

國立清華大學課程大綱

科號	11220KTLT723000	組別		學分	3	人數限制	
上課時間	M8M9Ma			教室	南大校區進修推廣大樓 四樓 9426 教室		
科目中文名稱	雙語人的語言處理						
科目英文名稱	Bilingual Processing						
任課教師	呂菁菁						
擋修科目	無			擋修分數	無		
一、課程說明	<p>這門課旨在讓學生深入了解雙語情境下語言的運作，並探討相關學理及實證證據。課程進行中將帶領學生體會自己英語聽說及閱讀能力的變化情形，並透過課堂討論和研究，培養他們的英語使用能力，讓學生從反思自己在第二語言的使用，進而準備未來成為第二語言教師。課程內容涵蓋雙語心理學、語言習得、語言處理、以及教學策略等主題。</p>						
二、指定用書	<p>(1) Schwieter, J. W. (Ed.). (2019). <i>The handbook of the neuroscience of multilingualism</i>. Wiley Blackwell.</p> <p>(2) VanPatten, B., Keating, G. D., & Wulff, S. (Eds.). (2020). <i>Theories in second language acquisition: an introduction</i> (Third edition.). Routledge.</p>						
三、參考書籍	<p>(1) Hernandez, A. E. (2013). <i>The Bilingual Brain</i> (1st ed.). Oxford University Press.</p> <p>(2) MIT OpenCourseware, 9.13 Spring 2019 Undergraduate: The Human Brain (https://ocw.mit.edu/courses/9-13-the-human-brain-spring-2019/video_galleries/lecture-videos/)</p>						
四、教學方式	<p>為使同學體會學生在雙語課堂中的語言轉換處理實際狀況，課堂將以英語授課，學生需要積極參與討論和小組活動。教學方式包括講授、小組討論、個案分析。</p>						

	<p>Activities to do in each meeting:</p> <table border="1"> <thead> <tr> <th data-bbox="515 241 651 286">Time</th> <th data-bbox="659 241 1042 286">活動內容</th> <th data-bbox="1050 241 1347 286">Activities</th> </tr> </thead> <tbody> <tr> <td data-bbox="515 342 651 387">4:30-4:40</td> <td data-bbox="659 342 1042 387">入場寒暄熱身</td> <td data-bbox="1050 297 1347 387">greetings and warm-up</td> </tr> <tr> <td data-bbox="515 488 651 533">4:40-4:50</td> <td data-bbox="659 488 1042 533">當週負責報告的同學報告</td> <td data-bbox="1050 443 1347 533">student's turn to report</td> </tr> <tr> <td data-bbox="515 633 651 678">4:50-5:00</td> <td data-bbox="659 633 1042 678">聽講同學參與 Kahoot 檢測</td> <td data-bbox="1050 589 1347 678">the audience take the quiz</td> </tr> <tr> <td data-bbox="515 869 651 913">5:00-5:20</td> <td data-bbox="659 846 1042 936">當週負責報告的同學帶領分析檢測結果</td> <td data-bbox="1050 734 1347 1003">the student responsible for the report that week leads the discussion on the quiz results</td> </tr> <tr> <td data-bbox="515 1081 651 1126">5:20-5:30</td> <td data-bbox="659 1081 1042 1126">休息</td> <td data-bbox="1050 1059 1347 1104">Break</td> </tr> <tr> <td data-bbox="515 1249 651 1294">5:30-6:10</td> <td data-bbox="659 1249 1042 1294">教師介紹當週主題論文</td> <td data-bbox="1050 1160 1347 1339">the lecturer introduces the paper for on the topic of the week</td> </tr> <tr> <td data-bbox="515 1541 651 1585">6:10-6:40</td> <td data-bbox="659 1518 1042 1608">同學針對剛剛講師所介紹的內容出申論考題</td> <td data-bbox="1050 1406 1347 1675">students suggest essay questions based on the content just introduced by the lecturer</td> </tr> <tr> <td data-bbox="515 1798 651 1843">6:40-7:10</td> <td data-bbox="659 1776 1042 1865">全班一起討論剛剛每個人所出的申論題</td> <td data-bbox="1050 1731 1347 1910">discussion on the questions that each person has just proposed</td> </tr> </tbody> </table>	Time	活動內容	Activities	4:30-4:40	入場寒暄熱身	greetings and warm-up	4:40-4:50	當週負責報告的同學報告	student's turn to report	4:50-5:00	聽講同學參與 Kahoot 檢測	the audience take the quiz	5:00-5:20	當週負責報告的同學帶領分析檢測結果	the student responsible for the report that week leads the discussion on the quiz results	5:20-5:30	休息	Break	5:30-6:10	教師介紹當週主題論文	the lecturer introduces the paper for on the topic of the week	6:10-6:40	同學針對剛剛講師所介紹的內容出申論考題	students suggest essay questions based on the content just introduced by the lecturer	6:40-7:10	全班一起討論剛剛每個人所出的申論題	discussion on the questions that each person has just proposed
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五、教學進度	Week Topic to be discussed:																											

	<p>1 Brain-based Challenges of Second Language Learning in Older Adulthood</p> <p>2 Neurocognitive Effects of Multilingualism Throughout the Lifespan</p> <p>3 The Gift of Language Learning: Individual Differences in Non-Native Speech Perception</p> <p>4 Language Control and Attention during Conversation: An Exploration</p> <p>5 What Language Experience Tells us about Cognition</p> <p>6 Multilingualism and Brain Plasticity</p> <p>7 Factors Affecting Cortical Representation</p> <p>8 Min-term written exam</p> <p>9 Psycholinguistic Methods in Multilingual Research</p> <p>10 Real-Time Measures of the Multilingual Brain</p> <p>11 Event-Related Potentials in Monolingual and Bilingual Non-literal Language Processing</p> <p>12 Recovery and Rehabilitation Patterns in Bilingual and Multilingual Aphasia</p> <p>13 Dementia and Multilingualism Dementia and Multilingualism</p> <p>14 Neuroimaging Studies of Multilingual Speech</p> <p>15 In Search of Memory Traces of a Forgotten Language</p> <p>16 Final written exam</p> <p>Week Topic for individual presentation:</p> <p>4 The Concept-Oriented Approach</p> <p>5 Usage-Based Approaches</p> <p>6 Skill Acquisition Theory</p> <p>7 A Neurobiologically Motivated Theory</p> <p>11 Processability Theory</p> <p>12 Input, Interaction, and Output in Second Language Acquisition</p> <p>13 Sociocultural Theory and Second Language Development</p> <p>14 Complexity Theory</p>
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<p>六、成績考核</p>	<p>I. Individual Report (1 week) (1) Make PPT 10 pages (2) Oral presentation 10 mins (3) Make Kahoot 10 questions (4) Lead discussion 20 mins get 40% points</p> <p>II. Participate in Kahoot quiz get 1.5% each week, 12% in total</p> <p>III. Suggest essay questions get 1% or 2% each week, 14% or 28 % in total</p> <p>IV. Mid-term written exam 10%</p> <p>V. Final written exam 10%</p>
<p>七、講義位址 http://</p>	<p>https://elearn.nthu.edu.tw/ Bilingual Processing https://meet.google.com/iyx-ivuf-wag</p>