



MA Programme in Chinese Linguistics & Language Acquisition

漢語語言學及語言獲得文學碩士課程

Department of Linguistics and Modern Languages
The Chinese University of Hong Kong
香港中文大學語言學及現代語言系

Address 地址: Room G17, Leung Kau Kui Building,
The Chinese University of Hong Kong, Shatin, N.T., Hong Kong
香港新界沙田香港中文大學 梁銶琚樓G17室

Phone 電話: (852) 3943-1516
Fax 傳真: (852) 2603-7755
Email 電郵: lingma@cuhk.edu.hk
Website 網址: <http://ling.cuhk.edu.hk/>



香港中文大學
The Chinese University of Hong Kong



Department of
Linguistics and Modern Languages
語言學及現代語言系

Overview

The Department of Linguistics and Modern Languages currently offers two postgraduate taught degree programmes: Master of Arts (MA) Programme in Linguistics and Master of Arts (MA) Programme in Chinese Linguistics and Language Acquisition.

The MA Programme in Linguistics provides an intensive training in linguistics for students who have not had a systematic training in language studies. We encourage a comparative perspective on the study of language structure, language acquisition and language use. Students are exposed to current theories in linguistics and their various applications to language acquisition, language typology, language and modality, language teaching, as well as culture and society.

The MA Programme in Chinese Linguistics and Language Acquisition offers an intensive training in contemporary analysis of Chinese language structure, the acquisition of Chinese as a first or second language, and the application of linguistic theory to the teaching of the Chinese language. It is intended for current or prospective Chinese language teachers and students of Chinese who are interested in a scientific understanding of the cognitive processes underlying language learning and teaching.

概要

香港中文大學語言學及現代語言系目前設有兩個以授課形式為主的研究生專業，分別授予語言學文學碩士學位和漢語語言學及語言獲得文學碩士學位。

語言學專業對在本科階段未受過系統語言研究訓練的學生進行強化的語言學訓練，鼓勵學生在語言結構、語言獲得和語言運用方面進行比較研究，探討語言學的前沿理論，及其在語言獲得、語言類型學、語言和溝通媒介、語言教學、文化和社會各個方面的應用。

漢語語言學及語言獲得專業着重培養學生運用當代語言學理論分析漢語語言結構的能力，傳授漢語一語獲得和二語獲得的知識，提高學生在漢語教學過程中運用語言學理論的能力，從科學的角度介紹漢語教學和習得的認知過程。歡迎現任漢語教師、有志於教授漢語的人士和修讀漢語的學生申請攻讀。

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Introduction

To promote Chinese linguistics and its applications to other disciplines of research, and to respond to the growing global demand for the teaching and learning of Chinese as a second/foreign language, the Department offers an MA programme in Chinese Linguistics and Language Acquisition. The programme aims to provide students with systematic training in Chinese language structure and the acquisition of Chinese, to help them develop a firm grasp of the complexities of the language, and an informed understanding of the teaching and learning of Chinese in monolingual and multilingual communities.

簡介

漢語作為第二語言或外國語，在全球範圍內的需求與日俱增。為了推廣漢語語言學及其在相關領域裏的應用，及滿足漢語教學和習得上的需求，我系設有漢語語言學及語言獲得專業，授予文學碩士學位，為學生提供漢語語言結構和漢語獲得的系統訓練，幫助學生逐步掌握漢語的複雜性，深入理解如何在單語和多語環境下教授和學習漢語。

Objectives

The programme aims to:

- Enable students to acquire a rich understanding of the systematic design of Mandarin Chinese, through providing them with principled accounts of Chinese language phenomena, in comparison to other languages and Chinese dialects
- Equip students with methodological tools for the analysis of Chinese language structure, and for the empirical study on learners of Chinese, as well as the dynamics of the teaching and learning process.
- Enhance students' understanding of the complexities of second/foreign language learning and second dialect learning in the context of multi-lingual and multi-dialectal communities.

目標

漢語語言學及語言獲得文學碩士課程的目標如下：

- 參照語言通則對標準漢語的語言現象進行理論闡釋，與其他漢語方言和其他語言進行對比，豐富學生對標準漢語語言體系的理解。
- 傳授語言分析方法，對漢語的語言結構進行分析，對學生以及教與學之間的互動關係進行實證研究。
- 介紹在多語及多方言環境下學習第二語言及第二方言的過程，加深學生對這一過程複雜性的理解。

Learning Outcomes

The intended learning outcomes of MA Programme in Chinese Linguistics and Language Acquisition are the following:

- Students will achieve a theory-based and informed understanding of the structure of Mandarin Chinese, and of the major findings related to the acquisition of the core features of Mandarin Chinese as a first or second/foreign language.
- Students will be familiar with selected methodological tools used in the analysis of language form, language acquisition, and language performance, such as computerized corpora, naturalistic and experimental methods of data collection, data processing, and frameworks for analysis.
- Students will be able to approach a teaching and learning problem with a deep appreciation of the complex array of variables underlying the learning of Chinese as a second/foreign language, and as a second dialect, in multilingual and multidialectal settings.
- Students will gain practical experience in investigating the Chinese language through supervised training in conducting linguistic research under laboratory conditions, or engaging themselves in experimental teaching of Chinese as a second/foreign language, against the background of theoretical and typological understanding of the structure of Mandarin Chinese and current developments in language acquisition.
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學習成果

漢語語言學及語言獲得文學碩士課程的預期學習成果如下:

- 在現代語言學的理论基礎上，深刻理解漢語的語言結構，熟悉漢語一語獲得和二語獲得領域的主要研究成果。
- 熟悉語言形式、語言獲得和語言使用的分析方法，如電腦語料庫、在自然環境和實驗環境下採集語料、語料處理、以及語料分析的理論。
- 學會如何處理教授和學習漢語過程中遇到的困難，瞭解在多語或多方言環境下把漢語作為第二語言外國語或第二方言來學習所涉及的複雜情況。
- 運用當代理論語言學類型語言學和語言獲得領域的知識，在實驗室條件下進行語言研究，或參加漢語作為第二語言或外國語的教學實踐，積累漢語研究和漢語教學的實際經驗。

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Programme Mode

The programme is offered in full-time mode. The full-time mode covers a normal period of one academic year while the part-time mode covers a normal period of two academic years. Students are required to complete a total of 27 units, including 15 units of required courses and 12 units of elective courses.

修讀模式

漢語語言學及語言獲得專業提供全日制的修讀模式。在一般情況下，全日制學生在一年內完成全部課程。所有學生均須完成27 學分，包括15 學分的必修課和12 學分的選修課。

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Course List 課程一覽表

Course Code 課程編號	Course Title 課程名稱	Unit 學分
Required Courses 必修課 (15 units 學分)		
LING5101	Foundations I: Phonetics and Phonology 基礎 I: 語音學及音系學	3
LING5102	Foundations II: Syntax and Semantics 基礎 II: 句法學及語義學	3
LING5103	Foundations in Language Acquisition 語言獲得基礎	3
(Take at least 2 out of the following 3 courses 從以下三課中，選修最少兩課)		
LING5501	Topics in Chinese Phonetics and Phonology 漢語語音學及音系學	3
LING5502	Topics in Chinese Syntax and Semantics 漢語句法學及語義學	3
LING5503	Topics in Chinese Language Acquisition 漢語語言獲得	3
Elective Courses 選修課 (12 units 學分)		
LING5104	Foundations in Sign Language Research 手語研究基礎	3
LING5201	Topics in Second Language Acquisition 第二語言獲得專題	3
LING5202	Topics in Bilingualism 雙語研究專題	3
LING5301	Linguistics and Language Teaching 語言學與語言教學	3
LING5403	Topics in Language Acquisition of Deaf Children 聾童語言獲得專題	3
LING5404	Sign Linguistics 手語語言學	3
LING5602	Special Topics in Linguistics 語言學專題	3
LING5604	Topics in Sociolinguistics 社會語言學專題	3
LING5606	Special Topics in Applied Linguistics 應用語言學專題	3
LING5607	Topics in Psycholinguistics 心理語言學專題	3
LING5608	Language Disorders 語言障礙	3
LING5701	Linguistics Research 語言學研究	3
LING5702	Research Project 專題研究	6
LING5802	Research Practicum 研究實習	1

Course Description 課程簡介

LING5101 Foundations I: Phonetics and Phonology

This course introduces students to a unified approach to language as a complex structure represented in the minds of its speakers. Empirical linguistic data will be drawn across languages to enable students to understand the intimate relation between language and the human mind. On the basis of this understanding, students are led to explore the core areas of linguistics. The exploration starts with natural language sound systems and phonological components of grammar. These will be explained with basic concepts and recent theoretical advances in linguistic studies alongside new findings in language acquisition. Students will learn to apply these concepts and ideas to tackle linguistic problems.

LING5102 Foundations II: Syntax and Semantics

This course is taught concurrently with LING5101 Foundations I: Phonetics and Phonology, aiming at introducing students to the core areas of linguistics. Taking a modular approach to the language system, this course examines the morphological, semantic and syntactic components of the grammar, as well as the interaction among them. The lectures are intended to provide students with a solid grounding in basic linguistic concepts, which will enable them to tackle linguistic problems, and formulate their own analyses to prepare them for further studies in the discipline. A wide range of data will be discussed to develop students' sensitivity toward linguistic phenomena with systematic properties in form, meaning and structure.

LING5103 Foundations in Language Acquisition

The acquisition of first language by children has been considered a remarkable feat. How do children accomplish this feat so rapidly and effortlessly? What are the stages they go through in mastering the different aspects of language? What does the development of language in children tell us about the human language faculty? These questions will be examined in light of modern linguistic theory, and nativist and interactionist accounts will be compared. Topics in second language acquisition will also be covered. Questions such as how interlanguage grammars develop in adults and the role of the mother tongue in the construction of interlanguage grammar will be addressed.

基礎 I：語音學及音系學

介紹如何研究人腦語言機制。通過對各種語料的分析，認識語言與人腦之間的密切關係。在此基礎之上，探討語言學的核心領域。用最新的語言學和語言獲得研究成果，解釋自然語言中的語音和音系，訓練學生運用所學知識解決實際的語言學問題。

基礎 II：句法學及語義學

作為LING5101的並行課，本課着重介紹語言學核心領域裏的形態學、語義學和句法學三大模塊及其相互關係，培養學生自行分析解決語言問題的能力，並為繼續深造打下堅實的基礎，通過對大量語料的討論，提高學生對形態、意義、和語法結構現象的敏感度。

語言獲得基礎

兒童獲得母語是一種非凡的成就。他們如何迅速而又毫不費力地取得這樣的成就？他們對語言各個方面的掌握都經歷了哪些階段？兒童語言的發展形成對我們認識人腦語言機制有什麼啟示？從現代語言學理論的角度探討這些問題，比較先天論和互動論對這些問題所做出的解釋，並探討二語獲得的一些問題，如成年人的中介語語法的發展形成以及母語對中介語語法結構的影響等。

Course Description 課程簡介

LING5104 Foundations in Sign Language Research

This course provides an introduction to a relatively new area of linguistic exploration: sign language as a natural language system. We will lead students into a variety of disciplinary studies that adopt sign language as a focus of research. Examples of these disciplines are linguistics, language in education, language and the brain, language and cognition, language development, language and society, and language and culture. The course aims to tackle these issues in light of the current developments in sign language research and see how they shed light on our understanding of deaf issues.

LING5201 Topics in Second Language Acquisition

The course introduces major issues in the field of second language acquisition: how is a second language acquired by children and adults? In what ways is acquiring a second language different from acquiring a first language? Different theoretical perspectives on second language acquisition will be reviewed and methodologies will be surveyed. Data will be drawn mainly from English and Chinese as target languages.

LING5202 Topics in Bilingualism

This course discusses general issues in the study of bilingualism from the linguistic perspective. Basic questions such as how to define and measure bilingualism, degrees of bilingualism, and types of bilinguals will be examined. Psycholinguistic and sociolinguistic aspects of bilingualism at the individual and societal levels will be covered within the larger context of language contact. Issues in bilingualism such as code-mixing, medium of instruction, bilingual education and language policy for bilingual society will be treated with special relevance to the Hong Kong context.

手語研究基礎

介紹語言探索領域中一個較新的課題：手語這種自然語言體系。介紹不同學科中的手語研究，包括語言學教育語言語言與人腦語言與認知語言發展語言與社會語言與文化等。介紹最新的手語研究成果，探討它們如何影響我們對聾人問題的認識。

第二語言獲得專題

探索二語獲得領域中的主要問題：兒童和成年人如何習得第二語言？二語獲得與一語獲得的區別何在？回顧有關二語習得的各種理論觀點，介紹二語獲得研究的方式方法。語料主要來自英語和漢語。

雙語研究專題

從語言學的角度探討雙語研究中的基本問題，容包括：雙語的定義、雙語的程度及計量、以及雙語人的分類。在語言接觸的大前提下探討雙語現象的心理語言學和社會語言學層面。結合香港的實際情況，研究雙語社會中的語言現象，如：語碼混合、教學語言、雙語教育、語言政策等。

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LING5301 Linguistics and Language Teaching

The course aims to highlight the relevance of linguistic studies to language teaching. Various pedagogical issues such as curriculum development, teaching methodology, language assessment, language development and professional teacher training will be discussed in light of theories of general and applied linguistics. Students are encouraged to reflect upon their language teaching experience and problems and seek an explanation from the perspective of theories and issues in general and applied linguistics.

LING5403 Topics in Language Acquisition of Deaf Children

This course focuses on the language acquisition of deaf children, involving both sign language and spoken language. It starts with a general introduction on the acquisition of sign language as a first language by deaf children, covering the developmental milestones in phonology, morphology and syntax. The second part of the course will explore how deaf children acquire spoken language in the context of bilingual acquisition and spoken language literacy development. No prior knowledge of a sign language is required.

語言學與語言教學

重點介紹語言學研究與語言教學的關係，內容包括教學大綱的撰寫、教學法、語言測試、語言發展、以及語言教師的專業培訓，鼓勵學生反思自己的教學經驗和問題，從普通語言學和應用語言學的角度對其加以解釋。

聾童語言獲得專題

從手語和口語兩個不同側面探討聾童的語言獲得，首先介紹聾童的自然手語獲得，以及這一過程中音系、形態和句法方面的主要特徵。課程後半部分介紹聾童在學習口語過程中所涉及的雙語獲得和讀寫能力的發展。報讀此課不需懂手語。

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LING5404 Sign Linguistics

This course provides a general introduction to the linguistic analysis of phonology, morphology and syntax in sign languages. It aims to demonstrate that the system of organization in sign language grammar reflects natural language properties and that sign language grammar is as complex and rule-governed as spoken languages. Focus will be placed on how the visual modality, availability of paired manual articulators, non-manual features as well as the use of signing space affect the organization of grammar at various linguistic levels. No prior knowledge of a sign language is required.

LING5501 Topics in Chinese Phonetics and Phonology

This course introduces general aspects of modern Chinese phonetics and phonology, including both segmental and prosodic characteristics. Students will be trained to compare and analyze sound patterns of standard Chinese and other Chinese dialects from different theoretical approaches. The final goal of the course is to provide students with a solid foundation for further phonological research.

手語語言學

作為手語的音系學、形態學及句法學分析的入門介紹，本課旨在展示手語語法系統具有自然語言的特質，手語語法與口語同樣複雜，同樣有規可循。本課重點討論視覺媒介、雙手的運用、非手控特徵及空間的使用，探討這些特徵如何在不同的語言層面上影響手語的語法結構。報讀此課不需懂手語。

漢語語音學及音系學

全面介紹現代漢語語音系統，其中包括漢語的音段和韻律的特點，訓練學生用不同的理論方法對比分析漢語標準語和其他漢語方言的語音系統，為學生從事漢語語音研究打下牢固的基礎。

Course Description 課程簡介

LING5502 Topics in Chinese Syntax and Semantics

This course aims to acquaint students with fundamental issues in the syntax and semantics of the Chinese language and the related theoretical implications. Through an investigation of a rich array of data, students will have the opportunity to appreciate the inner workings of the Chinese language with regard to its structural and semantic properties, to enrich and broaden their understanding of linguistic theories and methodologies, to develop skills in analyzing Chinese phrases and sentences, and to defend their analysis systematically.

漢語句法學及語義學

介紹漢語句法學和漢語語義學的基本議題及其理論意義。通過研究大量語料，深入瞭解漢語內部句法和語義的互動機制，加深對語言學理論和方法的理解，掌握分析漢語短語和句子的技能，學習如何為分析結果進行系統性的論證。

LING5503 Topics in Chinese Language Acquisition

This course aims to introduce the major tenets of generative and usage-based approaches to language acquisition, with a focus on the characteristics of the learner and the learning situation in first and second language. The course familiarizes students with the basic methodology and tools for analyzing acquisition data. It critically surveys the major findings on the acquisition of Chinese as a first language and as a second language.

漢語語言獲得

介紹生成語法學派和使用建構學派對語言獲得的主要論述，重點探討一語獲得和二語獲得中語言獲得者及語言環境的特點，掌握語料的基本分析方法和工具，評述漢語一語獲得和二語獲得研究的主要成果。

Course Description 課程簡介

LING5602 Special Topics in Linguistics

From time to time, a course focusing on a specific area of linguistics that is not covered in the regular linguistic programme may be offered.

LING5604 Topics in Sociolinguistics

This course explores human language in the broader context of culture and society. How does language relate to culture and world-view? How does language interact with social structure, gender and individual identity? To what extent do men and women talk differently? How does language reflect relations of power and status between the speakers? The use of pronouns, politeness markers and other linguistic features will be examined. Exploration of these topics aims to enhance students' awareness of language as a cultural phenomenon and sharpen their sensitivity toward the nuances of language use in relation to cultural complexities, with special reference to Hong Kong culture.

LING5606 Special Topics in Applied Linguistics

This course introduces applied linguistics from interdisciplinary perspectives, including theoretical linguistics, psychology, sociology, and pedagogy. Issues discussed in this course focus on the interface between theory and practice, including translating theory into practice and using practice to build theory.

語言學專題

除例常語言學課程之外，本系還會時常開設語言學或應用語言學領域的專題課。

社會語言學專題

在文化和社會的廣泛背景下探討人類語言。語言和文化以及世界觀有什麼聯繫？語言和社會結構性別以及自我認同如何相互作用？男性的談話方式和女性的談話方式有何差異？語言如何反映說話者之間的權力和地位上的不同？考察代詞、禮貌語標記和其他語言特徵的用法，加深學生對語言這一文化現象的認識，增強對文化的複雜性及其所造成的細微語用差別的敏感度。

應用語言學專題

從跨學科的角度介紹應用語言學，包括理論語言學、心理學、社會學和教育學。課題主要集中於理論和實踐的接口，包括如何將理論付諸實踐，如何通過實踐來建立理論等等。

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LING5607 Topics in Psycholinguistics

This course studies language as a cognitive system which interfaces with other subsystems of mind. Emphasis will be placed on linguistic properties rather than psychological mechanisms or various techniques in psycholinguistic studies. The principles and mechanisms that underlie speech perception, sentence processing and discourse comprehension, as well as structural factors in language production form the focus of this course. This course first examines the unique features of human languages and the biological foundations of language. It then explores the perception of various linguistic aspects (speech sounds, words, sentences and discourse) before touching on issues in language production. Major models of language production and perception will be introduced. After examining different aspects of our language competence, this course concludes with a discussion of language and culture. However, issues related to the origin of language and language acquisition will not be covered in this course.

Students are expected to be familiar with the basic concepts in phonetics, phonology, morphology and syntax.

LING5608 Language Disorders

This survey course introduces non-clinical students to fundamental concepts of language disorders in pediatric and adult populations. Characteristics of primary language impairment, aphasia, dysarthria, and hearing impairments, as well as articulation, fluency, and voice and other related disorders affecting language are among the topics to be discussed. Diagnostic techniques and treatment strategies are also introduced. Research studies in language disorders will be reviewed.

心理語言學專題

探討語言作為認知系統與大腦其他系統的關係，重點探討語言特徵而非心理機制或心理語言學研究方法，集中介紹語音感知、句子處理和篇章理解的原則與機制，以及影響言語生成的結構因素。從分析人類語言的獨特之處出發，介紹語言的生物基礎，探討語音、詞彙、句子、篇章等語言學各個方面的感知，進而探討言語的生成，及言語生成和感知的主要模型。在探討各種語言能力後，以語言和文化的關係作結。語言的起源及語言習得的問題不在討論之列。

修讀本課的同學應對語音學、音系學、構詞與形態及句法學具有基本的認識。

語言障礙

為非臨床學生介紹兒童及成年人語言障礙的基本概念。討論的課題主要包括語言缺失、失語症、閱讀困難症、聽力障礙等特點，以及發音、說話的流暢、聲音及其他影響語言的相關障礙等。介紹診斷的技術及治療的策略，並檢閱語言障礙的相關研究。

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LING5701 Linguistics Research

The course aims to train students in conducting linguistic research. General research methodology will be introduced, with a focus on methods commonly used in linguistic research and analysis. Students may be required to take part in field trips and expeditions.

LING5702 Research Project

This is an independent, individual investigation on a topic of linguistic interest guided by a supervisor, the findings of which must be presented in a standard report format. Consent of the teacher on the topic is required. Students who wish to take the course should obtain prior approval from the Graduate Division for their research proposals. Prerequisite: LING5701 Linguistics Research.

語言學研究

指導學生進行語言學研究，介紹基本研究方法的同時着重講授語言學領域常用的研究分析方法。學生有可能需要參加田野調查。

專題研究

在教師指導下由學生獨立完成專題研究項目。學生可以研究自己感興趣的語言學課題，題目須獲得指導教師同意，研究計畫須經本系研究生學部批准，研究結果須以專題報告的形式呈交。先修課：LING5701 語言學研究。

Course Description 課程簡介

LING5802 Research Practicum

The course provides students with an experiential learning opportunity through participating in faculty's research projects, as a way to prepare themselves for postgraduate study in Linguistics. Specific learning activities may include review of literature, preparation of experimental stimuli, data collection, data analysis and presentation of research findings.

教研實習

本科目為學生提供體驗從事學術研究的學習機會，或同時讓他們為研究計畫、研究實習或升讀研究課程作準備。學生將在導師的指導下從事研究活動。教學活動包括檢閱文獻、設計實驗、搜集資料、分析資料、及以口頭或書面的方式報告研究結果。

How to Apply 報讀方法

Qualifications for Admission

Applicants are required to meet the general qualifications for admission of the Graduate School of The Chinese University of Hong Kong (CUHK):

1. possess a recognized Bachelor's degree with Second Class honours or equivalent from a recognized tertiary institute; and
2. fulfill at least one of the English Language Proficiency Requirements prescribed below before they are admitted:
 - a) Achieved the required scores in one of the following English Language tests as indicated:
 - TOEFL*: 550 (Paper-based)/ 79 (Internet-based);
 - IELTS* (Academic): 6.5;
 - GMAT* (Verbal): Band 21; or
 - b) Obtained a degree from a university in Hong Kong or graduated from a degree programme of which the medium of instruction was English; or
 - c) Achieved Level 4 or above in the English Language subject of the Hong Kong Diploma of Secondary Education (HKDSE) Examination; or
 - d) Possess a pass grade in English in one of the following examinations:
 - Hong Kong Advanced Level Examination (AS Level)
 - Hong Kong Higher Level Examination
 - CUHK Matriculation Examination

**TOEFL and IELTS are considered valid for two years from the test date. GMAT is considered valid for five years from the test date.*

Please visit the homepage of the Graduate School of the CUHK for details:
<https://www.gs.cuhk.edu.hk/admissions/>

Proficiency and relevant qualification in Chinese (Putonghua) is required for applicants of the Master of Arts in Chinese Linguistics and Language Acquisition.

入學資格

申請人必須符合香港中文大學研究院的基本入學資格：

1. 持有香港中文大學認可的大學本科榮譽學位，獲得二級或以上榮譽學位或同等學歷；
2. 入學前英語水準達到以下其中一項要求：
 - a) 在下列任何一項公開考試取得特定分數或以上，並提交有效的官方成績單正本：
 - 托福*：筆試550分；網絡考試79分
 - 雅思*(學術)：總評分6.5分；
 - GMAT*(語文)：21分；或
 - b) 擁有香港的大學學位或其他以全英語授課的大學學位；或
 - c) 在香港中學文憑考試中，取得英國語文第4級的成績或以上；或
 - d) 在以下任何一項考試中，英語考試及格：
 - 香港高級程度會考
 - 香港高等程度會考
 - 香港中文大學入學考試

*托福及雅思考試，以考試日期計算起內的兩年有效；GMAT考試，以考試日期計算起內的五年有效。

詳情請瀏覽香港中文大學研究院網頁：
<https://www.gs.cuhk.edu.hk/admissions/>

漢語語言學及語言獲得文學碩士課程的申請人必須能操流利的普通話及能提供相關的資歷證明。

MA Programme in Chinese Linguistics and Language Acquisition 漢語語言學及語言獲得文學碩士

Application Procedures

Applicants may submit their applications via the Internet (www.cuhk.edu.hk/gss). They should quote the application number generated for their application when they send the hardcopies of their supporting documents to our Graduate Division.

All required supporting documents should reach our Division within two weeks after the submission of the online application. The application fee is HK\$300 (non-refundable) per programme and should be submitted alongside with the online application by credit card at the online application system.

The hardcopies of the supporting documents to be sent to our Department include:

- official transcript(s) of the applicant's currently and/or previously attended university. The transcript must meet the following requirements:
 1. shows the official stamp of the university registry
 2. provides the up-to-date overall GPA or average mark of the applicant's study in the programme
 3. provides the grading scheme of the university, showing the conversion of the overall GPAs or average marks into letter grades;
 4. either to be sent directly from the university concerned, or in sealed and stamped envelope when it reaches our Department.
- copies of graduation certificate and/or degree certificate for each of the degree-awarding programmes previously attended
- Online Verification Report of Higher Education Qualification Certificate (applicable to applicants who obtained degrees in mainland China)
- documents showing that the applicant has fulfilled the Graduate School's English Language Proficiency Requirement
- two confidential recommendations in the standard form from two different referees, to be submitted through the online application system
- copies of identity documents or passport
- written statement explaining the purpose of your application and specific focus of inquiry in the programme

申請手續

申請人可經互聯網申請入學 (www.cuhk.edu.hk/gss)。其他相關證明文件須於提交網上申請後兩週內寄抵語言學及現代語言系，並於文件上標明申請編號及報讀課程。

每項課程之申請費用為港幣300元正。報名費須於進行網上申請時以信用卡一併繳交。有關費用一經繳交，概不退還。

需提交紙質版的申請文件包括：

- 申請人正在修讀及/或已肄業之大學發出之學業成績表正本。該學業成績表必須符合以下的要求：
 1. 具備大學教務處之蓋章
 2. 提供申請人於修業期內最近期或最後獲得的累計平均積點或平均分
 3. 說明該大學的成績等級換算方法(即轉換累計平均積點或平均分至英文字母成績等級的說明)
 4. 該學業成績表必須由相關大學的教務處直接寄到本系。如相關大學未能提供此項服務，該成績表寄抵本系時，必須是密封並加蓋簽注
- 畢業證書及/或學位證書副本(如已肄業)
- 教育部學歷證書電子註冊備案表(適用於中國大陸獲取學位的申請人)
- 符合研究院「英語能力規定」的學歷或資歷證明文件
- 兩位諮詢人於網上申請系統按既定格式填寫的機密推薦書各一
- 身份證明文件副本
- 申請書(說明申請人所感興趣的學術研究領域和主攻方向)

How to Apply 報讀方法

Application Period for Admission

September every year to end of February of the following year

Entrance Examination

Eligible applicants are required to attend an interview and take a written test as part of the admission process. Past academic record, references, and language abilities will be considered in the admission decision. Admission interview and written test sessions are conducted on a rolling basis before and after the application deadline. Successful candidates are recommended for admission from November every year to May of the following year.

Application Fee

HK\$300 (non-refundable)

Tuition Fee

Please refer to the website of the Graduate School of CUHK:
<https://www.gs.cuhk.edu.hk/>

入學申請日期

每年九月至翌年二月底

入學考試

錄取過程中，符合資格的申請人需要參加面試和筆試。錄取的參照條件包括申請人的學業成績、語言能力、以及諮詢人的推薦等。有關入學申請的考核將於截止申請期限前後分批進行。成功獲選拔的同學，會於每年11月至翌年5月分批獲推薦入學。

報名費用

報名費用為港幣三百元整。報名費一經繳交，恕不退還。

學費

請瀏覽香港中文大學研究院網頁:
<https://www.gs.cuhk.edu.hk/>

Faculty Members

教員



Professor CAI Zhenguang, Associate Professor

Professor Cai Zhenguang received his Ph.D. in Psychology at the University of Edinburgh. Prior to joining CUHK, he was a Lecturer (equivalent to tenured Assistant Professor) in Psychology at the University of East Anglia and an ESRC Future Research Leader Fellow at University College London.

Professor Cai works on the psychology of language. In particular, he is interested in how people comprehend, produce and learn different aspects of language (especially lexicon, syntax and semantics), using behavioural methods (e.g., priming) complemented by neuroscientific (e.g., EEG and fMRI) and computational (Bayesian inference) techniques. He is also interested in psychophysics (i.e. how people perceive magnitude information in the outside world).



Mr. CHEN Zhuo, Lecturer

Mr. CHEN Zhuo received training in traditional Chinese philology at both undergraduate and graduate level at Fudan University. He holds two MAs in Linguistics from the University of Kansas and UCLA, and will receive his doctoral degree in linguistics from UCLA in 2022. His primary research interests are syntactic theory and Chinese comparative syntax. In particular, his work focuses on A-bar dependencies, such as question-answer pairs and (un) conditionals across Sinitic languages. He also has experience in language documentation of non-standard varieties of Mandarin. Since early 2019, he has been a member of UCLA's fieldwork research group on Dschang, an understudied Grassfields Bantu language spoken in Cameroon.

蔡振光教授

蔡振光教授在英國愛丁堡大學獲得心理學博士學位。在任職香港中文大學之前，他曾任英國東安格利亞大學心理學講師（相當於終身助理教授），以及倫敦大學學院ESRC未來研究領袖研究員。

蔡教授研究心理語言學。他主要研究人們如何理解、產出和學習語言的各個方面（尤其是詞彙、句法和語義），使用行為方法（如啟動），輔以神經科學（如腦電圖和功能性磁共振成像）和計算（貝葉斯推斷）技術對其進行研究。此外，他還研究心理物理學（即人們如何感知外部世界的量級資訊）。

陳卓先生

陳卓先生於本科和研究生階段在復旦大學接受漢語言文字學專業的訓練。他先後在美國堪薩斯大學和加州大學洛杉磯分校獲得語言學文學碩士學位，並將於2022年獲得加州大學洛杉磯分校的語言學博士學位。他的主要研究興趣在於句法理論與漢語比較句法，關注和A-bar有關的句法現象，如漢語及其方言的疑問句及其回答，條件句與非條件句等。同時，他還從事漢語方言的調查與記錄。此外，自2019年初，他成為加州大學洛杉磯分校語言田野調查小組的一員，參與喀麥隆班圖語族Dschang語的調查和記錄。

Faculty Members 教員



Professor CHEUNG Yam Leung Lawrence, Associate Professor

Professor Lawrence Cheung received his M.Phil. in Linguistics and M.Sc. in Computer Science from The Chinese University of Hong Kong, and his Ph.D. in Linguistics from the University of California, Los Angeles (UCLA) in 2008. His research interests include syntax, semantics, and natural language processing. His current research topics focus on mirativity in Chinese, Cantonese expressive 'gwai' (devil) and morpho-syntax of inner aspect in Chinese. Professor Cheung previously also published papers on various topics such as right dislocation in Chinese, negative wh-construction across languages, wh-placeholders in Chinese, corpus study of English comparatives, and machine learning of syntactic parsing in Chinese and English.

張欽良教授

張欽良教授於香港中文大學獲語言學哲學碩士學位及計算機科學理學碩士學位，後赴美國加州大學洛杉磯分校攻讀語言學博士，於2008年取得語言學博士學位。他主要研究句法學、語義學和自然語言處理。近期研究領域集中於表驚訝義語法、粵語強語氣標記“鬼”的語法和漢粵語體標記等研究。過往，他發表過和以下課題相關論文，包括漢粵語語易位句句法、跨語言否定式疑問詞句、漢語佔位式疑問代詞、基於語料庫英語比較式研究和英漢語法分析器機器學習研究。



Professor FENG Gangyi, Research Assistant Professor

Professor Feng Gangyi received his undergraduate degree in Applied Psychology and doctoral degree in Psychology from South China Normal University. Before joining the Department as a faculty, he completed his postdoctoral training in cognitive neuroscience at The Chinese University of Hong Kong and the University of Texas at Austin. He teaches courses in Research Methodology and Neurolinguistics. His research team uses contemporary cognitive neuroscience research approaches, including event-related potentials (ERP), functional magnetic resonance imaging (fMRI), and diffusion tensor imaging (DTI), along with a systems neuroscience technique (e.g., multivariate brain activation and connectivity pattern analyses) to grasp a richer understanding of the cognitive and neural mechanisms of language learning, speech, and semantic processing in adults and clinical populations. His research has been published in high-impact international scholarly journals, such as *Proceedings of the National Academy of Sciences* of the United States of America, *Cerebral Cortex*, and *Neuroimage*. His research has been supported by several external and university funding schemes, including General Research Fund, Innovation and Technology Fund, National Science Foundation of China, and National Institutes of Health.

馮剛毅教授

馮剛毅教授於華南師範大學獲得應用心理學學士學位和心理學博士學位。加入香港中文大學語言學及現代語言系前，他在香港中文大學和美國德州大學奧斯汀分校完成了認知神經科學的博士後研究訓練。他現時教授研究方法和神經語言學相關課程。他的研究團隊利用目前先進的認知神經技術，包括腦電波，功能核磁共振成像和離散張量成像，並結合多變量數據分析方法來揭示語言學習、言語和語義處理的認知和神經機制。他以第一作者或通訊作者在國際上有高影響力的學術期刊上發表研究成果，如*PNAS*, *Cerebral Cortex* 和 *Neuroimage*。他的研究得到多個研究計畫的支持，包括香港研究資助局優配基金、創新和技術基金、中國國家自然科學基金、美國衛生研究院基金等。

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Professor LAI Yee King Regine, Assistant Professor

Professor Regine Lai received her Ph.D. from the University of Delaware, M.Phil. and B.A. from the University of Hong Kong. Her research interests mainly focus on phonology, including topics such as learning biases and limitations in humans for both phonological patterns and patterns in other cognitive aspects. She is also interested in how humans (adults and children) learn phonological patterns by examining their behavior through psycholinguistic experiments.

Research interests:

Phonology, language acquisition, psycholinguistics

黎爾敬教授

黎爾敬教授畢業於美國特拉華大學並獲得哲學博士學位，本科及研究生畢業於香港大學並獲得文學士學位及哲學碩士學位。主要的研究方向為音韻學，包括人們在學習音韻組合或非語言成分的過程中是否存在學習偏向及認知層面的限制。黎教授的研究方法主要為用心理語言學的方法觀察成人及兒童在語言測試中的表現來探究上述研究問題。

研究興趣:

音韻學、語言習得、心理語言學



Professor LEE Hun Tak Thomas, Emeritus Professor

Professor Thomas Lee received his Ph.D. in Linguistics from UCLA. His research interests lie in language acquisition and syntax/semantics, with particular reference to issues of learnability and the first language acquisition of Cantonese and Mandarin. His publications have focused on children's understanding and use of logical structures, and their implications for language and cognitive development. Professor Lee led the construction of the Hong Kong Cantonese Child Language Corpus (CANCORP) and the Chinese Early Language Acquisition (CELA) corpus. He is on the editorial boards of a number of journals, including *Contemporary Linguistics*, *Language Acquisition*, and *International Journal of Chinese Linguistics*.

李行德教授

李行德教授於美國加州大學洛杉磯分校取得語言學博士學位，他的研究興趣為語言獲得及句法學、語義學，特別關注語言獲得可能性及粵語和普通話的一語獲得問題。他的著作主要探索漢語兒童對於邏輯結構的理解和運用，及其對語言發展和認知發展的意義。李教授主持建立了「香港粵語兒童語言語料庫」和「漢語早期兒童語言語料庫」。李教授現為《當代語言學》、《語言獲得》、《中國語言》等刊物的編委。

MA Programme in Chinese Linguistics and Language Acquisition 漢語語言學及語言獲得文學碩士



Dr. LEI Ka Yan Margaret, Lecturer

Dr. Margaret Lei received her B.Eng. (Hons) in Information Engineering and Postgraduate Diploma in Psychology, and her M.A., M.Phil., and Ph.D. in Linguistics from The Chinese University of Hong Kong. Before joining the Department, she was a Postdoctoral Fellow and Lab Manager at the Language Acquisition Laboratory (LAL), CUHK and a part-time lecturer at the Division of Humanities, the Hong Kong University of Science and Technology. Her research interests lie in first and second language acquisition, semantics, syntax, and the development of numerical cognition, with particular reference to Cantonese and Mandarin. Her current research projects include the acquisition of A-quantifiers, cardinal and ordinal numbers, quantifier scope, and completive aspect in Cantonese and Mandarin, the role of language acquisition in the development of numerical cognition, the early grammar of Shanghai-speaking children, and syntactic change in Hong Kong Cantonese.

李嘉欣博士

李嘉欣博士先後在香港中文大學獲得信息工程學榮譽學士學位、心理學學士後文憑，及語言學文學碩士、哲學碩士和博士學位。曾任香港中文大學語言獲得實驗室博士後研究員和實驗室管理員，以及香港科技大學人文學部兼任講師。主要研究域為一語及二語獲得、語義學、句法學，以及數認知的發展，重點關注粵語及普通話中的相關問題。近期課題包括粵語及普通話中的A-量化詞、量數及序數、量化詞轄域以及完成體等的獲得，語言獲得與數認知發展的關係，上海話兒童的早期語法，以及香港粵語的句法演變等。



Professor MOK Pik Ki Peggy, Professor

Professor Peggy Mok received her B.A. in Chinese with first honours from The Chinese University of Hong Kong and her M.Phil. and Ph.D. in Linguistics from the University of Cambridge. Her research interests lie in phonetics, especially with cross-linguistic and psycholinguistic perspectives. She is interested in both speech production and perception. Speech acquisition in different contexts is an important theme in her research. Additionally, she is interested in forensic phonetics, and the bilingual mental lexicon.

莫碧琪教授

莫碧琪教授獲香港中文大學中國語言及文學文學士學位(一級榮譽)，並於英國劍橋大學獲哲學碩士和博士學位，主修語言學。其研究興趣為語音學，尤其側重從跨語言和心理語言學的角度探討言語的生成和感知。不同環境下的語音獲得是其研究中的重要課題。此外，其研究興趣亦包括司法語音學及雙語心理詞庫等。

Faculty Members 教員



Professor PAN Haihua, Professor

Professor Haihua Pan received his Ph.D. from the University of Texas at Austin, USA (1995), M.A. from Wuhan University, China (1986), and B.A. from Huazhong University of Science and Technology, Wuhan, China (1983). He joined The Chinese University of Hong Kong (CUHK) in December 2015 after working at City University of Hong Kong (1995 - 2015), Huazhong University of Science & Technology, Wuhan, China (1986 - 1988), and was a Research Associate at CUHK for six months in 1995. He was awarded the Changjiang Scholar-Chair Professor by the Ministry of Education, China in 2012 and the KC Wong Foundation (王誠基金會) Scholar in 2010. He was a Visiting Professor at the Department of Linguistics at University of Paris 7 in June 2014. He has published two research books on Chinese reflexives and formal semantics and edited two on Chinese linguistics and focus. He also published in prestigious international or domestic journals such as *Language*, 《中國語文》, 《當代語言學》, *Natural Language and Linguistic Theory*, *Lingua*, *Linguistics*, *The Linguistic Review*, *Journal of Pragmatics*, *Language and Linguistics*, *International Journal of Chinese Linguistics*, etc. He is also a reviewer of the above journals in addition to journals such as *Linguistic Inquiry*, *Natural Language Semantics*, *Journal of East Asian Linguistics*, etc. He was Associate Dean of the College of Humanities and Social Sciences, City University of Hong Kong, responsible for Postgraduate Education and Research during 8/2005 - 9/2010. He served on the Executive Committee of the International Association of Chinese Linguistics (2004 - 2006), and was a keynote speaker of its annual conference in 2018 at Madison, Wisconsin, USA. He was the President of the Linguistic Society of Hong Kong during 2010 - 2011. He is a member of the editorial board of the following journals: *International Journal of Chinese Linguistics*, *Lingua Sinica*, 《當代語言學》、《語言研究》、《現代外語》。

潘海華教授

潘海華教授於美國德州大學奧斯汀分校獲得語言學博士，現任香港中文大學語言學及現代語言系系主任、講座教授，北京大學漢語研究中心客座研究員，北京語言大學特聘教授，華南師範大學中文系、華東師範大學文學院及湖南大學語言學系客座教授。他於2015-2018年任香港政府大學研究資助局（UGC）人文及社會科學學術委員會委員，2012-2015年任北京語言大學長江學者講座教授，1995-2015年任香港城市大學中文、翻譯及語言學系助理教授、副教授、教授。兼任《當代語言學》、《現代外語》、《語言研究》、《當代語言學理論叢書》、《語言學文選》、*Lingua Sinica*、*International Journal of Chinese Linguistics* 等雜誌編委。2004-2006年任國際中國語言學學會執行理事，2005-2010年任香港城市大學人文及社會科學院副院長，2010-2011年任香港語言學會會長。研究領域為句法理論、形式語義學、計算語言學等。

Faculty Members 教員



Professor PAN Victor Junnan, Professor

Professor Victor Pan received his Habilitation from University Paris 7 and his Ph.D. from University of Nantes. He is a Junior Member of Institut Universitaire de France, received Doctoral Supervision and Research Excellence Award from the French government and served as a member of National Council for Universities pointed by the French Ministry for Higher Education. Specializing in Generative Syntax, Professor Pan's research covers Chinese syntax, French syntax, syntax-semantic-discourse interfaces, interrogatives, quantification, left-periphery, cartography, resumptivity, A'-dependency, Phase Theory, Labeling and the latest development of the Minimalist Program. Professor Pan has published five research monographs in English and in French including *Resumptivity in Mandarin Chinese: A Minimalist Account* (Mouton De Gruyter) and *Architecture of The Periphery in Chinese: Cartography and Minimalism* (Routledge). Professor Pan also serves as an anonymous reviewer for numerous prestigious international journals including *Linguistic Inquiry*, *Natural Language & Linguistic Theory*, *The Linguistic Review*.

潘俊楠教授

潘俊楠教授於巴黎第七大學獲得法國國家語言學博士生導師資格文憑，於法國南特大學獲得形式語言學博士學位，為法蘭西大學學院青年院士。他曾被法國教育部任命為「全國大學科學委員會」評審專家，並曾獲得法國優秀博導及優秀科研獎勵。其主要研究領域為生成句法學及句法語義界面等。研究課題包括疑問結構、量化結構、左緣結構、復指關係、依存關係、製圖理論、語段理論、標籤理論以及最簡方案的新發展等。迄今用英文和法文發表個人專著五部，包括由德國Mouton De Gruyter出版的*Resumptivity in Mandarin Chinese: A Minimalist Account*以及由英國Routledge出版的*Architecture of The Periphery in Chinese: Cartography and Minimalism*。潘教授也為多種頂級國際學術期刊擔任匿名評審，包括*Linguistic Inquiry*, *Natural Language & Linguistic Theory*, *The Linguistic Review*等。

MA Programme in Chinese Linguistics and Language Acquisition 漢語語言學及語言獲得文學碩士



Professor SZE Yim Binh Felix, Associate Professor

After the completion of her Ph.D. study at the University of Bristol in 2008, Professor Felix Sze began her full-time research career at the Department of Linguistics and Modern Languages at The Chinese University of Hong Kong, first as a Postdoctoral Fellow, then as a Research Assistant Professor in 2011, and recently as an Associate Professor since 2017. Professor Sze has two research goals. First, as a sign linguist, she would like to advance the understanding of the nature of human languages with evidence from different sign languages in Asia. Unlike spoken languages that make use of the audio-vocal channel of communication, sign languages are visual-gestural languages that offer a unique opportunity for linguists to test linguistic universals that were previously based on data from spoken languages. Documenting and researching on Asian sign languages which are mostly understudied would offer invaluable insights for the development of linguistic theories in the long run. Second, similar to many linguists who work with minority languages, Professor Sze is committed to integrate her linguistic research with social campaigns that aim at empowering the deaf communities, promoting sign language status and advocating the use of sign language in the education for deaf/hard of hearing children.



Professor TANG Wai Lan Gladys, Professor

Professor Gladys Tang received her doctoral degree in applied linguistics at the University of Edinburgh, United Kingdom. Her research interests are language acquisition and language pedagogy. Her interest in sign language research also took her to embark on a series of research projects in recent years on the linguistics of Hong Kong Sign Language, the acquisition of sign language and the development of deaf literacy by deaf children. She has published on second language acquisition, second language pedagogy, sign linguistics, sign language acquisition and deaf education. She is Director of the Centre for Sign Linguistics and Deaf Studies, Asian liaison of International Sign Linguistics Society and a member of the Advisory Board of Sign Language Linguistic Society.

施婉萍教授

施婉萍教授於2008年取得英國布里斯托大學的博士學位。隨後，她開始了在香港中文大學語言學及現代語言學系的全職研究生涯。最初是一名博士後研究員，於2011年起擔任研究助理教授，從2017年起擔任副教授至今。施教授有兩個研究目標：第一，作為手語語言學家，她希望通過研究亞洲不同手語來增進對人類語言本質的理解。與利用聽覺-語音方式進行交流的口語不同，手語是一種視覺-手勢語言，為語言學家提供了一個獨特的機會，來檢測以往基於口語數據的語言普遍性特質。從長遠來看，亞洲手語仍未得到充分研究，對這些手語進行記錄和研究將為語言理論的發展提供寶貴的見解。第二，與許多研究少數群體語言的語言學家一樣，施教授致力將語言學研究與社會活動相結合，旨在為聾人群體爭取權益，提升手語的社會地位以及提倡在聾童教育中使用手語。

鄧慧蘭教授

鄧慧蘭教授畢業於英國愛丁堡大學，獲應用語言學博士學位。其研究興趣為語言獲得、語言教學和手語研究，近年來從事一系列關於香港手語、手語獲得及聾童識字能力發展的研究。鄧教授已發表多篇關於第二語言獲得、第二語言教學、手語語言學、手語獲得及聾人教育的文章。鄧教授為手語及聾人研究中心主任、國際手語語言學亞洲聯絡人、手語語言學會顧問委員會成員。

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Professor WONG Chun Man Patrick, Stanley Ho Professor of Cognitive Neuroscience

Professor Patrick C. M. Wong is the Stanley Ho Chair in Cognitive Neuroscience and Founding Director of the Brain and Mind Institute at The Chinese University of Hong Kong (CUHK). Prior to joining CUHK in 2013, he was a tenured faculty at Northwestern University where he had begun his faculty career a decade before. After undergraduate and graduate training in linguistics and cognitive psychology at the University of Texas at Austin, Professor Wong completed a postdoctoral fellowship in neuroscience at the University of Chicago Medical School in 2003. During the same period, he also received clinical training in speech-language pathology and is licensed to practice in the US and Hong Kong. As a cognitive neuroscientist, linguist, and speech-language pathologist, Professor Wong's research covers a wide range of basic and translational issues concerning the neural basis and disorders of language and music. For over a decade, his research team has been funded continuously by the National Institutes of Health (NIH) in the US, with current funding from both US and Hong Kong sources. His research has appeared in a broad array of interdisciplinary scholarly venues including *Science Advances*, *Nature Neuroscience* and *Proceedings of the National Academy of Sciences*. He was awarded the Independent Scientist Award and the Humanities and Social Sciences Prestigious Fellowship by the NIH and the Research Grants Council (Hong Kong), respectively. Professor Wong's research has also received public attention from media outlets such as *The New York Times* and the *British Broadcasting Corporation/ Public Radio International*.

黃俊文教授

黃俊文教授於美國德州大學奧斯汀分校獲得語言學學士學位及認知心理學博士學位，後於美國芝加哥大學醫學院完成神經科學博士後研究，在美國註冊為言語治療師。加入香港中文大學前，黃教授是美國西北大學的終身教授。研究涉及語言學習、神經語言學、語音處理、溝通障礙、語言和遺傳學、聽覺神經科學及音樂認知等領域。研究成果不但在一系列學術期刊發表，如 *Nature Neuroscience* *The Journal of Neuroscience* *Journal of Speech, Language, and Hearing Research*，也在大眾性媒體刊登，如《紐約時報》和《華爾街日報》，引起廣泛注意。

Faculty Members 教員



Professor YIP Choy Yin Virginia, Professor

Professor Virginia Yip received her B.A. in Linguistics from the University of Texas at Austin and Ph.D. in Linguistics from the University of Southern California. She is Director of Childhood Bilingualism Research Centre at The Chinese University of Hong Kong (CUHK), Director of CUHK-Peking University-University System of Taiwan Joint Research Centre for Language and Human Complexity and Co-Director of the University of Cambridge-CUHK Joint Laboratory for Bilingualism. Her research interests include bilingualism, bilingual acquisition, second language acquisition, Cantonese, Mandarin, Chaozhou and comparative Chinese grammar, psycholinguistics and cognitive neuroscience. She is the author of *Interlanguage and Learnability: from Chinese to English* (John Benjamins) and co-author of a series of works on Cantonese grammar published by Routledge: *Cantonese: A Comprehensive Grammar* (which has been translated into Japanese), *Basic Cantonese and Intermediate Cantonese*. Her monograph *The Bilingual Child: Early Development and Language Contact*, co-authored with Stephen Matthews (Cambridge University Press) received the Linguistic Society of America's Leonard Bloomfield Book Award in 2009. She is an Editor of *Journal of Chinese Linguistics* and serves on the editorial board of *Journal of Child Language*, *Linguistic Approaches to Bilingualism*, *International Journal of Bilingualism, Languages*, *Second Language Research and Multilingual Education*. She has served as a panel member of the Humanities and Social Sciences panel at the European Research Council. Her team has contributed a number of bilingual and trilingual child language corpora to CHILDES.

葉彩燕教授

葉彩燕教授於美國德州大學奧斯汀分校獲得語言學學士學位，並於美國南加州大學獲得博士學位。研究興趣包括雙語研究、第二語言獲得、粵語、潮州話及中國語言比較語法、心理語言學及認知科學。與馬詩帆教授合著的專題著作 *The Bilingual Child: Early Development and Language Contact* 榮獲美國語言學學會頒發的2009年 *Leonard Bloomfield* 著作獎。其他著作包括 *Interlanguage and Learnability: from Chinese to English*、*Cantonese: A Comprehensive Grammar*、*Basic Cantonese*、*Intermediate Cantonese*。葉教授是香港中文大學兒童雙語研究中心主任，也是 *Bilingualism: Language and Cognition* 和 *Second Language Research* 的編委。