

國立清華大學課程大綱

科號		組別		學分	3	人數限制	30
上課時間				教室			
科目中文名稱	語言與認知			週數	16		
科目英文名稱	Language and Cognition						
任課教師	蘇宜青						
擋修科目				擋修分數			

一、課程說明	Cognition is the exercise of intelligence, and human language is probably the most intricately structured behavior to be found on earth. The goal of this course is to understand how the human mind/brain supports the learning, comprehension and production of language, and how language is uniquely revealing of our mental and social life. 這門課主要在介紹過去幾十年來一些心理語言學研究對於「人類心智/大腦如何處理語言訊息」相關研究的重要發現。大致來說，這個領域可以包含的議題可粗略分為三大部分：（1）已經習得一個母語的成人是如何處理語言訊息中有關語音，詞彙，語法，語意的各個層面；（2）正在習得母語的兒童以及已經習得一個母語的外語學習者在語言習得的歷程有何異同；（3）語言訊息的處理與大腦不同部位的功能（腦神經語言學）。由於此領域涵蓋的範圍非常廣，每個次領域又可再細分為語音/音韻層面，構詞層面，句法層面，語意層面，以及言談篇章結構層面等，因此我們不可能在一學期當中完全涉獵，只能選擇一些來談。 課程中探討的主題如：為何有些語言的某些音會讓非母語人士無法分辨（譬如 r 和 l 這兩個音對日語母語者特別難辨認；不會說台語的人分不出台語「肉」和「百」的差別）？這樣的辨音能力差異是如何形成的？習得英語的兒童有時會犯「過度規則化」的錯誤（如 drive 過去式應該是 drove 卻說成 drived），這些是錯誤，還是反映出人類訊息處理的某種歷程？我們讀到或聽到有語意歧義的詞彙（如 bank）時只會提取跟語境有關的那個語意，還是所有可能的語意同時被提取？我們在閱讀或聽語句時，心智運作如何建構句子的結構，有什麼證據？腦傷失語症病人有哪些不同的語言能力損傷？過去百多年的失語症研究有些什麼主要發現？左右腦在語言訊息
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	處理上有什麼差別？
二、指定用書	無
三、參考書籍	課程相關之文本會提供 PDF 檔案於 eeclass 系統
四、教學方式	Instructor's lectures and students' in-class presentation
五、教學進度	Week Topic 1. Introduction 2. Carroll, D. W. (2008) <i>Psychology of Language</i>, 3rd edition. (Chapter 1: Themes of psycholinguistics) 3. Carroll, D. W. (2008) <i>Psychology of Language</i>, 3rd edition. (Chapter 3: Psychological mechanisms). 4. <u>Speech Perception</u> Warren, P. (2013) <i>Introducing Psycholinguistics</i>. (Chapter 7: Perception for language). 5. Jusczyk, P. (1997) <i>The Discovery of Spoken Language</i>. (Chapter 4, pp. 73-90) 6. <u>Rules and Symbols</u> Pinker, S. (1995) Why the child holds the baby rabbits: A case study in language acquisition. In L. Gleitman and M. Liberman (eds.) <i>Language: An Invitation to Cognitive Science</i>, vol. 1 (2nd edition). 7. Berko, J. (2004) The child's learning of English morphology. In B. C. Lust and C. Foley (eds.) <i>First Language Acquisition: The Essential Readings</i>. Malden, MA: Blackwell Publishing Ltd. Clark, E. V. (2004) The young word maker: A case study of innovation in the child's lexicon. In B. C. Lust and C. Foley (eds.) <i>First Language Acquisition: The Essential Readings</i>. Malden, MA: Blackwell Publishing Ltd. 8. <u>Processing—Lexical Access</u> Carroll, D. W. (2008) <i>Psychology of Language</i>, 3rd edition. (Chapter 5: The Internal Lexicon) Harley, T. A. (2008) <i>The Psychology of Language: From Data to Theory</i>, 3rd edition. (Chapter 6: Recognizing visual words) 9. <u>Processing—Sentence Comprehension</u> Fodor, J. D. (1995) Comprehending sentence structure. In L. Gleitman and M. Liberman (eds.) <i>Language: An Invitation to Cognitive Science</i>, vol. 1 (2nd edition). Harley, T. A. (2008) <i>The Psychology of Language: From Data to Theory</i>, 3rd edition. (Chapter 10: Understanding the Structure of Sentences) 10. <u>Processing—Language Production</u> Harley, T. A. (2008) <i>The Psychology of Language: From Data to Theory</i>, 3rd edition. (Chapter 12: Language Production, pp. 374-398) Dell, G. (1995) Speaking and misspeaking. In L. Gleitman and M. Liberman (eds.) <i>Language: An Invitation to</i>

	<i>Cognitive Science</i>, vol. 1 (2nd edition). 11. Neurolinguistics Carroll, D. W. (2008) <i>Psychology of Language</i>, 5th edition. (Chapter 13: Biological Foundations of Language) Zurif, E. (1995) Brain regions of relevance to syntactic processing. In L. Gleitman and M. Liberman (eds.) <i>Language: An Invitation to Cognitive Science</i>, vol. 1 (2nd edition). Cambridge, MA: The MIT Press. 12. Traxler, M. J. (2012) <i>Introduction to Psycholinguistics: Understanding Language Science</i>. (Chapter 14: Right-Hemisphere Language Function) 13. Bilingualism Traxler, M. J. (2012) <i>Introduction to Psycholinguistics: Understanding Language Science</i>. (Chapter 11: Bilingual language processing) 14. Sapir-Whorf Hypothesis Carroll, D. W. (2008) <i>Psychology of Language</i>, 5th edition. (Chapter 14: Language, Culture, and Cognition) 15. Group Presentation (Suggested topics like: 1. The deaf and language: Sign, oral, written; 2. Wild and isolated children and the critical age issue for language learning; 3. Second-language teaching methods; 4. Animals and language learning; 5. Language, thought and culture; 6. Where does language knowledge come from?—students can also choose other topics after discussing with the instructor) 16. The written report of the group presentation due
	Lab Assignment (20%) Attendance, participation, weekly after-class reflections and notes (50%) Group Presentation (30%)
七、講義位址 http://	