

The Chinese University of Hong Kong
Department of Linguistics and Modern Languages
Term 2, 2021-2022

Course Title: LING5202 Topics in Bilingualism

Description:

This course introduces general issues in the study of bilingualism. Basic questions such as how to define bilingualism, degrees of bilingualism, types of bilinguals will be examined. Some myths and misconceptions about bilingualism will be discussed and dispelled in light of the findings derived from recent research in bilingualism. The emphasis of the first part of the course will be on individual bilingualism and how children acquire more than one language. Data from the development of Cantonese and English in bilingual children will be used for illustration. Issues regarding how heritage speakers acquire Cantonese/Mandarin will also be discussed.

Another integral part of the course deals with bilingualism as a societal phenomenon touching upon differently valued languages, and speech behaviour. Aspects of bilingualism such as code-mixing and code-switching will be covered with special relevance to the Hong Kong context. Questions arising from the impact of bilingualism on the educational system will be addressed.

Content, highlighting fundamental concepts

Topics	Contents/fundamental concepts
<ul style="list-style-type: none"> ● Defining bilingualism, types of bilinguals 	different approaches to defining bilingualism and bilinguals, significance of bilingualism, individual and societal bilingualism
<ul style="list-style-type: none"> ● Bilingual and multilingual acquisition cross-linguistic influence, degrees of balance, language dominance, properties of dual input 	theoretical issues and methods of data collection, developmental stages, compare monolingual and bilingual development
<ul style="list-style-type: none"> ● Heritage bilingualism 	heritage language acquisition in children and adults, incomplete acquisition, language attrition,
<ul style="list-style-type: none"> ● Languages in contact 	diversity of world's languages, endangered languages, contact varieties of English, e.g. Singapore Colloquial English and Chinese Pidgin English
<ul style="list-style-type: none"> ● Bilingualism and cognition 	cognitive advantages of bilingual children and adults
<ul style="list-style-type: none"> ● Bilingualism in Hong Kong 	characteristics of Hong Kong bilinguals, code-mixing in bilingual speech
<ul style="list-style-type: none"> ● Bilingual education: trilingualism and biliteracy in Hong Kong 	medium of instruction in the classroom, language policy in local schools and higher education

Learning outcomes:

- acquire the basic concepts in the field of bilingualism
- compare and contrast language development in bilingual and monolingual children
- deepen students' appreciation of the significance of bilingualism in the individual and society

- raise students' multilingual awareness in the age of globalisation
- analyze bilingual data and evaluate the bilingual situation in the local community
- develop ability to learn, discuss and work in a group

Learning activities

- lecture
- use of multimedia materials e.g. video clips
- interactive tutorial
- discussion of language phenomena
- projects

Expected time allocation of each of below learning activities during the course:

Lecture (hr) in /out class	Interactive tutorial (hr) in /out class	Lab (hr) in /out class	Discussion of case (hr) in /out class	Reading (hr) in /out class	Projects (hr) in /out class	Web-based teaching (hr) in /out class	Other (midterm) (hr) in /out class
26	10		5 5	2-3	20		2
M	M		M O	M	M		M

M: Mandatory activity in the course

O: Optional activity

NA: Not applicable

Assessment scheme

Task nature	Description	Weight
One written assignment	Written assignment I	20%
A quiz that covers materials in the first 7 weeks	Midterm quiz	25%
A project that conducts an in-depth study of a topic of interest	Term project	30%
Presentation of project	Project presentation	10%
Participation in tutorials and discussion	Active participation in tutorials	15%

*A new student attendance policy is applied to all LIN courses as follows:

The attendance would account for 10% of total marks. Attendance would be counted from the 1st lesson for required course and 3rd lesson for elective courses. If the student missed 3 lessons, 5% would be deducted. If the student missed 4 lessons, another 5% would be deducted.

***This policy won't be adopted for this term (Term 2 2021-2022).**

Learning resources for students

Baker, C. 2001. (3rd ed.) *Foundations of Bilingual Education and Bilingualism*. Multilingual Matters.
Bhatia, T. K. & W. C. Ritchie (eds.) 2013. *The Handbook of Bilingualism and Multilingualism (2nd edition)*. Wiley-Blackwell, **online access through UL**

Bialystok, E. 2001. *Bilingualism in development: Language, Literacy and Cognition*. Cambridge: Cambridge University Press, **online access through UL**

Grosjean, F. & P. Li. (eds.) 2013. *The Psycholinguistics of Bilingualism*. Wiley-Blackwell.

Yip, V. & S. Matthews. 2007. *The Bilingual Child: Early Development and Language Contact*. Cambridge: Cambridge University Press.

Suggested readings:

Grosjean, F. 2010. *Bilingual: Life and Reality*. Cambridge, Mass: Harvard University Press.

Websites:

Child Language Data Exchange System (CHILDES)

<http://childes.psy.cmu.edu/>

Childhood Bilingualism Research Centre (CBRC)

<http://cbrchk.org/>

Journals

Bilingualism: Language and Cognition

International Journal of Bilingual Education and Bilingualism

International Journal of Bilingualism

International Journal of Multilingualism

Journal of Child Language

Blogs

Francois Grosjean: "Life as a Bilingual"

<http://www.psychologytoday.com/blog/life-bilingual/201012/the-rose>

Madalena Cruz-Ferreira: "Being Multilingual"

<http://beingmultilingual.blogspot.com/2010/10/being-multilingual.html>

Feedback for evaluation

Students are welcome to give comments and feedback by sending them in written form to the TA's email address or talking to the instructor and TA individually.

A mid-term questionnaire and a term-end questionnaire will be administered to collect feedback for evaluation.

Course schedule

Class/ week	Date	Topic
Week 1	January 15	Introduction to bilingualism: general remarks Li, W. 2000. Dimensions of bilingualism. pp. 1-25. Baker, C. 2001. Chs.1-3. pp.1-66.
Week 2	January 22	Basic concepts and methods in bilingualism research Grosjean, F. 1998. Studying bilinguals: methodological and conceptual issues. <i>Bilingualism: Language and Cognition</i> 1.131-149. Yip, V. & S. Matthews. 2007. Chapter 3 methodology
Week 3	January 29	Childhood bilingualism (I) Genesee, F., J. Paradis & M. Crago. 2004. Ch. 4 Bilingual first language acquisition. In <i>Dual Language Development and Disorders</i> . Paul H. Brookes Publishing Co., pp. 63-89. Yip, V. 2013. Simultaneous language acquisition. In F. Grosjean and P. Li. (eds). <i>The Psycholinguistics of Bilingualism</i> , Wiley-Blackwell, 119-136.
Week 4	February 5	Chinese New Year holiday

Week 5	February 12	<p>Childhood bilingualism (II)</p> <p>Hoff, E., et al. 2014. Properties of dual language input that shape bilingual development and properties of environments that shape dual language input. In Gruter, T, and J. Paradis (eds.) <i>Input and Experience in Bilingual Development</i> Amsterdam: John Benjamins, pp.119-140.</p> <p>Yip, V. & S. Matthews. 2000. Syntactic transfer in Cantonese-English bilingual child. <i>Bilingualism: Language and Cognition</i>, 3. 193-208</p> <p>Yip, V. & S. Matthews. 2010. The acquisition of Chinese in bilingual and multilingual contexts. <i>International Journal of Bilingualism</i> 14. 1: 127-146.</p>
Week 6	February 19	<p>Heritage bilingualism I</p> <p>Mai, Z., J. C.Y. Kwan and V. Yip. 2016. Expressing displacement in heritage Cantonese: cross-linguistic influence and structural vulnerability. <i>International Journal of Bilingualism</i>. 22.6.603-618. DOI: https://doi.org/10.1177/1367006916681084</p> <p>Montrul, S. 2013. Bilingualism and the heritage language speaker, in Bhatia & Ritchie (eds.), pp. 168-189.</p> <p>Benmamoun, E., S. Montrul & M. Polinsky. 2013. Heritage languages and their speakers: opportunities and challenges for linguistics. <i>Theoretical Linguistics</i> 39 (3-4), pp. 129-181.</p>
Week 7	February 26	<p>Heritage bilingualism II</p> <p>Li, A. & S. Matthews, S. 2022. Turning the tide: reversing heritage language attrition and shift in a Chinese American family. To appear in <i>Journal of Chinese Linguistics</i>.</p> <p>Potowski, K. 2015. Language maintenance and shift. <i>The Oxford Handbook of Sociolinguistics</i>. DOI: 10.1093/oxfordhb/9780199744084.013.0016</p> <p>Zhang, D. 2010. Language maintenance and language shift among Chinese immigrant parents and their second-generation children in the U.S. <i>Bilingual Research Journal</i> 33.1. 42-60. https://doi.org/10.1080/15235881003733258</p>

Week 8	March 5	Linguistic diversity and bilingualism Nettle, D. & S. Romaine. 2000. <i>Vanishing Voices: the Extinction of the World's Languages</i> . Oxford University Press. Chs.1 & 2. Hale, K.et al. 1992. Endangered languages. <i>Language</i> 68:1-42. Evans, N. 2010. <i>Dying Words: Endangered Languages and What They Have to Tell us</i> . Wiley-Blackwell, Prologue pp.xv-xix, The Library of Babel, pp.1-3
Week 9	March 12	Midterm exam
Week 10	March 19	Bilingualism and Cognition Clyne, M. 1997. Retracing the first seven years of bilingual and metalinguistic development through the comments of a bilingual child. In S. Eliasson and E.H. Jahr (eds.), <i>Language and its ecology. Studies in memory of Einar Haugen</i> . Berlin: Mouton de Gruyter, pp. 235-259. Baker, C. 2001. Ch.7 Bilingualism and cognition, pp.134-161. Bialystok & Barac. 2013. Cognitive effects, in Grosjean & Li (2013) (eds.), pp. 192-213
Week 11	March 26	Bilingualism education Baker, C. 2001. Chapters 10 (Bilingual Education for Bilingualism and Bilinguality), and 11 (The Effectiveness of Bilingual Education) Chan, B. 2009. English in Hong Kong Cantopop: Language choice, code-switching and genre. <i>World Englishes</i> 28 (1): 107–129. Li, D. 2012. Linguistic Hegemony or Linguistic Capital? Internationalization and English-medium Instruction at the Chinese University of Hong Kong (CUHK). In Aintzane Doiz, David Lasagabaster and Juan Manuel Sierra (eds.) 'English-medium instruction at university worldwide: challenges and ways forward', pp.65-83. Li, D. 2008. Understanding mixed code and classroom code-switching: myths and realities. <i>New Horizons in Education</i> 56:3:75-87.
Week 12	April 2	Course review
Week 13	April 9	Student presentations
Week 14	April 16	Easter holiday (no class)
Week 15	April 23	Student presentations
	April 30 5pm	Term Project due date

Teacher and TA's contact details

Professor/Lecturer/Instructor:	Professor
Name:	Virginia Yip
Office Location:	Leung Kau Kui Building Rm 3A
Telephone:	3943 7019
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Other information:	
Teaching Assistants:	TA
Name:	Carleon Mendoza
Office Location:	Leung Kau Kui Building
Telephone:	3943 1517
Email:	
Teaching Venue:	
Website:	
Other information:	N/A

- **A facility for posting course announcements**

All announcements of the course will be posted on Moodle.

- **Academic honesty and plagiarism**

“Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at http://www.cuhk.edu.hk/policy/academic_honesty/ With each assignment, students will be required to submit a statement that they are aware of these policies, regulations, guidelines and procedures.”

For each written assignment, students are required to submit a signed [declaration](#) that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign on the declaration.

For assignments/papers in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

Grade descriptors

Grade	Overall Course [LING5202 Topics in Bilingualism]
A	Demonstration of a thorough understanding of basic concepts in bilingualism and the topics covered at the individual and societal level, and a high degree of competency in analyzing bilingual data from diverse contexts, showing <ol style="list-style-type: none"> 1) outstanding ability to understand major theoretical and methodological issues in the field of bilingualism; 2) ability to conduct an original term project and produce an outstanding paper.
A-	Demonstration of a thorough understanding of basic concepts in bilingualism and the topics covered at the individual and societal level, and a high degree of competency in analyzing bilingual data from diverse contexts, showing <ol style="list-style-type: none"> 1) excellent ability to understand major theoretical and methodological issues in the field of bilingualism; 2) ability to conduct an original term project and produce an excellent paper.
B	Demonstration of a good understanding of basic concepts in bilingualism and the topics covered at the individual and societal level, and some degree of competency in analyzing bilingual data from diverse contexts, showing <ol style="list-style-type: none"> 1) good ability to understand major theoretical and methodological issues in the field of bilingualism; 2) ability to conduct a systematic term project and produce a well-organized paper.
C	Demonstration of an adequate understanding of basic concepts in bilingualism and the topics covered at the individual and societal level, and some degree of competency in analyzing bilingual data from diverse contexts, showing <ol style="list-style-type: none"> 1) adequate ability to understand major theoretical and methodological issues in the field of bilingualism; 2) adequate ability to conduct a systematic term project and produce a well-organized paper.
D	Demonstration of some understanding of basic concepts in bilingualism and the topics covered at the individual and societal level, and a limited degree of competency in analyzing bilingual data from diverse contexts, showing <ol style="list-style-type: none"> 1) weak ability to understand major theoretical and methodological issues in the field of bilingualism; 2) weak ability to conduct a systematic term project and produce a satisfactory paper.
F	Demonstration of minimal understanding of basic concepts in bilingualism and the topics covered at the individual and societal level, and a lack of competency in analyzing bilingual data from diverse contexts, showing <ol style="list-style-type: none"> 1) inability to understand major theoretical and methodological issues in the field of bilingualism; 2) inability to conduct a systematic project and produce a satisfactory paper.