

# LT5426: COGNITIVE APPROACHES TO BI-/MULTILINGUALISM

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## Effective Term

Semester A 2026/27

## Part I Course Overview

### Course Title

Cognitive Approaches to Bi-/Multilingualism

### Subject Code

LT - Linguistics and Translation

### Course Number

5426

### Academic Unit

Linguistics and Translation (LT)

### College/School

College of Liberal Arts and Social Sciences (CH)

### Course Duration

One Semester

### Credit Units

3

### Level

P5, P6 - Postgraduate Degree

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

Nil

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

This course examines how multiple languages are represented, processed, and controlled in the mind. It introduces major cognitive models of bilingual and multilingual processing, covering lexical access, language selection, cross-linguistic influence, conceptual representation, and individual differences. Empirical findings from psycholinguistics and neurolinguistics form the core of the course, with emphasis on how these mechanisms operate across typologically, culturally, and proficiency-diverse speaker groups. Students will engage critically with theoretical debates and learn to interpret experimental evidence relevant to multilingual cognition.

### Course Intended Learning Outcomes (CILOs)

| CILOs |                                                                                                                 | Weighting (if app.) | DEC-A1 | DEC-A2 | DEC-A3 |
|-------|-----------------------------------------------------------------------------------------------------------------|---------------------|--------|--------|--------|
| 1     | Explain major theoretical models of bi-/multilingual language representation and processing.                    |                     | x      | x      | x      |
| 2     | Analyze and interpret empirical findings from psycholinguistic and neurolinguistic research.                    |                     | x      | x      | x      |
| 3     | Evaluate how cross-linguistic, cognitive, and experiential factors shape multilingual processing.               |                     | x      | x      | x      |
| 4     | Formulate research-informed arguments on issues in bilingual and multilingual cognition.                        |                     | x      | x      | x      |
| 5     | Apply cognitive principles to real-world multilingual settings (e.g., education, translation, language policy). |                     | x      | x      | x      |

#### A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

#### A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

#### A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### Learning and Teaching Activities (LTAs)

| LTAs |         | Brief Description                                                                                                                                    | CILO No.   | Hours/week (if applicable) |
|------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------------------------|
| 1    | Reading | Students will read academic books and journal articles on bilingual cognition, cross-linguistic processing, and cognitive models of multilingualism. | 1, 2, 3, 4 | 3 hours                    |

|   |                  |                                                                                                                                                                                                                |            |         |
|---|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|---------|
| 2 | Lecture          | Students will attend lectures introducing key concepts in bilingual lexical access, cross-language activation, inhibitory control, and cognitive consequences of multilingualism.                              | 1, 2, 3, 4 | 3 hours |
| 3 | Class activities | Students will participate in activities involving the analysis of bilingual processing data, comparison of cognitive models, evaluation of empirical findings, and interpretation of cross-linguistic effects. | 1, 2, 3, 4 | 3 hours |

**Assessment Tasks / Activities (ATs)**

| ATs | CILO No.        | Weighting (%) | Remarks ("- for nil entry) | Allow Use of GenAI?                                                                                                                                                                                                                                                                                                                                                                                   |     |
|-----|-----------------|---------------|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 1   | Critical review | 1, 2, 3, 4    | 30                         | Students can use GenAI tools to brainstorm, gather information, solve problems, format references, and edit language. Students should give proper acknowledgment to all the content from GenAI tools that they incorporated into the assignment and keep a journal of their GenAI conversations. Students should not present texts generated or translated by GenAI tools as their own original work. | Yes |

|   |                  |            |    |                                                                                                                                                                                                                                                                                                                                                                                                       |     |
|---|------------------|------------|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 2 | Applied analysis | 1, 2, 3, 4 | 30 | Students can use GenAI tools to brainstorm, gather information, solve problems, format references, and edit language. Students should give proper acknowledgment to all the content from GenAI tools that they incorporated into the assignment and keep a journal of their GenAI conversations. Students should not present texts generated or translated by GenAI tools as their own original work. | Yes |
| 3 | Final paper      | 1, 2, 3, 4 | 40 | Students can use GenAI tools to brainstorm, gather information, solve problems, format references, and edit language. Students should give proper acknowledgment to all the content from GenAI tools that they incorporated into the assignment and keep a journal of their GenAI conversations. Students should not present texts generated or translated by GenAI tools as their own original work. | Yes |

Continuous Assessment (%)

100

Assessment Rubrics (AR)

**Assessment Task**

Critical review

**Criterion**

Demonstrate strong evidence of capacity to analyze and synthesize; superior grasp of cognitive models of bilingual processing; and evidence of excellent understanding of key debates in bi-/multilingual cognition.

**Excellent (A+, A, A-)**

Demonstrate strong evidence of capacity to analyze and synthesize; superior grasp of core principles of experimental design in linguistics; and evidence of excellent understanding of how methodological decisions affect empirical claims.

**Good (B+, B, B-)**

Demonstrate good evidence of capacity to analyze and synthesize; solid grasp of theories of bilingual cognition; and evidence of good understanding of the main issues in bi-/multilingual processing.

**Fair (C+, C, C-)**

Demonstrate some evidence of analytical ability; adequate understanding of core theoretical concepts in bilingual cognition; and partial understanding of key issues in bi-/multilingual processing.

**Marginal (D)**

Demonstrate limited evidence of analytical ability; minimal understanding of relevant cognitive mechanisms; and only basic awareness of issues in bi-/multilingual cognition.

**Failure (F)**

Demonstrate no meaningful understanding of cognitive approaches to bilingualism; fail to address the assignment question; or show substantial inaccuracies or lack of comprehension.

**Assessment Task**

Applied analysis

**Criterion**

Demonstrate ability to interpret empirical data on bi-/multilingual processing, apply appropriate analytical reasoning, and draw theoretically grounded conclusions.

**Excellent (A+, A, A-)**

Demonstrate strong evidence of capacity to analyze data accurately; apply appropriate reasoning; integrate empirical patterns with theoretical models; and show excellent understanding of bilingual cognitive mechanisms.

**Good (B+, B, B-)**

Demonstrate good accuracy in data interpretation; apply sound reasoning; link observations to relevant theories; and show good understanding of bilingual cognitive processes.

**Fair (C+, C, C-)**

Demonstrate some accuracy in interpreting data; provide basic but incomplete reasoning; and show adequate understanding of the relevant bilingual mechanisms.

**Marginal (D)**

Demonstrate limited accuracy in data interpretation; weak reasoning; and minimal understanding of theoretical implications in bilingual processing.

**Failure (F)**

Demonstrate incorrect or unsupported interpretation of data; irrelevant reasoning; or no understanding of cognitive mechanisms in bilingualism.

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**Assessment Task**

Final paper

**Criterion**

Demonstrate the ability to integrate theoretical, empirical, and cognitive perspectives on bi-/multilingualism into a coherent, well-argued presentation or project.

**Excellent (A+, A, A-)**

Demonstrate strong evidence of ability to integrate theories and findings; present arguments with clarity and depth; show excellent understanding of bilingual cognitive mechanisms; and communicate ideas effectively.

**Good (B+, B, B-)**

Demonstrate good integration of theories and evidence; present coherent arguments; show good understanding of cognitive aspects of bilingualism; and communicate clearly.

**Fair (C+, C, C-)**

Demonstrate some integration of theoretical and empirical material; provide basic but limited argumentation; and show adequate understanding of bilingual cognition.

**Marginal (D)**

Demonstrate limited integration of materials; weak or unclear argumentation; and minimal understanding of cognitive mechanisms in bilingualism.

**Failure (F)**

Demonstrate no coherent integration of material; fail to communicate a clear argument; or show substantial misunderstanding of core concepts.

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**Part III Other Information****Keyword Syllabus**

Bilingual and multilingual cognition; cross-linguistic influence; lexical and conceptual representation; bilingual lexical access; cognitive control in bilingualism; switching and inhibition; language learning and processing across the lifespan; simultaneous vs sequential bilingualism; heritage speakers; bilingual advantages debate; working memory; attention; emotion and bilingualism; psycholinguistic methods in bilingual cognition.

**Reading List****Compulsory Readings**

| Title |                                                                                          |
|-------|------------------------------------------------------------------------------------------|
| 1     | Lecture notes/slides/readings for the course.                                            |
| 2     | Grosjean, F., & Li, P. (2013). The psycholinguistics of bilingualism. John Wiley & Sons. |

**Additional Readings**

| Title |                                                                                                                                 |
|-------|---------------------------------------------------------------------------------------------------------------------------------|
| 1     | Kroll, J. F., & De Groot, A. M. (Eds.). (2009). Handbook of bilingualism: Psycholinguistic approaches. Oxford University Press. |