認知系統的語言與大腦其他認知子系統的聯繫；
- 重點介紹語音知覺、句子處理和編章理解的原則與機制，以及影響語言產生的結構因素。



LING3203 Language and Mind 語言與心智

- Explores central issues of language and cognition by investigating the complex relationships between language, thought and culture from an evolutionary and developmental perspective.
- Emphasizes on the interfaces between language structure and conceptual systems in the expression of reference, time, space, quantification, and modality.
- 從人類進化和個體發展的角度來探討語言、思維和文化之間的複雜關係；
- 著重通過分析指稱、時空、量化和模態等語義範疇來看語言結構和概念系統之間的介面關係。

LING3204 Second Language Acquisition 第二語言獲得

- Introduces the issues related to the development of learners' language systems.
- Discusses theories of second language acquisition and cross-linguistic influence.
- 帶領學生進入第二語言獲得領域，使學生瞭解有關學習者語言系統的發展；
- 討論專題包括二語獲得理論和跨語言影響。

LING3205 Language Acquisition of Deaf Children 聾童語言獲得

- Discusses issues concerning how deaf children acquire language, signed or spoken.
- Helps students appreciate the complexities involved in the language acquisition of deaf children from the perspective of first language acquisition, second language acquisition and bilingual acquisition.
- 介紹聾童如何獲得手語或口語；
- 讓學生明瞭聾童在獲得第一語言、第二語言及雙語學習過程中經歷的複雜性。



LING3206 Bilingualism 雙語研究

- Explores issues such as what it means to be a bilingual speaker, how children acquire two languages simultaneously, and how the patterns of bilingual development are different from monolingual development.
- Discusses related issues such as language choice, identity and education of bilinguals.
- 探討課題包括怎樣才算是一個雙語者、兒童如何同時獲得兩種語言、雙語發展與單語發展的不同；
- 其他課題包括語言選擇、雙語者的身份及雙語者的教育問題等。

LING3207 Bilingual Acquisition 雙語獲得

- Introduces students to the basic concepts and issues in the field of bilingual acquisition.
- Explores the acquisition of different constructions and domains of grammar in bilingual children as well as similarities and differences between monolingual and bilingual acquisition.
- 介紹雙語獲得的基本概念及課題；
- 探討雙語兒童如何獲得不同語言結構及語法，並討論單語及雙語獲得的異同。

LING3208 Language Disorders 語言障礙

- Introduces students to language disorders in children and adults.
- Introduces the assessment and therapy of children and adults with language disorders across different acquisition contexts as well as explores and compares the impact on monolingual and bilingual speakers.
- 介紹兒童及成人的語言障礙問題；
- 介紹在不同語言獲得的境況下，如何對有語言障礙的兒童和成年人進行評估與治療，並探索與比較由此對單語和雙語使用者所造成的影響及效果。

Area Three: Language and Culture 範圍三：語言與文化

LING2301 Sociolinguistics 社會語言學

- Explores the concept of "language" as a social/cultural/historical/political construct.
- Identifies the various languages spoken in Hong Kong, and examines their status and functions.
- 探討「語言」與社會結構、文化、歷史、政治的相互影響；
- 鑑證香港的各種語言及其地位與功能。

LING2303 Sign Language Studies 手語研究

- Introduces students to sign language research, a recently developed sub-field of linguistics studies.
- Examines the relation between sign language and other disciplines like deaf culture, deaf education, deaf psychology, technology and sign bilingualism.
- 介紹手語語言學這門較新的語言學研究分支；
- 討論手語與其他範疇如聾人文化、聾人教育、聾人心理、科技及手語雙語研究等等的關係。





OVERSEAS EXPOSURE 海外進修



Overseas Summer Study Programmes

Students are encouraged to participate in summer language and culture programmes abroad with universities in Austria, France, Germany, Korea, Spain and Switzerland to enhance their language proficiency and widen their horizon by experiencing the various facets of the society of the host countries. The courses usually last for one month and comprise 80 to 90 hours of language instruction, cultural programmes and excursions. The programmes are self-financed. After successful completion of the course, students may consider transferring the credits gained abroad to the Modern Languages curriculum.



Overseas Exchange Programmes

In addition to the overseas summer study programmes, students can participate in the exchange programmes between the Department and University College London, the U.K. to study abroad for a teaching term or a year. Besides, students can also join the various overseas exchange programmes coordinated by the University and the Colleges. Among the regions and countries included in these exchange programmes are Australia, Belgium, Canada, Denmark, France, Germany, Italy, Japan, Korea, Mexico, the Netherlands, New Zealand, Mainland China, Singapore, Spain, Sweden, Taiwan, the U.K. and the U.S.A.

暑期進修課程

本系鼓勵學生到奧地利、法國、德國、韓國、西班牙及瑞士等國家的大學，參加暑期語言及文化課程，以提高語言水平，並通過當地生活體驗，拓闊視野。有關課程一般為期一個月，內容包括八十至九十小時的語言課、文化課程及短程旅行。完成有關自費課程後，學生可申請科目及學分豁免。

海外交換生計劃

除了海外暑期課程外，學生還可參加由本系和英國倫敦大學，為期一學期或一學年的交換生計劃。此外，學生也可選擇參加大學和書院所安排的各種海外交換生計劃，有關國家及地區包括澳洲、比利時、加拿大、丹麥、法國、德國、意大利、日本、韓國、墨西哥、荷蘭、紐西蘭、中國大陸、新加坡、西班牙、瑞典、台灣、英國及美國等。

CAREER PROSPECTS AND FURTHER LEARNING OPPORTUNITIES 就業前景及進修機會

- With solid training in linguistics and wide exposure to diverse disciplines, our graduates are in a strong position to pursue careers in language education, business and public administration, interpretation and translation, journalism, media and communication-related services, computer language processing and language engineering research, speech therapy, brain and cognitive science research.
- Those wishing to further their studies may consider our postgraduate programmes. Some of our graduates from these programmes also received competitive scholarships to further their studies in prestigious universities abroad.
- Our graduates of Bachelor of Arts and Master of Arts programmes in Linguistics are exempted from the English Language Proficiency Assessment for English teachers by the Education Bureau, HKSAR upon completion of relevant teacher training.

- 透過緊密及跨學科之語言學訓練，畢業生於繼續升學或就業均佔有優勢。其專長更廣為以下行業認同：語言教育、商業及公共行政、傳譯及翻譯、新聞業、傳播及其他媒體服務行業、電腦語言處理及語言工程研究、語言治療和大腦及認知科學工程。
- 有意繼續升學同學則可考慮修讀本系的研究院課程，過往曾有不少研究生取得知名的獎學金到外國優秀大學升學深造。
- 本系的語言學文學學士及碩士課程已獲得香港特別行政區政府教育局認為主修英文科目的學位課程。兩個課程的畢業生於完成有關教師培訓課程後，可獲得豁免英文科語文能力評核。

- Interpreter
傳譯員
- Journalist
採訪員
- News Reporter
新聞記者
- Literacy Critic
文學評論員
- Editor
編輯
- Speech Pathologist
語言病理學家
- Government Language Officer
政府語文主任
- Computer Language Processing Specialist
電腦語言處理專家
- Translator
翻譯員
- Negotiator
談判專家
- Diplomat
外交家
- Technical Writer
技術撰寫員
- Speech Therapist
語言治療師
- Language Consultant
語言顧問
- Language Teacher
語文教師
- Research Assistant
研究助理
- Executive/ Administrative Officer
行政/管理人員
- Computer Programmer
電腦語言程式員



LANGUAGE ACQUISITION LABORATORY

語言獲得實驗室



Given that language is a sub-system of mind, research on how humans acquire language is a major aspect of the study of cognitive development, and a branch of cognitive science. The Language Acquisition Laboratory (LAL) was established in early 2006 to promote the theoretical study of language acquisition and empirical research on the acquisition of Chinese languages from a perspective informed by linguistic theory and related areas of cognitive science. It addresses issues on how toddlers and preschool children acquire their mother tongues and standard language in the multilingual and dialectal context, through naturalistic observation and experimental techniques.

Recent projects have been concerned with issues of lexical spurt, the onset of syntactic categories, word order and argument structure, classifiers and noun phrase structures, negation, referentiality, and logical quantifiers. The laboratory has constructed a longitudinal Chinese Early Language Acquisition (CELA) corpus recording the early language development of a number of Mandarin-speaking children in Beijing and Changsha, and of Cantonese-speaking children in Hong Kong. The laboratory is equipped with a Tobii X120 eyetracker, an infant observation room and a professional audio recording chamber to study children's early language.



語言是人類大腦認知的一個組成系統，研究兒童如何獲得語言是認知發展研究的一個重要方面，為認知科學其中一個子領域。語言獲得實驗室 (LAL) 成立於2006年初，旨在結合語言學理論及相關認知科學，推動中國境內語言獲得的實證研究。實驗室透過自然觀察和實驗調查來研究幼兒和學前兒童如何在多語、多方言的環境中習得母語和標準語。

我們近年對漢語兒童的語言發展進行了以下研究項目：詞匯飛躍、句法範疇、語序及動詞論元結構、量詞和名詞短語結構、否定、指稱、邏輯量詞等，並且建立了一個漢語早期語言獲得 (CELA) 語料庫，追蹤紀錄北京和長沙的普通話兒童以及香港粵語兒童的早期語言發展。實驗室備有Tobii X120遙控式眼動儀、兒童觀察室以及專業錄音室，以研究兒童早期的語言特點。



 LAL CUHK
語言獲得實驗室

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Shatin, N.T., Hong Kong
香港新界沙田香港中文大學邵逸夫人樓G33室

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CHILDHOOD BILINGUALISM RESEARCH CENTRE

兒童雙語研究中心



The establishment of the Childhood Bilingualism Research Centre (CBRC) in 2008 marks an important milestone in the development of research in bilingualism and language acquisition at the Chinese University of Hong Kong (CUHK). CBRC was launched in 2008 with an inaugural International Conference on Bilingual Acquisition in Early Childhood. It is the first Centre of its kind in Asia dedicated to the study of childhood bilingualism and multilingualism in diverse environments and communities with a focus on the development of Cantonese, Mandarin and English. The Centre has been supported by the Focused Investment Scheme from CUHK, research grants from the Hong Kong Research Grants Council and private donations.

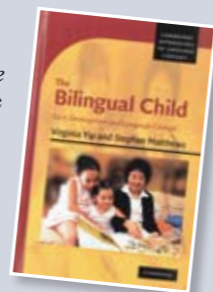


Mission

- To achieve excellence in research in childhood bilingualism and multilingualism
- To serve children and parents in Hong Kong and the region by studying childhood bilingualism and propagating its positive outcomes
- To document the development of bilingualism in bilingual children from its inception to maturity and demonstrate their achievements in attaining bilingual competence in childhood
- To raise the public's awareness of Hong Kong children's development of biliteracy and trilingualism
- To study and support revitalization of minority and heritage languages in the context of bilingual and multilingual education

Honors and Awards

The Bilingual Child: Early Development and Language Contact, by Virginia Yip and Stephen Matthews (Cambridge University Press, 2007) received the Research Excellence Award (2006-2007) from the Chinese University of Hong Kong and the Leonard Bloomfield Book Award (2009) from the Linguistic Society of America.



Ongoing Projects

Corpus-Based Studies

- Construct longitudinal corpora to document the development of two languages in children over an extended period of time
- Analyze bilingual children's developmental patterns in lexicon, syntax and phonology

Experimental Psycholinguistics

- Design psycholinguistic experiments to test children's comprehension and production of words and structures in Cantonese, English and Mandarin
- Use standardized assessment tools to assess Hong Kong children's English (receptive vocabulary, expressive vocabulary, grammar, articulation)
- Study Hong Kong children's tone and speech rhythm in their Cantonese and English

Cantonese and Other Chinese Languages

- Research and publications on Cantonese and comparative Chinese Grammar

Interdisciplinary Collaboration

- Develop a receptive vocabulary test to assess Hong Kong children's Mandarin, in collaboration with Institute of Human Communicative Research, Division of Speech Therapy, Faculty of Medicine, CUHK
- Develop language learning software, in collaboration with Human-Computer Communications Laboratory, Department of Systems Engineering & Engineering Management, Faculty of Engineering, CUHK, and Independent Learning Centre, CUHK



兒童雙語研究中心於二零零八年成立，並於同年舉辦了兒童早期雙語獲得國際學術會議。其成立是香港中文大學在語言雙語研究及語言獲得發展上的里程碑。它是亞洲首個以廣東話、普通話及英語作研究焦點的研究中心，致力探討在多元化語言及社會環境下之兒童雙語及多語發展。中心由香港中文大學的重點投資計劃、香港研究資助局的研究基金及私人捐款資助。

使命:

- 致力發展兒童雙語及多語研究並達致卓越成果
- 通過研究兒童雙語發展及傳播其正面效果，服務香港及鄰近區域的兒童及家長
- 記錄雙語兒童從獲得語言初期到語言能力逐漸成熟的雙語發展過程，展示他們在童年階段的雙語能力
- 提高社會各界人士對香港兒童發展兩文三語的意識
- 研究並支持少數民族語言和繼承語在雙語及多語教育環境下的振興

榮譽及獎項:

由葉彩燕教授及馬詩帆教授合著，劍橋大學出版社於二零零七年出版的《雙語兒童：早期發展及語言接觸》同時獲得了香港中文大學所頒發的研究卓越獎項 (2006-2007) 及美國語言學學會所頒發的布龍菲爾德著作獎 (2009)。



研究項目:

語料庫研究

- 建立追蹤性語料庫，記錄兒童的雙語發展
- 分析雙語兒童在詞彙、句法及語音方面的發展模式

實驗心理語言學

- 設計實驗來評估兒童的三語(廣東話、英語及普通話)能力，包括詞彙和結構的理解和表達
- 使用一些標準化之工具來評估香港兒童的英語能力，包括詞彙理解、詞彙表達、文法和發音
- 研究香港兒童在廣東話及英語的聲調和韻律特點

廣東話及其他漢語研究

- 研究並出版有關廣東話語法及比較漢語語法之書籍

跨學科合作

- 與中大醫學院耳鼻喉-頭頸外科學系言語治療科及人類傳意科學研究所合作，發展一項以北京兒童語言發展數據作基準的測驗來評估香港兒童的普通話詞彙理解能力
- 與中大系統工程及工程管理學系人機通訊實驗室及自學中心合作，發展用來協助學習第二語言之電腦軟件



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CENTRE FOR SIGN LINGUISTICS AND DEAF STUDIES

手語及聾人研究中心



Significance

The Centre for Sign Linguistics and Deaf Studies, established in 2003, is the first research centre in Asia which focuses on developing interdisciplinary research and professional training for Deaf and hearing students in the areas of sign linguistics, sign language teaching, language development of deaf children and deaf education.

Missions

- To develop interdisciplinary research and professional training programmes related to sign language.
- To document the varieties of sign languages in use by deaf communities in Asia.
- To document deaf children's language acquisition in sign language or spoken language.
- To render professional support to parents of deaf children who study in deaf schools or mainstream contexts.
- To facilitate communication between the deaf and hearing communities.
- To raise public awareness of the social situation of deaf people and educational opportunities for deaf people.

Ongoing projects:



The Jockey Club Sign Bilingualism and Co-enrolment in Deaf Education Programme (2006 – present)

(<http://www.cuhk.edu.hk/cslds/jcslco/>)

- Funded by The Hong Kong Jockey Club Charities Trust
- Goals:
 - To establish and evaluate the efficacy of an innovative model of deaf education which encompasses sign bilingualism and co-enrolment within its pedagogical principles.
 - To explore how this deaf education model might benefit both Deaf and hearing teachers and students in the educational process.
- Collaborators:
 - Centre for Education Research Partnerships, National Technical Institute for the Deaf, Rochester Institute of Technology, US
 - Deafness, Cognition and Language Research Centre, University College London, UK
 - Institute of Human Communicative Research, The Chinese University of Hong Kong
 - Child Assessment Services, Department of Health, Government of HKSAR
 - Hong Kong Catholic Diocesan Schools Council – Kowloon Bay St. John the Baptist Catholic Primary School
 - Incorporated Trustees of the Peace Evangelical Centre – Peace Evangelical Centre Kindergarten (Ngau Tau Kok)



The Asia Pacific Sign Linguistics Research and Training Programme (2003 – present)

(<http://www.cslds.org/apsl/>)

- Funded by The Nippon Foundation
- Goals:
 - To support Asian universities and institutions in establishing research units for conducting sign language research and sign language teaching programmes.
 - To document the sign language varieties in Asia.
 - To provide research training in sign linguistics for Asian Deaf and hearing individuals at different academic levels.
 - To conduct professional training in sign language teaching for Asian Deaf individuals.
- Collaborators:
 - University of Indonesia & Indonesian Association of the Welfare of the Deaf, Indonesia
 - University of Kelaniya & Sri Lanka Central Federation of the Deaf, Sri Lanka
 - University of Tokyo & Japanese Federation of the Deaf, Japan
 - University of South Pacific & Fiji Association of the Deaf, Fiji
- Strategic Partners:
 - Regional Secretariat/Asia Pacific, World Federation of the Deaf
 - School of Continuing and Professional Studies, The Chinese University of Hong Kong



Language Development of Deaf Children (2000 – present)

- Funded by the Research Grants Council of Hong Kong and generous donations from Dr. Alex K. Yasumoto
- Goal:
 - To document the language acquisition processes of deaf children, namely, the development of Hong Kong Sign Language, oral language development, and sign bilingual development.
- Research outputs:
 - Child HKSL Corpus
 - HKSL-Cantonese Bilingual Acquisition Corpus

Award

Lee Hysan Postgraduate Award for Sign Linguistics and Deaf Education (2010 – present)

- Goal:
 - To provide opportunities for Deaf or hearing individuals to receive postgraduate training in sign linguistics, with the ultimate goal of nurturing more professionals committed to working for the betterment of the Hong Kong Deaf community.

重要性

手語及聾人研究中心成立於二零零三年，是亞洲首間發展手語研究及為聾健學生提供專業訓練的研究中心，研究及訓練範疇包括手語語言學、手語教學、聾童語言發展及聾人教育。

使命

- 促進手語跨學科研究和手語專業性培訓課程的發展；
- 記錄各類亞洲聾人社群所使用的手語；
- 記錄聾童手語及口語的語言習得；
- 為在聾校或主流教學環境中學習的聾童家長提供專業支援；
- 促進健聽人士與聾人之間的溝通；
- 提高公眾對聾人社群的關注，尤其是聾人教育及聾人參與社會機會這兩方面。

研究項目

賽馬會手語雙語共融教育計劃 (2006 – 目前)

(<http://www.cuhk.edu.hk/cslds/jcslco/>)

- 本計劃由香港賽馬會慈善信託基金捐助。
- 目標:
 - 成立一個以手語雙語及共融教育為理念的嶄新聾人教育模式，並評估其在教育過程中如何惠及聾健師生。
- 協作團體:
 - 美國羅徹斯特理工學院聾人國家科技學院教育研究伙伴中心
 - 英國倫敦大學聾、認知及語言研究中心
 - 香港中文大學人類傳意科學研究所
 - 香港衛生署兒童體能智力測驗服務
 - 香港天主教區學校聯會 - 九龍灣聖若翰天主教小學
 - 平安福音堂信託人法團 - 平安福音堂幼稚園 (牛頭角)



亞太區手語語言學研究及培訓計劃 (2003 – 目前)

(<http://www.cslds.org/apsl/>)

- 本計劃由日本財團捐助。
- 目標:
 - 支援亞洲地區高等教育機構成立手語研究及手語教學的研究單位；
 - 記錄亞洲不同地區的手語；
 - 為亞洲地區聾人及健聽人提供不同學術程度的手語語言學研究培訓；
 - 為亞洲地區聾人提供手語教學的專業培訓。
- 協作團體:
 - 印尼大學及印尼聾人福利協會
 - 斯里蘭卡給拉尼亞大學及斯里蘭卡中央聾人聯會
 - 日本東京大學及全日本聾人聯盟
 - 斐濟南太平洋大學及斐濟聾人協進會
- 合作夥伴:
 - 國際聾人聯盟亞太區地區秘書處
 - 香港中文大學專業進修學院



兒童手語語料記錄 (2000 – 目前)

- 此項目由香港研究資助局及康本健守博士資助。
- 此項目旨在研究聾童語言獲得的過程，包括香港手語、口語以及手語雙語的發展。
- 所蒐集得來的語料會用作發展兒童語料庫:
 - 兒童香港手語語料庫
 - 香港手語及廣東話的雙語獲得語料庫



獎學金

利希慎手語語言學及聾人教育研究生獎學金 (2010 – 目前)

- 目標:
 - 資助本港聾健學生修讀手語語言學研究生課程，藉以培訓更多支持香港聾人社群發展的專業人員。



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手語及聾人研究中心
Centre for Sign Linguistics & Deaf Studies



LINGUISTICS AND ME

我和語言學一起走過的日子



朋友知道我轉讀語言學及現代語言系，他們的反應通常是一「咁你學乜野語言？」「讀語言學，畢業之後會做d乜ga？」久而久之我開始萌生隨身攜帶一本語言學系入學小冊子的念頭，而且據說本系很多同學也有類似需要。因為我不是一進大學便修讀語言學，其中倒是有一個比較特別的問題：「語言學啊？會唔會同你以前讀d理科好唔同ga？」會有這一個問題基本上是因為朋友們有很多善意的好奇，以及對語言學的範疇不太瞭解。語言學並非精修外語或文學分析，語言學研究的角度其實是和自然科學進行研究的角度很相近的。它們都企圖建立一個理論模型去解釋一些現象（物體運動、基因複製或語言獲得的過程等）。語言學研究會以科學方法，有系統地假設、驗證，從而達至理論，從蒐集數據至進行分析的思維模式都和其他科學大同小異，其中對邏輯思維的要求要比藝術觸覺多。譬如我們會透過為期長達數年的觀察，以紀錄嬰兒句法成長的過程，並對其作出解釋。修讀語言學的課以後，我對語言「自覺」(conscious)了很多，破除了很多對語言的誤解，並可以有系統地理解很多語言的現象（以及有系統地取笑朋友們的語誤）。其中所學到的理論只是一部份，同樣寶貴的是日常比常人更多面對語言、思考語言的機會。

田凱元 (語言學2008年畢業生)

「讀語言學有甚麼出路？」很多人也以為答案會是教師、翻譯員、或是任職出版社、雜誌社等需要閣下有流暢文筆的工作。然而，以上職業只是你眾多選擇中的冰山一角。語言學屬於人文學科；它並不像醫學、工程學、工商管理等學科般，同時著重學生的理論學習及職業技巧訓練，以應市場需求。人文學科相對著重培訓學生的思考能力，以學科知識作引導工具，全面提升個人質素；閣下只要好好掌握各項能力，便能對工作有所幫助。語言學裡有些知識可以直接應用到日常生活上，例如從社會語言學裡學會的對話策略，可讓你在談判、面試等交談場合處於優勢。有些一般人認為較「冷門」的科目如句法學及形態學，雖難以在社會上直接應用，卻重點訓練閣下的分析能力；而語義學可幫助學生建立對抽象事物的理解能力，課堂上的討論和報告發表，則有助於培養學生的自信及表達能力。這些基本能力綜合起來，建立起閣下持續學習的能力，助你在這瞬息萬變的社會中，保持優勢。作為大學生，我們不但比其他人多看幾本書、知道多幾個語言學理論；而且擁有更強的思考、學習及應變能力。好好運用這些條件，將有助閣下持續發展，使你的工作無往而不利。你想做學者？記者？空姐？陀槍師姐？又有何難！

薛殷如 (語言學2007年畢業生)

“... ‘Oh, which language do you study?’ It is a common misconception that linguistics focuses its study only on one or two specific languages. The truth is, linguistics imposes no restrictions on the kinds of languages under study. In our phonology classes, where we study the sound patterns of languages, we deal with data from languages we have never even heard of, such as Lardil, Ukrainian and Maltese. And sign languages, which also have grammar and variations cross-linguistically like spoken languages, require the same kind of study. So the range of languages studied in our department is in fact diverse, because linguistics examines the properties shared by all languages and the ways that individual languages differ...”

Through projects and journal entries, linguistics students at CUHK explore the various realms of the subject. We find topics that we're interested in and conduct research on them. Do the Inuit or Eskimo really have more words for "snow" than others? Are there any rules to code mixing?

...linguistics is not about learning how to speak a language, but about exploring the structure and usage of language. However, if you are also interested in becoming a bilingual or trilingual, our Modern Languages section currently offers four European languages – French, German, Italian and Spanish. Other languages available include Japanese, Korean, Thai and Hong Kong Sign Language. Our department also organizes "Summer in Europe" programmes during the term break in summer, and various overseas exchange programmes for those who would like to stay for a semester or longer to experience more. As a matter of fact, while writing this article, I am currently sitting in the house of my Spanish host family in Granada, Spain. There is no better way to learn or to improve a language than to be in the country where the language is spoken, where you can absorb and experience everything, from their way of living to their customs and culture at first-hand...

Language is one of the most important features that distinguish us humans from the rest of the animal world. Understanding language is an essential part in the understanding of ourselves, and realizing its complexity will give you a lot of respect for the human mind. Our linguistics classes constantly draw students from other departments, sometimes of very different fields of study, who drop in just to find out how language that they use everyday actually works. If you also feel the need to do so, or find that uncovering the delights of language appeals to you, I gladly welcome you to the family of linguistics.”

Ko Hoi Man (A Graduate of Year 2011)

“My decision to study at the Chinese University of Hong Kong was a pivotal point in my life. Doing so required that I moved far from my home in the United States, where I was culturally most comfortable and, knowing that my studies here would play a crucial role in determining my future career options, required that I make a firm decision regarding the field I would most like to be involved in.

While there were many factors contributing to why I chose to study linguistics, one of the most significant was an interest in language that developed over the two years. I studied Mandarin Chinese in Beijing. Studying a foreign language can have the effect of making one realize how little he knows about his own native tongue. For me, this realization led to a yearning to learn more about language in general—why do we say things the way we do? As a second language learner, I often wondered exactly why it was so exceedingly difficult to learn a language as an adult and yet so seemingly simple for a child. Naturally, these curiosities compelled me to consider undertaking the study of linguistics...

So far, as a third year student of linguistics at CUHK, I have gotten to experience much of what the university and, in particular, the linguistics department has to offer. I would like to share some of my experiences with you and I hope to present you with a picture of what it is like to be a student here — not only from my perspective as a member of the linguistics department, but also from my perspective as an international student. Having taken many of the available linguistics courses at CUHK, I feel I have been given an overall view of many aspects of linguistic inquiry...

Among Hong Kong universities, one of the ways in which CUHK is unique is that it offers classes in the study of sign linguistics and is home to the Centre for Sign Linguistics and Deaf Studies. Having received some exposure to the deaf communities in both America and Beijing, China, I was attracted to CUHK's course offerings on this subject. I am also grateful that CUHK has given me, along with many of my classmates, the opportunity to learn Hong Kong Sign Language and be involved with work at the Centre. This experience has been invaluable to me and is one of the highlights of my experience in Hong Kong.

In contrast with universities in the United States, students at CUHK are expected to be proficient in both English and Chinese, and thus professors can integrate data from both of these languages into their lectures. In this way, students can receive exposure to large amounts of linguistic research from two starkly contrasting languages. For me, this is a great benefit of studying here as I believe it gives students the opportunity to develop their linguistic understanding of two languages with which they are already deeply familiar with academically...

To those considering studying linguistics at CUHK, my advice is that you come open minded and ready to learn to look at language in a new way. Studying linguistics can be the first step down any number of career paths; language, after all, plays a central role in society, and understanding how language works gives one an advantage in many arenas. For those from abroad considering studying at CUHK as international students, know that, while such drastic transitions are never without their setbacks, you will be taken care of by the concerned and caring linguistics department faculty. Also, be prepared to learn not only about languages, but about a new culture as well as doing so will make your experience here all the more rewarding.

As a student of linguistics at CUHK, my experiences here have been both inspiring and motivating. I continue to learn from my professors how important it is to be passionate about all you do, and this is a passion I will take forward with me for the rest of my life.”

Thierfelder David Philip (A Graduate of Year 2011)

首先，我想為不少有意入讀語言學的同學解答究竟這一個葫蘆裡賣甚麼藥。語言學雖是擠身於文學院，但我可以告訴你們，它其實包含了人文、科學和社會科學。

人文方面，語言學有一個重要的使命，既要為發掘更多人類尚未清楚的語言現象，而積極開拓語言為人類所帶來的影響和貢獻，又要保護因世界各地逐漸同化而近乎絕種邊緣的少數語言，尤其是一些弱勢社群的方言，所以語言學是為人類謀福利的。

科學方面，這可從我們一眾過來人的經驗得知，記得當年這邊廂修讀句法學(syntax)，別系朋友看見我的筆記，竟以為我轉了系讀化學，因為整張紙佈滿形似原子結構的「樹象圖」；那邊廂修讀音系學(phonology)的規則，又符號又括弧，你猜像哪一科？我覺得像數學的幾何學！漸漸我們的腦袋記存了語言深層的概念，語言不是平面的一串音律或一行文字，語言是立體的映像。

社會科學方面，這點要待我們學懂語言學的基本課程，再進一步把語言學的理论應用在日常生活中，才能感受得到。以學習語言獲得為例，別以為輕易上完課、翻兩頁書，就可以交貨，當中最重要的一步驟是蒐集數據，再把數據化為統計模式，進而分析結果是否與當初的假設相符。

此外，我想不少同學對語言學產生興趣的第一來源是學習外語的念頭，有幸這裡開辦的語言課程正逐年增加，任君選擇。不過，我希望主修語言學的同學要對自己多一點要求，抱著一種信念——我們學習語言與他人是不同的，這不是要求自己時時刻刻都以探索語言為己任，而是對自己的學習進度多加提醒，不要浪費我們所學的語言學理論。那麼學習語言有甚麼樂趣？記得曾經聽過一個中國人問一個法國人為何法文詞彙有男女之別，法國人則反問中國人為何中文沒有性別，旁邊的德國人則追問法國人為何少了一個中性，他們三人談了整天也解釋不到為何有些語言有性別、有些則沒有，你有信心為他們解答嗎？

林耀輝 (語言學2007年畢業生)