

# 國立清華大學 臺灣語言研究與教學研究所

## 106 學年第一學期 語言治療專題 課程大綱

### ● 課程簡述

臺灣面對少子化、高齡化、長壽等種種因素匯聚而成的社會長期照顧壓力，2008 年長照 10 年計畫正式上路，其中語言治療為一重要的領域。大多數的語言治療文獻以西方語言為探討主題，因此漢語的語言治療議題更需要研究者投入。基於上述需要，本課程以後天性語言治療領域為探討範疇，課程中介紹常用的語言治療模型、佐以實際對話讓學生熟悉治療過程，並聚焦於漢語使用者的失語情形，引導修課學生研擬出訓練大學生志工至居家為失語患者進行服務治療的計畫。

### ● 課程說明

本課程的內容包含五個部分：

- (1) 介紹語言治療的模型；
- (2) 從語言運作的歷程介紹語言治療如何實施；
- (3) 探討語用層面的治療；
- (4) 探討以電腦進行治療；
- (5) 實際演練治療過程中與患者的對話。

因課程內容涵蓋極廣，請有意修課的同學於暑假中先行閱讀下列三本書：

1. 曾進興（編）。(1995)。語言病理學基礎（第一卷）。心理出版社。
2. 曾進興（編）。(1996)。語言病理學基礎（第二卷）。心理出版社。
3. 曾進興（編）。(1999)。語言病理學基礎（第三卷）。心理出版社。

為了解修課同學所具備的背景知識，本課程將於第一次上課時進行簡單的測驗，測驗題目以上面三本書的內容為範圍。

## ● 指定用書

Chapey, R. (ed). (2008). Language intervention strategies in aphasia and related neurogenic communication disorders (5th edition). Lippincott Williams & Wilkins.

Dwight, D. M. (2015). Here's how to do therapy : hands-on core skills in speech-language pathology (2nd edition). San Diego, CA : Plural Publishing.

Hickey, E. M. (2000). Effects of training student volunteers to use multi-modality communication in conversations with nursing home residents with aphasia. Ph.D. dissertation, University of Washington.

Law, S.-P., Weekes, B., Wong, A. M.-Y. (2008). Language Disorders in Speakers of Chinese. Multilingual Matters.

## ● 參考用書

黃瑞珍、郭于靚 (譯)。(2008)。語言治療評估指引。(原作者: M.N. Hegde)。心理出版社。

Hillis, A. E. (ed). (2002). The handbook of adult language disorders : integrating cognitive neuropsychology, neurology, and rehabilitation. New York, NY : Psychology Press.

Muller, N. (ed). (2000). Pragmatics in Speech and Language Pathology: Studies in Clinical Applications. Baker & Taylor Books.

Petheram , B. (ed.) (2004). Computers and aphasia : their role in the treatment of aphasia and the lives of people with aphasia. Hove, East Sussex : Psychology Press.

● 每週上課前必須讀完的文章

(將於每週課程的第二部分進行隨堂測驗，以檢視閱讀成效)

- Week 2: Characteristics of Chinese in Relation to Language Disorders
- Week 3: The Role of Phonological Saliency and Phonological Template in Typically and Atypically Developing Phonology: Evidence from Putonghua-speaking Children
- Week 4: Grammatical Characteristics of Mandarin-speaking Children with Specific Language Impairment
- Week 5: A Construction Account of Question Acquisition in Cantonese-speaking Children with SLI
- Week 6: Morphosyntactic Deficits in Cantonese-speaking Children with Specific Language Impairment
- Week 7: Assessing Cantonese-speaking Children with Language Difficulties from the Perspective of Evidence-based Practice: Current Practice and Future Directions
- Week 8: Morphological Deficit and Dyslexia Subtypes in Chinese
- Week 9: Developmental Dyslexia in Chinese: Behavioral, Genetic and Neuropsychological Issues
- Week 10: Lexical Tones Perceived by Chinese Aphasic Subjects
- Week 11: Selective Grammatical Class Deficits: Implications for the Representation of Grammatical Information in Chinese
- Week 12: Acquired Reading Disorders in Chinese: Implications for Models of Reading
- Week 13: Age of Acquisition Effects on Picture Naming in Chinese Anomia
- Week 14: The Effect of Semantic Integrity of Words with Preserved Lexico-phonological Representation on Verbal Recall
- Week 15: Cantonese Linguistic Communication Measure (CLCM): A Clinical Tool for Assessing Aphasic Narrative Production
- Week 16: A Semantic Treatment for Cantonese Anomic Patients: Implications for the Relationship Between Impairment and Therapy
- Week 17: The Scope of Pragmatic Disability: A Cognitive Approach

## ● 教學方式

每週課程的進行分為三部分：

第一部分由授課教師介紹該週主題，

第二部分隨堂測驗，然後由一位同學導讀本週課前閱讀的文章，

第三部分由教師與修課（含旁聽）同學共同討論此主題與本週閱讀文章相應之處。

## ● 教學進度

Week 1: Models of aphasia treatment (1): stimulation model

Week 2: Models of aphasia treatment (2): processing model

Week 3: Models of aphasia treatment (3): functional communication model

Week 4: Clinical diagnosis and treatment of naming disorders

Week 5: Clinical diagnosis and treatment of reading disorders

Week 6: Clinical diagnosis and treatment of semantic impairment

Week 7: Clinical diagnosis and treatment of auditory disorders

Week 8: Clinical diagnosis and treatment of sentence processing impairment

Week 9: Pragmatics and treatment (1)

Week 10: Pragmatics and treatment (2)

Week 11: Computer applications in aphasia treatment (1)

Week 12: Computer applications in aphasia treatment (2)

Week 13: Guided practice in articulation therapy

Week 14: Guided practice for voice therapy

Week 15: Guided practice for resonance therapy

Week 16: Guided practice for fluency therapy

Week 17: Guided practice in language therapy: review

Week 18: Project presentation

## ● 成績考核

\* 每週課前閱讀研究文獻一篇之隨堂測驗成績 (30%)

\* 導讀文章 (15%)

\* 參與討論 (15%)

\* 期末報告 (A project for offering speech/language therapy by student volunteers to the nursing home residents with aphasia) (40%)