

聯合主辦
Jointly organized by



何鴻榮博士醫療拓展基金會
Dr. Stanley Ho Medical Development Foundation



香港中文大學
The Chinese University of Hong Kong



大腦與認知研究所
Brain and Mind Institute



2026 BMI 年度研討會 雙語與大腦健康

BMI Annual Symposium 2026
- Bilingualism and Brain Health

Introduction 引言:

Bilingualism is more than a communication skill — it is a powerful influence on brain health across the lifespan. Research shows that managing multiple languages strengthens cognitive flexibility, enhances neural resilience, and may protect against age-related decline. Early bilingual experiences shape children’s brain development, while lifelong bilingualism supports healthy aging. In this symposium, our speakers will explore with us how bilingualism contributes to cognitive vitality, from childhood through adulthood, and consider practical approaches for families raising multilingual children. Together, these perspectives highlight bilingualism not only as a cultural asset but also as a key factor in sustaining brain health and wellbeing.

雙語能力不僅是一種溝通技能 — 它更是終其一生對大腦健康具有深遠的影響。研究顯示，掌握多種語言能增強認知靈活性、提升神經韌性，並可能延緩與年齡相關的衰退。早期的雙語經歷塑造兒童的大腦發展，而終身的雙語能力則有助維持健康老齡化。在本次研討會中，講者們將與大家共同探討雙語能力如何從童年到成年持續促進認知活力，並為培養多語兒童的家庭提供實用方法。這些觀點共同揭示，雙語能力不僅是一種文化資產，更是維持大腦健康與福祉的關鍵因素。

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Professor Twila Tardif

Biography 簡介:

Twila Tardif is Professor in the Department of Paediatrics at Yong Loo Lin School of Medicine, National University of Singapore, and Professor Emerita of Psychology and Asian Languages and Cultures at the University of Michigan. She received her PhD from Yale University and began her career at the Chinese University of Hong Kong. Her primary research interests explore relationships between language, culture, and the brain with a focus on early language learning and predictors of reading and achievement in Mandarin, Cantonese, and English.

Twila Tardif 教授是新加坡國立大學楊璐琳醫學院兒科的教授，並擔任密西根大學心理學及亞洲語言與文化系的名譽教授。她獲得耶魯大學的博士學位，並在香港中文大學開始她的職業生涯。她的主要研究興趣是探索語言、文化與大腦之間的關係，尤其關注早期語言學習，以及普通話、粵語和英語的閱讀能力與學業成就的預測因素。

Title 主題: Early Language Experiences and the Bilingual Brain
早期語言經歷與雙語大腦

Abstract 摘要:

Language skills are fundamental to human health and development throughout the lifespan. Children's preschool-aged language skills predict childhood socioemotional regulation, obesity, executive functioning and school achievement, adult mental and physical health and occupational success, and cognitive functioning and multiple indicators of brain and cardiovascular health in later years. Bilingualism further contributes to these positive outcomes at all ages, including recovery from stroke and cognitive aging. Nonetheless, the impacts of bilingualism and language and literacy skills on brain growth and development, as well as the relative contributions of family genetic and environmental factors have been under-studied in complex, multilingual and multiracial societies. This talk will review findings on similarities and differences in how the brain develops for children learning to speak and read in different languages such as English and Chinese. It will review how early experiences in each of language contribute to white matter development and functional activation of language-related areas of the brain and how these relate to later achievement and the development of human health and potential.

語言能力是人類終生健康與發展的基礎。兒童在學齡前的語言技能可預測其童年時期的社交情緒調節、肥胖風險、執行功能及學業成就，成年後的心理、身體健康及職業成就，以及晚年的認知功能與大腦和心血管健康的多項指標。雙語能力在各個年齡階段進一步促進這些積極成果，包括中風後的康復和延緩認知老化。然而，在複雜的多語言和多種族社會中，雙語及語言讀寫能力對大腦生長發育的作用，以及家庭遺傳與環境因素的相對貢獻，尚缺乏充分研究。本次演講將回顧有關學習不同語言（如英語和中文）的兒童，其大腦發展相似性和差異性的研究結果。探討早期語言經歷如何促進大腦語言相關區域的白質發育與功能激活，以及這些因素如何與後續的學業成就、人類健康潛能的發展相關聯。

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Professor Mark Antoniou

Biography 簡介:

Mark Antoniou is Associate Professor from The MARCS Institute for Brain, Behaviour and Development, Western Sydney University. He is an expert on bilingualism and psycholinguistics, with a particular focus on how knowing more than one language shapes speech perception and learning. A key contribution of his work is showing that bilingualism does not simply confer uniform advantages or disadvantages; instead, its effects depend on the type of bilingual experience and the specific linguistic task. His research is influential in debates about bilingual advantages, speech learning, and language plasticity.

Mark Antoniou 是西悉尼大學MARCS大腦、行為與發展研究所的副教授。他是雙語研究與心理語言學領域的專家，尤其關注掌握多門語言如何影響語言感知與學習。其研究的核心貢獻在於證明，雙語能力並非簡單地帶來統一的優勢或劣勢；相反，其影響取決於雙語經歷的類型以及具體的語言任務。他的研究對於雙語優勢、語言學習和語言可塑性的學術辯論具有重要影響力。

Title 主題: **How Bilingualism Promotes Healthy Brain Ageing and Counteracts Age-Related Cognitive Decline**
雙語能力如何促進大腦健康老化並抵禦年齡相關的認知衰退

Abstract 摘要:

Protecting older adults from the age-related effects of cognitive decline is one of the great challenges facing health systems over the next few decades as it places increasing pressure on the medical profession, families, and the broader economy. Proactive, lifestyle factors, such as regular exercise, a healthy diet, active social engagement, and cognitive stimulation, are the most effective tools for promoting optimal, healthy brain ageing. In this talk, I will provide a state-of-the-art overview of the evidence indicating that use of two or more languages (termed bilingualism) reshapes cognition, and yields long-term benefits in cognitive resilience. These factors have implications for healthy cognitive ageing and delaying the incidence of neurodegenerative disorders such as Alzheimer's disease.

在未來幾十年，保護老年人免受與年齡相關的認知衰退影響，是醫療體系面臨的重大挑戰之一，這也為醫療專業人員、家庭乃至整體經濟帶來了日益增加的壓力。積極的生活方式因素，如規律運動、健康飲食、活躍的社會參與以及認知刺激，是促進大腦健康優質衰老的最有效途徑。本次演講將以最新科學視角，綜述證據表明使用兩種或以上語言（即雙語能力）能重塑認知功能，並在認知韌性方面帶來長期益處。這些因素對健康的認知老化及延緩阿茲海默症等神經退行性疾病的發病具有重要意義。

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Professor Maggie Ziyin Mai 麥子茵教授

Biography 簡介:

Prof. Mai obtained her degrees from Peking University and University of Cambridge. She is currently Associate Professor at the Department of Linguistics and Modern Languages and Deputy Director of Childhood Bilingualism Research Centre at the Chinese University of Hong Kong. Her main research topics are in language acquisition and multilingualism, especially the (un)balanced development of Cantonese, English and Mandarin in young children in multilingual communities such as Hong Kong, Guangzhou and Singapore. Dr Mai is the Principal Investigator of several longitudinal research projects investigating the dynamic and intricate relations between multilingual input and acquisition outcomes in infants, toddlers and preschoolers in the Greater Bay Area of China, funded by the Research Grants Council, HKSAR. She has

worked with NGOs, schools and industrial partners to promote evidence-based home language input planning and pedagogical interventions among parents, foreign domestic helpers and educators.

麥子茵教授於北京大學與劍橋大學取得學位。現任香港中文大學語言學及現代語言學系副教授，同時擔任兒童雙語研究中心副總監。她的主要研究領域是語言習得和多語現象，尤其關注香港、廣州和新加坡等多語言社區中，幼兒在廣東話、英語和普通話學習過程中的（不）平衡發展。麥教授是多個縱向研究項目的首席研究員，並獲得了香港特區政府研究資助局的資助。這些項目旨在探究中國大灣區的嬰幼兒及學齡前兒童的多語言輸入與語言習得成果之間錯綜複雜的動態關係。她曾與非政府組織、學校和企業夥伴合作，向家長、外籍家庭傭工和教育工作者，推廣以實證為本的家庭語言輸入規劃與教學介入。

Title 主題: Unlock Your Family's Superpower: Principles and Practical Guide to Raising a Multilingual Child

解鎖家庭的超能力: 培育多語兒童的原則與實踐指南

Abstract 摘要:

What are the special linguistic challenges and opportunities for young children growing up with multiple languages at home – a journey that profoundly shapes brain development? How can caregivers such as parents, grandparents, and domestic helpers combine their strengths to create the optimal language environment to empower multilingual children, fostering not just language skills but also cognitive advantages and a healthier brain? This talk will introduce general patterns of early multilingual development among Chinese children and address major concerns regarding early childhood multilingualism, followed by a practical guide to family input planning and implementation. The aim is to raise caregivers' awareness of their own language resources ("superpower") and improve the quality of caregiver-child interaction to support multilingual children during the first golden years of language development (age 0 to 3) and build a strong foundation for lifelong learning ability.

在家中接觸多種語言的幼兒，會面臨哪些特殊的語言挑戰與機遇？這段歷程又如何深刻影響大腦發展？父母、祖父母、幫傭等照顧者，應如何結合各自的優勢，創造出最佳的語言環境，助力多語兒童不僅提升語言能力，更能獲得認知優勢與更健康的大腦發展？本次演講將介紹中國兒童早期多語言發展的普遍模式，釐清關於幼兒多語習得的主要疑慮，並提供家庭語言輸入規劃與實踐的具體指南。目標在於提升照顧者對自身語言資源（即「超能力」）的認識，並改善照顧者與兒童的互動質量，從而支持多語言兒童在語言發展的黃金期（0至3歲）奠定堅實基礎，為終身學習能力鋪路。