

<b>Subject Code</b>	CBS1401
<b>Subject Title</b>	Introduction to Bilingual Studies
<b>Credit Value</b>	3
<b>Level</b>	1
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	This subject aims to prepare students for their study in the arena of bilingual studies by giving them a basic understanding of the consequences of language in contact with a focus on the phenomena in bilingualism and evolution of translation from an academic perspective.
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <p><b>Category A:</b> Professional/academic knowledge and skills</p> <ol style="list-style-type: none"> <li>1. apprehend various aspects of bilingualism and bilingual communication in Hong Kong, whilst also referring to relevant international context;</li> <li>2. acquire the key concepts and development in the field of translation;</li> <li>3. appreciate the most relevant research and thinking in the field which forms the basis for the most recent theories and application;</li> </ol> <p><b>Category B:</b> Attributes for all-roundedness</p> <ol style="list-style-type: none"> <li>4. increase their awareness of the function and role played by bilingualism and/translation in contemporary society;</li> <li>5. enhance their linguistic abilities through exercises, discussion and presentations related to bilingualism and/translation.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>	<p>The subject matter composes of the following topics:</p> <ol style="list-style-type: none"> <li>1. The significance of language in contact</li> <li>2. International culture of bilingualism</li> <li>3. Development of biliteracy and trilingualism in Hong Kong</li> <li>4. Bilingual communication in business context</li> <li>5. Key concepts in the study of translation</li> <li>6. Criteria of translation</li> <li>7. Methods and procedures of translation</li> <li>8. Assessment and appreciation of translations</li> </ol>
<b>Teaching/Learning Methodology</b>	Subject matter is delivered in lectures and consolidated in seminars. Learning takes the form of lecturing, small group discussion, oral presentation, written assignment preparation and end-of- semester test.

<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed				
			1	2	3	4	5
	1.Seminar participation	10%	N.A.				
	2.Oral presentation	30%	✓		✓	✓	✓
	3.Written outline of the oral presentation cum consultation	10%	✓		✓	✓	✓
	4.Written assignment	30%		✓	✓	✓	✓
	5. Test	20%		✓	✓	✓	✓
	Total	100 %					
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The main purpose of the oral presentation with written outline and face-to-face consultation with tutor(s) is to check whether students can fully apply what they have learnt about the theories of bilingualism into everyday practice. It is also hoped that this assessment method can enhance students' interests in the study of language and improve their oral presentation skills about theoretical topics. Written assignments are used to check whether students can apply the professional knowledge they have learnt in translation exercises. Test is used to examine whether students have learnt the key concepts of the course by heart and whether they have achieved the specific intended learning outcomes.</p>							
<b>Student Study Effort Expected</b>	Class contact:						
	▪ Lectures					26 Hrs.	
	▪ Seminars					13 Hrs.	
	Other student study effort:						
	▪ Reading lecture notes and recommended works					40 Hrs.	
	▪ Group-work and practices					26 Hrs.	

	Total student study effort	105 Hrs.
<b>Reading List and References</b>	<p><b><u>References</u></b></p> <p>Anderman, Gunilla. (Ed) <u>Voices in Translation: Bridging Cultural Divides</u>, Clevedon: Multilingual Matters Ltd, 2007.</p> <p>Baker, Mona. <u>In Other Words: A Coursebook on Translation</u>. London and New York: Routledge, 1992.</p> <p>Bassnett, Susan. <u>Translation Studies (third edition)</u>. London and New York: Routledge, 2002.</p> <p>Bhatia, Tej K. and William C. Ritchie. (Eds.) <u>The handbook of bilingualism</u>. Oxford : Blackwell, 2005</p> <p>Bolton, K. (Ed.) <u>Hong Kong English</u>. HK:Hong Kong University Press, 2002, Chapter 3.</p> <p>Hoffmann, C. <u>An Introduction to Bilingualism</u>. London: Longman, 1991</p> <p>Li, David C.S. <u>Issues in Bilingualism and Biculturalism: a Hong Kong Case Study</u>. New York: Peter Lang, 1996</p> <p>McCrum, R., Cran, W., MacNeil, R. <u>The Story of English</u>. London: BBC Books, 1992, pp9-45.</p> <p>Romaine, Suzanne. <u>Bilingualism</u>. Oxford: Blackwell Publishing, 1995</p> <p>陳立中:〈香港兩文三語教育架構的沿革〉,《文史博覽》,2005,頁 23-27.</p> <p>馮生堯:〈香港雙語教育初探〉,《現代教育論叢》,1994 年,第 6 期,頁 45-49.</p> <p>瓊•平卡姆編著:〈中式英語之鑒〉,北京:外語教育與研究出版社 2007 年.</p> <p>許光烈:〈香港語言政策及思考〉,《廣州大學學報(社會科學版)》,第 4 卷,第七期,2005 年 7 月,頁 34-37。</p>	

[Syllabus prepared by Dr Cindy NGAI and Dr Dechao LI]