



國立政治大學外國語文學院  
語言學研究所

COLLEGE OF FOREIGN LANGUAGES AND LITERATURE, NCCU  
GRADUATE INSTITUTE OF LINGUISTICS

課程手冊  
CURRICULUM GUIDE



## 目錄

|                     |    |
|---------------------|----|
| ◆外語學院簡介與本所簡介 .....  | 1  |
| ◆本所課程簡介 .....       | 3  |
| 壹、教育目標 .....        | 3  |
| 貳、課程規劃理念架構 .....    | 3  |
| 參、畢業門檻檢定 .....      | 6  |
| 肆、課程規劃 .....        | 7  |
| 伍、課程總覽 .....        | 11 |
| 陸、課程檢核表及修課規劃表 ..... | 31 |
| ◆語言學專業師資 .....      | 35 |

## 外國語文學院簡介

1989 年始，外國語文學院自政治大學文學院分出並成立，為全國公立大學中首創。以人文訓練為基礎，語言、文學、文化之研究及教學為主軸，秉持多元文化共存共榮的理念，經過多年努力，目前設有 7 系 1 所，2 學位學程，另設有外文中心負責全校外文課程。

本院創立宗旨以培育具宏觀國際視野之優秀外語人才為目標，訓練現代外國語文專業，理論與應用並重。除了施以學生紮實之外語能力訓練，教授文學、文化、語言教學等知識，讓學生修習不同外語、另闢專長（如商學、傳播、外交、政治、社會、教育等其他領域之專業知識）並鼓勵移地學習/實習、強化人生歷練、加深語文能力與專業之結合，為國家培育學術與實務兼備之外語人才。



## 語言學研究所簡介

本所於 1993 年成立，是國內目前唯一「理論與應用全方位發展」的語言學研究所，立所特色以語言學理論為經，語言學應用為緯，培養跨領域、具世界觀的語言學專業人才。在理論語言學方面，以研發創新的語言學理論為目標，訓練研究生使用各種外國語言及中國境內語言檢視語言學最新理論。在應用語言學方面，以發展語言應用科學為理想，訓練研究生將語言學專業知識結合現代社會的各類資源。設備方面設置三個學術工作室以及一個綜合實驗室，並有專屬的大型電腦室及視聽會議室，有效輔助教學及學術活動，學術研究風氣甚佳。

## 語言學研究所碩、博士班課程簡介

### 壹、教育目標

本所參照學術與實務發展趨勢，以及融合教學師資、學生條件擬定下列教育目標：

- 一、整合外語資源：本校外語學院共設有英、俄、阿、日、韓、土、德、法及西班牙等九種外國語文之系組，本所將以橫向比較各種外語，發展外語研究。
- 二、整合本土資源：本校中文系所及民族所發展迅速，本所將擴大視野，得以縱覽本國內各種語言(國、台、客、南島語等等)之相關歷史，促進國內語言學之深入研究。
- 三、從事理論研發：以本校豐富的外語及本土資源為基礎，本所將可更具備世界觀，有足夠條件研發創新的語言學理論，帶領國際學術風潮。
- 四、發展語言應用科學：以本校多元的人文科學相關學院(如外語、文學、社科，法商、傳播)之資源為基礎，有雄厚的後盾研究語言學在認知心理、語言教育、社會政策、民族文化等等各方面的應用科學。
- 五、結合電子資訊科技：配合本校電算中心、資科系、資管系、圖資所完備的軟硬體基礎，本所可推動計算機語言學及語料庫語言學之研究，輔助尖端科技之發展。
- 六、培育宏觀性研究及教育人才：本所是國內唯一理論語言學與應用語言學平行發展的語言學研究所，配合本校龐大的外語及本土資源、結合人文社會與電子資訊科學，將可加強培育跨學門、具宏觀性的學術研究及教育人才，符合國家社會人力發展的需要。

### 貳、課程規劃理念架構

課程設計方面落實「理論與應用並重」、「培養優秀專業人才」之宗旨；並符合社會潮流，一方面培養學術研究專業人才、一方面注重應用科學，貢獻於社會。

#### 一、碩士班

- (一) 必修科目：碩士班必修課目共 4 科，計有句法學、音韻學、語意學、研究方法與論文寫作，共 12 學分。必修科目之設立是為確使學生具備語言學基礎專門領域知識，紮實其對語言學門的了解，並拓展本所學生寬廣的語言學領域知識。
- (二) 選修課程：本所提供各個領域之選修科目，此目的在於讓本所學生就其興趣之領域選修相關課程，增加學生對其領域的深度思考、探討，並要求學生在修課時至少需有一門理論及應用課程，以求知識的均衡，不致有所偏廢。

#### 二、博士班

本所於 93 學年度設立博士班，博士班課程除貫徹上述碩士班課程設計宗旨外，本所施行研究教授制，每一名學生均有一位與該生研究方向相符合之指導教授指導其修習過程。學生與指導教授共同商討研究，設計專屬該生的修習課程 (course package)，協助該生在畢業前培養出至少三個專長 (specialization)。選修以本所開設為主之課程，但經指導教授同意，亦可選讀本校或校外其他各相關研究所

開設之課程。

### 三、課程地圖

# 語言學研究所碩、博士班課程地圖

碩士班

除必修科目外，學生需修至少一門理論相關課程，和至少一門應用相關課程。理論及應用之認定由授課老師決定，於選課前公告。

必修課程(12 學分)

句法學

音韻學

語意學

研究方法與論文寫作

選修課程(23 學分)

35 學分

學術倫理研究課程  
英語以外之第二外語能力審查

論文

升學

- 語言學研究所博士班
- 華語文教學研究所博士班
- 英語教學研究所博士班
- 神經科學研究所博士班
- 民族研究所博士班

就業

- 大學講師
- 國高中英文教師
- 翻譯
- 英文編輯

博士班

本所實施研究教授制，每一名博士生均有一與該生研究方向相符合之指導教授指導其修習過程，設計專屬該生的修習課程(course package)，協助該生在畢業前培養出至少三個專長(specialization)。

|    |    |  |
|----|----|--|
| 碩  | 理論 | 構詞學、實驗音韻學、心理語言學、社會語言學、兒童語言習得.....  |
|    | 應用 | 英文字彙教學、語言習得研究方法、心理音韻研究方法、篇章語法與英語教學、英文測驗與評量、語言研究之眼動記錄方法論、英語教學實務專題.....                                  |
| 碩博 | 理論 | 漢語語意學、音韻學專題：理論與應用、南島語言、漢語構詞法、語言演化、音韻學專題、漢語語法專題研究、類型語言學、韻律音韻學、語音學、優選理論專題.....                           |
|    | 應用 | 田野調查、會議與期刊論文發表、語用學、語言習得專題、第二語言習得、社會語言學與英語教學、語用學與英語教學、對比語言學與語言教學、語意學與英語教學、言談分析、社會語言學專題：跨文化溝通、語用學專題..... |
| 博  | 理論 | 獨立研究：構式語法、獨立研究：形式與意義、獨立研究：連續變調與優選理論.....   |
|    | 應用 | 兒童語言習得進階研討.....  |

30 學分

學術倫理研究課程  
英語以外之第二外語能力審查  
研究論文發表

論文

教學研究人員  
公立私立大學院校及研究機構之

## 參、畢業門檻檢定

### 一、碩士班

|      |  |
|------|--|
| 畢業學分 | 35   |
| 必修課程 | 12 學分  |
| 選修科目 | 23 學分（含外系/校至多 9 學分）<br>需修至少一門理論相關課程，和至少一門應用相關課程。 |
| 資格檢定 | 1.英語以外之第二外語能力<br>2.畢業論文口試                        |

### 二、博士班

|      |  |
|------|--|
| 畢業學分 | 30   |
| 必修課程 | 0 學分   |
| 選修科目 | 30 學分（含外系/校至多 8 學分）  |
| 資格檢定 | 1.英語以外之第二外語能力<br>2.資格考<br>3.研究論文：至少發表一篇期刊論文與一篇學術會議論文，或二篇期刊論文<br>4.畢業論文口試 |

肆、課程規劃

| 碩一上學期     |                |              |    |                | 碩一下學期     |        |              |    |                |
|-----------|----------------|--------------|----|----------------|-----------|--------|--------------|----|----------------|
| 科目代號      | 課程名稱           | 上課時間<br>(暫定) | 學分 | 課外每周預<br>估學習時間 | 科目代號      | 課程名稱   | 上課時間<br>(暫定) | 學分 | 課外每周預<br>估學習時間 |
| 555004001 | ※研究方法與論<br>文寫作 | 一D56         | 3  | 4.5 小時         | 555017001 | ※語意學   | 二234         | 3  | 4.5 小時         |
| 555005001 | ※音韻學           | 三 D56        | 3  | 4.5 小時         | 555002001 | ※句法學   | 三 D56        | 3  | 4.5 小時         |
| 555938001 | △神經語言學         | 四 234        | 3  | 4.5 小時         | 555760001 | □語料處理  | 三 234        | 3  | 4.5 小時         |
| 555923001 | □語用學           | 二 D56        | 3  | 4.5 小時         | 555791001 | △心理語言學 | 四 D56        | 3  | 4.5 小時         |

| 碩二上學期     |         |              |    |                | 碩二下學期     |                |              |    |                |
|-----------|---------|--------------|----|----------------|-----------|----------------|--------------|----|----------------|
| 科目代號      | 課程名稱    | 上課時間<br>(暫定) | 學分 | 課外每周預<br>估學習時間 | 科目代號      | 課程名稱           | 上課時間<br>(暫定) | 學分 | 課外每周預<br>估學習時間 |
| 555820001 | △優選理論實務 | 一D56         | 3  | 4.5 小時         | 555842001 | □會議與期刊論文<br>發表 | 三 D56        | 3  | 4.5 小時         |
| 555939001 | △第二語言習得 | 二 D56        | 3  | 4.5 小時         |           |                |              |    |                |
| 555938001 | □田野調查   | 四 234        | 3  | 4.5 小時         |           |                |              |    |                |

※必修課程    △理論課程    □應用課程

備註：

- 1.實際排課情形及上課時間因當學年師資規劃而有變動可能
- 2.可至外系所選修語言學相關科目至多9學分

| 博一上學期     |                     |              |    |                | 博一下學期     |         |              |    |                |
|-----------|---------------------|--------------|----|----------------|-----------|---------|--------------|----|----------------|
| 科目代號      | 課程名稱                | 上課時間<br>(暫定) | 學分 | 課外每周預<br>估學習時間 | 科目代號      | 課程名稱    | 上課時間<br>(暫定) | 學分 | 課外每周預<br>估學習時間 |
| 555888001 | 句法學專題：漢語<br>語法      | 四 234        | 3  | 6 小時           | 555876001 | 社會語言學專題 | 五 D56        | 3  | 6 小時           |
| 555765001 | 音韻學專題：派生<br>機制與優選理論 | 二 234        | 3  | 6 小時           | 555771001 | 語言學經典導讀 | 三 234        | 3  | 6 小時           |

| 博二上學期     |        |              |    |                | 博二下學期     |               |          |    |                |
|-----------|--------|--------------|----|----------------|-----------|---------------|----------|----|----------------|
| 科目代號      | 課程名稱   | 上課時間<br>(暫定) | 學分 | 課外每周預<br>估學習時間 | 科目代號      | 課程名稱          | 上課時<br>間 | 學分 | 課外每周預<br>估學習時間 |
| 555879001 | 語用學專題  | 三 D56        | 3  | 6 小時           | 555842001 | 會議及期刊論文<br>發表 | 三 D56    | 3  | 6 小時           |
| 555758001 | 自然語言處理 | 四 D56        | 3  | 6 小時           | 555759001 | 現代語言學新趨<br>勢  | 二 234    | 3  | 6 小時           |

| 博三上學期     |      |              |    |                | 博三下學期          |                |
|-----------|------|--------------|----|----------------|----------------|----------------|
| 科目代號      | 課程名稱 | 上課時間<br>(暫定) | 學分 | 課外每周預<br>估學習時間 | 學期目標           | 課外每周預<br>估學習時間 |
| 555867001 | 田野調查 | 四 234        | 3  | 6 小時           | 準備資格考試及論文計畫書口試 | 無上限            |
| -----     | 獨立研究 | -----        | 3  | 6 小時           |                |                |

備註：

1. 實際排課情形及上課時間因當學年師資規劃而有變動可能。
2. 可至外系所選修語言學相關科目至多8學分。
3. 「獨立研究」為指導教授博士生獨立開設課程，上課時間及授課內容由指導教授及博士生共同商議決定。

## 伍、課程總覽:

|                  |  |             |           |
|------------------|--|-------------|-----------|
| <b>555005001</b> | <b>音韻學</b>   | <b>3 學分</b> | <b>碩必</b> |
| [課程目標]           | 整體介紹衍生音韻學  |             |           |
| [上課內容]           | 本課程討論主題包括線性音韻學，音節結構，自主音段音韻學，詞彙音韻學，韻律構詞學，重音與聲調。不定期做作業練習。鼓勵修課學生自組讀書群，彼此交流討論教材內容。學生兩人一組合作一個學期研究計畫，於期末週將研究成果做一個口頭報告。口頭報告日將設計為一個正式的發表會，學生必須準備講綱及簡報，並穿著正式服裝出席，以照相留影。此外，學生將被分組，指派每一組進行一個音樂計畫，包括填寫歌詞，製作歌唱音樂碟，以及於期末週表演歌唱秀；其目的即是幫助學生了解語言與音樂的關係。歌唱秀將全程錄影。   |             |           |
| <b>555017001</b> | <b>語意學</b>   | <b>3 學分</b> | <b>碩必</b> |
| [課程目標]           | This is a course on semantics. Students acquire a basic knowledge of theories concerning linguistic meaning. They will learn to critically evaluate various ideas about how linguistic meaning is expressed in words, sentences, texts, and situations. They will apply this knowledge to the analysis of actual linguistic data.  |             |           |
| [上課內容]           | This course is a broad introduction to semantics, the study of meaning as it is expressed through language. It will discuss meaning from a number of different theoretical and practical perspectives and through the analysis of samples in various languages. Topics include lexical semantics, transitivity, three levels of meaning, categorization, motion, metaphor, metonymy, figure and ground, frame semantics, semantic change, and the interaction between meaning and syntax.                      |             |           |
| <b>555002001</b> | <b>句法學</b>   | <b>3 學分</b> | <b>碩必</b> |
| [課程目標]           | This course offers a concise introduction to the essential concepts and methods of argumentation in the generative structuralist approach to grammar.  |             |           |
| [上課內容]           | We will focus on the Chomskyan Principles and Parameters framework of transformational syntax. A brief introduction to the more recent Minimalist Program and a non-transformational lexicalist framework namely the Lexical-Functional Grammar will also be offered later in the course, if time permits.   |             |           |
| <b>555004001</b> | <b>研究方法與論文寫作</b>   | <b>3 學分</b> | <b>碩必</b> |
| [課程目標]           | The aim of this course is twofold: First, it is designed to familiarize students with research methods in linguistics. Based on the understanding, the students are expected to apply the basic principles of research design to their own research. Second, the course also aims to help students with their academic writing. Through actual writing practice, the students are expected to write abstracts, annotated bibliographies, proposals, and research papers with the appropriate style and format. |             |           |
| [上課內容]           | We will try to cover one chapter of Slade & Perrin (2008) and one chapter of Weissberg & Buker (1990) each week.   |             |           |

|                  |   |      |     |    |
|------------------|---|------|-----|----|
| <b>555778001</b> | <b>分類詞研究</b>  | 3 學分 | 碩博選 | 理論 |
| [課程目標]           | <p>1. 三本書<br/>san ben shu<br/>3 C book<br/>'3 books'</p> <p>2. 三箱書<br/>san xiang shu</p> <p>3. M-box book<br/>'3 boxes of books'</p> <p>Examples in (1), where 本 is a classifier (C), and (2), where 箱 is a measure word (M), demonstrate a typological difference between Mandarin and English, i.e., while English is a plural-marking language, Mandarin, along with all other Chinese languages, is a classifier language. In this course we shall explore the many aspects of the research on numeral classifiers, in Mandarin and other classifier languages in the world. The aim is for the student to have a good understanding of the essential properties of C/Ms and be able to do research on C/Ms in an area that we have explored during the course.</p> |      |     |    |
| [上課內容]           | <p>Issues we are interested to explore include the similarities and differences between classifiers (C) and measure words (M), the classification of C/Ms, the semantic function of Cs, the relationship between C/M and numerals (Num), syntactic structure of C/M, the typology of C/M word orders, the historical development of C/Ms, and distribution of classifier languages in the world. We will also discuss the possibility of uniting plural-markers such as the /-s/ suffix and numeral classifiers such as 個 in Mandarin. Students are encouraged to pursue the particular issues or languages they are interested in class and/or as a term project. Discussions start with Chinese and then expand to other languages in the world.</p>                  |      |     |    |

|                  |   |      |     |    |
|------------------|---|------|-----|----|
| <b>555791001</b> | <b>心理語言學</b>  | 3 學分 | 碩博選 | 理論 |
| [課程目標]           | <p>The scope of this course is to reflect a wide range of topics considered as domains within psycholinguistic inquiry. Topics to be discussed in this class cover in detail the fundamental aspects of psycholinguistics including speech perception, speech production, lexicon and meaning, sentence processing, sentence comprehension, conversational discourse, first language acquisition (language development in children) and neurolinguistics.</p> |      |     |    |
| [上課內容]           | <ol style="list-style-type: none"> <li>1. Speech perception</li> <li>2. Words and meaning</li> <li>3. Sentence processing</li> <li>4. Speech production</li> <li>5. Text and discourse</li> <li>6. Language development</li> <li>7. Neurolinguistics</li> </ol>   |      |     |    |

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| <b>555830001</b> | <b>語料庫語言學與語言教學</b>                                     | 3 學分 | 碩選 | 應用 |
| [課程目標]           | 本課程的授課對象為對語料庫語言學有興趣的學生。課程旨在講述語料庫語言學之理論與操作，及其多元應用。      |      |    |    |
| [上課內容]           | 學生於課堂中能學習語言學相關研究及其他語料庫語言學研究技能，其中包含：如何有效利用索引，以及如何建立語料庫。 |      |    |    |

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| <b>555873001</b> | <b>篇章語法與英語教學</b>   | 3 學分 | 碩選 | 應用 |
| [課程目標]           | This course is to introduce students to the study of discourse analysis and its application to English teaching.   |      |    |    |
| [上課內容]           | A general review of discourse studies will be the focus of the class in the first few weeks, which characterizes the nature of discourse analysis and relationships between sentence structure and discourse grammar. Follow-up topics on discourse analysis will cover coherence, discourse structure, information distribution and topic continuity. Finally, traditional grammatical issues concerning the use of conjunctions, subordination and tense-aspect will be reexamined from the discourse perspective. |      |    |    |

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| <b>555939001</b> | <b>第二語言習得</b>   | 3 學分 | 碩博選 | 應用 |
| [課程目標]           | This course is designed to provide students with an overview of important topics in second language acquisition research. Topics to be covered include the age factor, the role of the native language, the linguistic environment, learner language, interlanguage processing, social dimensions, individual differences, and instructed second language learning. |      |     |    |
| [上課內容]           | This course is designed to provide students with an overview of important topics in second language acquisition research. Topics to be covered include the age factor, the role of the native language, the linguistic environment, learner language, interlanguage processing, social dimensions, individual differences, and instructed second language learning. |      |     |    |

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| <b>555789001</b> | <b>類型語言學</b>   | <b>3 學分</b> | <b>碩博選</b> | <b>理論</b> |
| [課程目標]           | <p>The aims of this course are to introduce students to the field of functional typology. It will give an overview of a wide range of morphological and syntactic categories and how these are realized in languages across the world. Typical topics include the nature of word classes, predicate-argument structure from a cross-linguistic perspective, and clause types in languages across the world. After this course, students will have acquired the skills to conduct morphosyntactic analyses of a large variety of languages across the world and incorporate these analyses in comparative studies and research into linguistic universals.</p> <p>This course provides students with a sound theoretical basis for conducting linguistic fieldwork, linguistic description, language documentation, research into lesser known languages, typological studies, and large-scale comparative research. It is a useful precursor to the courses Linguistic Fieldwork and Austronesian languages.</p> |             |            |           |
| [上課內容]           | <p>This course is a broad overview of the field of functional typology, with a main focus on morphosyntax. Each week's class consists of a theory section (1.5~2 hours) and a practice section (1~1.5 hours). The former is a theoretical discussion of a broad topic in linguistic typology, with illustrations from languages across the world. In the second part of each class, students attempt to analyse previously unseen languages and discuss their analyses in front of their peers.</p> <p>This class is taught in English.</p>  |             |            |           |

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| <b>555842001</b> | <b>會議及期刊論文發表</b>  | <b>3 學分</b> | <b>碩博選</b> | <b>應用</b> |
| [課程目標]           | <p>This course has a very practical goal: to improve the student's success rate of getting papers accepted and delivered at conferences and formally published in refereed journals.</p>  |             |            |           |
| [上課內容]           | <p>In this course we will, initially, introduces the basic structures of academic papers from the perspectives of conference presentations and journal articles and also, importantly, discusses the strategies to get submissions accepted and presentations successfully delivered. However, the course is a practicum in nature and the students will practice the skills and strategies discussed in class.</p> |             |            |           |

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| <b>555850001</b> | <b>英語教學實務專題</b>  | <b>3 學分</b> | <b>碩選</b> | <b>應用</b> |
| [課程目標]           | This class aims to introduce practical issues in teaching English as a foreign language. The major focus of this class will be curricular and pedagogical concerns in teaching English to secondary students in Taiwan. Opportunities to observe English classes, give teaching demonstrations, participate in student teaching, and conduct post-teaching conferences will be provided. Cooperative learning and learner-centered approaches will be used. In the end, the course purports to enable students to become reflective practitioners by theorizing from their own practical teaching experiences and by critically reflecting upon theory and practice in TESOL.  |             |           |           |
| [上課內容]           | This class functions as a bridge between teaching and research communities. Students are required to student teach in two schools this year: Wangfang High School and Taipei Municipal Mu Zha Junior High School. Pre-teaching observations, lesson plan writing, and teaching demonstrations) and post-teaching (debriefing with cooperating and university teachers) conferences will be conducted. Practical issues, such as how to teach reading, vocabulary, grammar, writing, and dialogue, as well as how to create an exam and effectively manage a classroom will be discussed. Audio/video tapes, web-based resources, electronic resources, and guest speakers will be used to facilitate discussion. Most important of all, a teaching portfolio should be created to demonstrate students' professional knowledge and skills in TESOL. Note that creative teaching is encouraged. |             |           |           |

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| <b>555867001</b> | <b>田野調查</b>   | <b>3 學分</b> | <b>碩博選</b> | <b>應用</b> |
| [課程目標]           | This course teaches students how to do linguistic fieldwork with the aim of producing a grammatical description, a dictionary, and a text corpus of a previously undocumented or underdocumented language. Through lectures and practical exercises, students will acquire a theoretical and practical knowledge of the methods, techniques, and technologies commonly used by documentary linguists. Students will apply this knowledge in immersion fieldwork.  |             |            |           |
| [上課內容]           | This course teaches students how to conduct linguistic fieldwork. This course has two components: lectures and a two-week fieldwork session. During the first part of the semester, lectures give students a broad introduction to fieldwork methodology. Topics include fieldwork methodology, ethical and practical issues, linguistic background knowledge, and specialized software for language documentation. Accompanying practice sessions, allow them to practice applying this knowledge in the context of linguistic fieldwork and to prepare for the second part of this course.<br>The second part of this course consists of a fieldwork trip to a location to be determined in consultation with the students. Students will participate in a two-week immersion fieldwork trip during the summer holidays, gather data on an underdocumented language, process this data, and produce a fieldwork report. |             |            |           |

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| <b>555772001</b> | <b>閱讀心理學</b>   | 3 學分 | 碩選 | 理論 |
| [課程目標]           | 1. 從文字辨識到文句理解的各項重要閱讀議題<br>2. 個別差異、雙語閱讀<br>3. 閱讀與大腦處理   |      |    |    |
| [上課內容]           | 閱讀是人類特有的認知能力，也是學習各種知識的主要方式，而閱讀涉及視知覺、注意力、記憶、及語言處理等運作，透過實驗與認知心理學的理論和方法，得以展現閱讀與語言處理的全貌。課程的目標在使修課學生對閱讀的兩大核心歷程：詞彙辨識和語意理解，掌握基本的概念和當今的研究議題，並討論認知神經科學研究工具在閱讀議題上的相關文獻。(請於開學第一週和老師面談，確認選課) |      |    |    |

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| <b>555888001</b> | <b>句法學專題：漢語語法</b>  | 3 學分 | 碩博選 | 理論 |
| [課程目標]           | This course first surveys the essential grammatical constructions in modern Mandarin, following an initial review of the perception of grammar, and then explores selected topics in depth.  |      |     |    |
| [上課內容]           | The goal is for students to have a general understanding of the important grammatical constructions in Mandarin Chinese and to be able to conduct independent research in this area.<br>Accordingly, the course first offers a general review of the organization of grammar. We then proceed to discuss the essential parts-of-speech in the language before exploring in more depth a selected range of important grammatical constructions, including classifiers and measure words, topic and topicalization, word order, complementation and verb subcategorization, double-object and gei, ba, bei, word structure and argument structure, A-not-A questions, verb-copying, and iconicity, among others. |      |     |    |

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| <b>555797001</b> | <b>英文字彙教學</b>   | <b>3 學分</b> | <b>碩選</b> | <b>應用</b> |
| [課程目標]           | This course is designed for graduate students in the Master's program so as to introduce them to the theories, techniques, and research of English vocabulary teaching. Students are expected to study various ideologies of vocabulary teaching and analyze their advantages and disadvantages. Students will also learn (a) how to handle vocabulary based on wordlist, corpus, and frequency; and (b) how to design a vocabulary activity based on a specific topic. Final grade will be based on group work, a project on designing vocabulary activities, contribution to discussion, presentations and final paper. |             |           |           |
| [上課內容]           | This course will cover (a) the background reading in vocabulary teaching, (b) the techniques in teaching vocabulary, and (c) applications of tools and measurement software to vocabulary lists   |             |           |           |

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| <b>555824001</b> | <b>對比語言學與語言教學</b>  | <b>3 學分</b> | <b>碩博選</b> | <b>應用</b> |
| [課程目標]           | The major goal of this course is to help students increase the awareness of different aspects of these two languages and cultures, and to obtain a general picture of the similarities and differences between Mandarin Chinese and English, through the contrastive approach. Having this kind of knowledge, one can be more aware of the difficulties among EFL/CFL learners and translators, and can explain the reason why second language learners and apprentice translators of the same language background make certain similar errors. Hence one can put more effort on dealing with these difficulties observed in second language teaching and learning, as well as in translation.   |             |            |           |
| [上課內容]           | <p>The course is for anyone who is interested in the studies of languages, linguistics, second language teaching and learning, and/or translation. We will briefly introduce the general aspects of contrastive linguistics first, and then we will focus on the contrastive analysis of Mandarin Chinese and English with respect to their typology, phonology, morphology, syntax, semantics, pragmatics, and culture.</p> <p>The major goal of this course is to help students increase the awareness of different aspects of these two languages and cultures, and to obtain a general picture of the similarities and differences between Mandarin Chinese and English, through the contrastive approach. Having this kind of knowledge, one can be more aware of the difficulties among EFL/CFL learners and translators, and can explain the reason why second language learners and apprentice translators of the same language background make certain similar errors. Hence one can put more effort on dealing with these difficulties observed in second language teaching and learning, as well as in translation.</p> <p>Furthermore, students will become more aware of their own language and culture facts, and will be led to the pursuing of a profound understanding of their native language and culture. This, in turn, will contribute greatly to the understanding of human cognition knowledge per se.</p> |             |            |           |

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| <b>555808001</b> | <b>語音學</b>   | <b>3 學分</b> | <b>碩博選</b> | <b>理論</b> |
| [課程目標]           | This course covers in detail the fundamental aspects of phonetics including: articulation, phonetic feature systems, aerodynamics, acoustics spectrogram, reading acoustic characteristics of vowels and consonants, acoustic aspects of suprasegmentals, and acoustic theory of speech production. Students will be exposed to data from a broad range of languages and will become practiced in the use of the IPA symbols. Use of laboratory equipment to investigate articulatory acoustic and perceptual properties of speech sounds is required in this class. |             |            |           |
| [上課內容]           | Two syllabi will be distributed in class.  |             |            |           |

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| <b>555814001</b> | <b>心理音韻研究方法</b>  | <b>3 學分</b> | <b>碩選</b> | <b>理論</b> |
| [課程目標]           | The goal of this course is to help students in the Graduate Institute of Linguistics learn to use the most important features of technical and scientific English in writing about research in the field of experimental phonology or psycholinguistics. Students will learn to develop the basic format of the experimental research proposals, which include the abstract, the background study in literature reviews, basic rules of argumentation, discussion of sample work of academic writing, well-organized summaries and practice with plenty of feedback. Students will also learn how to participate actively in the linguistic community by taking part in the discussion of conferences and workshops, and giving constructive criticism to their fellow students. |             |           |           |
| [上課內容]           | The goal of this course is to help students in the Graduate Institute of Linguistics learn to use the most important features of technical and scientific English in writing about research in the field of experimental phonology or psycholinguistics. Students will learn to develop the basic format of the experimental research proposals, which include the abstract, the background study in literature reviews, basic rules of argumentation, discussion of sample work of academic writing, well-organized summaries and practice with plenty of feedback. Students will also learn how to participate actively in the linguistic community by taking part in the discussion of conferences and workshops, and giving constructive criticism to their fellow students. |             |           |           |

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| <b>555874001</b> | <b>兒童語言習得</b>  | <b>3 學分</b> | <b>碩選</b> | <b>應用</b> |
| [課程目標]           | This course is designed to introduce the field of child language acquisition from an interdisciplinary perspective. The main themes to be discussed include 1) communication development in infancy, 2) phonological, semantic and syntactic development, 3) communicative competence in the preschool years, 4) Theoretical approaches to language acquisition, 5) Individual differences, 6) atypical language development, and 7) literacy in the school years. |             |           |           |
| [上課內容]           | This course is designed to introduce the field of child language acquisition from an interdisciplinary perspective. The main themes to be discussed include 1) communication development in infancy, 2) phonological, semantic and syntactic development, 3) communicative competence in the preschool years, 4) Theoretical approaches to language acquisition, 5) Individual differences, 6) atypical language development, and 7) literacy in the school years. |             |           |           |

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| <b>555820001</b> | <b>優選理論實務</b>  | <b>3 學分</b> | <b>碩博選</b> | <b>理論</b> |
| [課程目標]           | The goal of this course is to elucidate how to develop analysis in Optimality Theory (OT).   |             |            |           |
| [上課內容]           | Many of OT's basic grounds are very different from other phonological theories. As John McCarthy indicates, OT requires new and often unfamiliar ways of doing analysis arguing for them and even writing them up. The intended students of this course include mainly those who are encountering OT for the first time. In this class we will cover specific topics on how OT began how to construct an analysis how to write up an analysis how to develop new constraints and how to identify language typology and universals. We will also discuss what current issues are involved in this framework. Every student will be assigned certain texts to read in advance and to lead the discussions of those texts in the class. A term paper is required; students are encouraged to submit their term papers to a conference. An oral presentation of the term paper is also required which is scheduled in the final week and designed as a formal event. Students should prepare handouts and PowerPoint slides and dress properly for this event; there will be photo-taking. |             |            |           |

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| <b>555767001</b> | <b>環太平洋語言：歷史，語言，社會與政治</b>   | <b>3 學分</b> | <b>碩博選</b> | <b>理論</b> |
| [課程目標]           | At the end of this course students will have obtained a broad understanding of the various languages and language families in the Pacific Region, in terms of their history, geographical distribution, cultural background, and general linguistic properties. They will conducted research on aspects of selected languages.  |             |            |           |
| [上課內容]           | Despite the fact that the Pacific Region is largely covered by water, it is a culturally extremely diverse region. From Island South-East, and more than 2300 languages on its islands. In this course, we will investigate the languages belonging to the main language groups of the Pacific region from an interdisciplinary perspective. We will discuss their history, their present distribution and status, their associated cultures, and some of their structural properties. While mainly focusing on indigenous languages, we will also discuss the linguistic impact of different colonization waves. In a number of case studies, students will discuss interesting aspects of key languages.<br>This course is taught in English. |             |            |           |

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| <b>555923001</b> | <b>語用學</b>  | <b>3 學分</b> | <b>碩博選</b> | <b>應用</b> |
| [課程目標]           | The course is oriented toward a study of the role of context in the interpretation of communicative meaning. General topics to be discussed include implicature, presupposition, speech acts, reference, information status, given and new information, topic and comment, focus and ground, pragmatics and grammar, and pragmatics and social interaction. |             |            |           |
| [上課內容]           | The course is oriented toward a study of the role of context in the interpretation of communicative meaning. General topics to be discussed include implicature, presupposition, speech acts, reference, information status, given and new information, topic and comment, focus and ground, pragmatics and grammar, and pragmatics and social interaction. |             |            |           |

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| <b>555765001</b> | <b>音韻學專題：派生機制與優選理論</b>  | <b>3 學分</b> | <b>碩博選</b> | <b>理論</b> |
| [課程目標]           | The goal of this course is to offer advanced training of OT for students.   |             |            |           |
| [上課內容]           | The intended students are those who are more advanced and are ready to write a scholarly phonological paper. The class will be conducted on a seminar basis. We will cover topics related to derivations in OT, including Harmonic Serialism, Stratal OT, Antifaithfulness, and Comparative Markedness. The students are required to read selected papers, and do an oral review with Powerpoint slides weekly. They also expected to write a publishable paper in the end of the semester. |             |            |           |

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| <b>555766001</b> | <b>語言測驗與評量</b>  | <b>3 學分</b> | <b>碩博選</b> | <b>應用</b> |
| [課程目標]           | This course aims to acquaint students with the theory of language testing and assessment as well as the general principles of test construction.  |             |            |           |
| [上課內容]           | <p>In this introductory class, students are encouraged to participate in class discussion where they learn how to put theory and principles into actual practice. Topics to be covered include</p> <ol style="list-style-type: none"> <li>1. the role of testing and assessment in the English curriculum</li> <li>2. the desirable qualities of tests</li> <li>3. principles and practice of test construction</li> <li>4. alternative assessments.</li> </ol> |             |            |           |

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| <b>555860001</b> | <b>聲學語音學</b>  | <b>3 學分</b> | <b>碩博選</b> |  |
| [課程目標]           | <p>This class will provide an introduction to the acoustic aspects of speech sounds along with anatomy and physiology of speech production. In particular, the course is to examine various aspects of human speech production/perception and the nature of the acoustic signal that is transmitted from speaker to listener. The acoustic properties to be investigated involve the time domain features such as the amplitude of a waveform, the duration, <math>F_0</math>, and the frequency domain features such as the frequency spectrum, the spectrogram, and/or combined spectrotemporal features. The class will also involve a series of trainings for transcribing and dictating the symbols of International Phonetic Alphabet (IPA). Students will be able to create and analyze broadband spectrograms using the program of KAY and/or PRAAT (Boersma and Weenink, 2018), and study the full variety of articulations and acoustics in the speech sounds of the world's languages. The class involves two-hour lecture sessions and one-hour lab work.</p> |             |            |  |
| [上課內容]           | <p>This class will provide an introduction to the acoustic aspects of speech sounds along with anatomy and physiology of speech production. In particular, the course is to examine various aspects of human speech production/perception and the nature of the acoustic signal that is transmitted from speaker to listener. The acoustic properties to be investigated involve the time domain features such as the amplitude of a waveform, the duration, <math>F_0</math>, and the frequency domain features such as the frequency spectrum, the spectrogram, and/or combined spectrotemporal features. The class will also involve a series of trainings for transcribing and dictating the symbols of International Phonetic Alphabet (IPA). Students will be able to create and analyze broadband spectrograms using the program of KAY and/or PRAAT (Boersma and Weenink, 2018), and study the full variety of articulations and acoustics in the speech sounds of the world's languages. The class involves two-hour lecture sessions and one-hour lab work.</p> |             |            |  |

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| <b>555763001</b> | <b>實驗音韻學</b>  | 3 學分 | 碩博選 | 理論 |
| [課程目標]           | This class will begin with overviewing major theoretical framework from traditional, derivational to nonderivational alternatives. Laboratory phonology mainly deals with various improved methodology to strengthen the scientific foundations of phonological theory or explicit modeling based on cumulation of results. Data to be included come from natural languages including language-specific characteristics and sociolinguistic variation. Through a number of experiments in phonetics/psycholinguistics lab, students will learn how to test on which aspects of phonological theory are supported by the external evidence, and which phonological theory can be best claimed as having psycholinguistic/cognitive validity. |      |     |    |
| [上課內容]           | Each student will select a number of journal or book articles, and lead the class discussion on the readings that cover a particular theory and methodology. Then students will need to write a term paper, taking one theoretical issue in their theory, and proposing one empirical study, using an 'external' data, which would test the 'cognitive reality' of this aspect of the theory; the project should include at least one mini-pilot-study (i.e. some data). Students will present a report to the class regarding their project in the last week of class, and then turn in the term paper during finals week. The term paper should be about 12-15 pages in length.   |      |     |    |

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| <b>555764001</b> | <b>語意學與語言教學</b>  | 3 學分 | 碩博選 | 應用 |
| [課程目標]           | <p>本課程以語意學之概念基本內涵介紹為開端，除提供語意學的分析基礎外，並以應用於教學及學習為實踐。課程主要涵蓋詞彙語意與構式語法之相關議題，英語及漢語之研究文獻為主，建構出語意學重要概念及理論之基本架構，以及在教學與學習之應用，引發學生之研究興趣，並教導學生如何發掘研究課題。</p> <ul style="list-style-type: none"> <li>• 分析及推理能力：語料分析及討論</li> <li>• 邏輯及辯證能力：分析結果呈現詮釋及論證</li> <li>• 批判及評述能力：文獻閱讀概述及評論</li> <li>• 組織及溝通能力：課堂討論、口頭報告及書面報告</li> <li>• 學術能力：文獻掌握、評述及論文口頭及書面報告</li> </ul>              |      |     |    |
| [上課內容]           | <p>藉由文獻閱讀以及課堂討論，引介語意學範疇之基本觀念，並介紹相關理論之架構及重要研究課題，以及探索詞彙、構式表現及語意互動議題及運作的機制，另一方面則將閱讀將語意學與語言學習有關之文章，探討語言教學及學習之重要課題及研究方法，讓學生對於語意學重要範疇有進一步的認知與理解，並能思索如何將學理觀念應用於教與學。學生藉由語言觀察、分析研究語料語言現象、課堂分組討論及從文獻閱讀過程，能學習掌握重點及評述，推理及論證及撰寫論文。</p> <ul style="list-style-type: none"> <li>• 語意學範疇及概念</li> <li>• 詞彙語意學之重要課題</li> <li>• 構式語法之主要觀點及課題</li> <li>• 英語、漢語之分析及研究教學之應用</li> </ul> |      |     |    |

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| <b>555807001</b> | <b>語言習得研究方法</b>   | <b>3 學分</b> | <b>碩選</b> | <b>理論</b> |
| [課程目標]           | This course is designed to familiarize students with research methods in language acquisition, and to help them develop a research proposal in the area of language acquisition. Through lectures, presentations, group discussion and individual guidance, the students are expected to gain a thorough understanding of proposal writing and research design. The students are expected to complete a research proposal and a pilot study by the end of the course. |             |           |           |
| [上課內容]           | This course is designed to familiarize students with research methods in language acquisition, and to help them develop a research proposal in the area of language acquisition. Through lectures, presentations, group discussion and individual guidance, the students are expected to gain a thorough understanding of proposal writing and research design. The students are expected to complete a research proposal and a pilot study by the end of the course. |             |           |           |

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| <b>555825001</b> | <b>句法學與語言教學</b>  | <b>3 學分</b> | <b>碩博選</b> | <b>應用</b> |
| [課程目標]           | This course introduces the important concepts in syntax and major constructions in English (or Mandarin Chinese). Students will have a solid foundation of how structure plays a role in language. Students will then use these concepts and knowledge to construct instructional syllabus and to examine grammatical points presented in current textbooks. It helps students to understand different aspects of language structure and foster the logical ability and critical thinking through observation, discussion, and comparison of language data.                    |             |            |           |
| [上課內容]           | This course introduces the important concepts in syntax, and major constructions in English (or Mandarin Chinese) will be covered to provide students with a solid account of how structure plays a role in language. Students will then use these concepts and knowledge to construct instructional syllabus and to examine grammatical points presented in current textbooks. It helps students to understand different aspects of language structure and foster the logical ability and critical thinking through observation, discussion, and comparison of language data. |             |            |           |

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| <b>555827001</b> | <b>漢語方言音韻學</b>  | 3 學分 | 碩博選 | 理論 |
| [課程目標]           | The purpose of this course is for students to have a better understanding of the Chinese dialects spoken in Taiwan. In particular, this class will focus on Mandarin, Taiwanese and Hakka. We will discuss phonological issues in and across the Chinese dialects, such as the nasality, consonant and vowel alternations, glide formation, tone changes, and affixation-triggered phonology. Every student will be assigned certain papers to read in advance and to lead the discussions of those papers in the class. A term paper is required; students are encouraged to submit their term papers to a conference. An oral presentation of the term paper is also required, which is scheduled in the final week and designed as a formal event. |      |     |    |
| [上課內容]           | The purpose of this course is for students to have a better understanding of the Chinese dialects spoken in Taiwan. In particular, this class will focus on Mandarin, Taiwanese and Hakka. We will discuss phonological issues in and across the Chinese dialects, such as the nasality, consonant and vowel alternations, glide formation, tone changes, and affixation-triggered phonology. Every student will be assigned certain papers to read in advance and to lead the discussions of those papers in the class. A term paper is required; students are encouraged to submit their term papers to a conference. An oral presentation of the term paper is also required, which is scheduled in the final week and designed as a formal event. |      |     |    |

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|------------------|--|------|-----|----|
| <b>555876001</b> | <b>社會語言學專題</b>   | 3 學分 | 碩博選 | 應用 |
| [課程目標]           | 長期以來語言學的研究與教學都只侷限於語言內部的結構，如語音、語法及語意，本課程目標即是要打破這個侷限，把語言研究的重點放在人與人如何利用語言在社會上進行實際的溝通上，並訓練學生在這些方面進行實際的觀察與研究。 |      |     |    |
| [上課內容]           | 本課程是一學期每週三小時的課程，其目的在於全面介紹社會語言學的研究領域、研究方法、重要的研究成果以及實際的應用。   |      |     |    |

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| <b>555761001</b> | <b>獨立研究：聲調與變調問題</b>  | 3 學分 | 博選 | 理論 |
| [課程目標]           | The goal of this course is to help Ph.D. students to develop their dissertations. The intended students are those who are more advanced and are ready to write the dissertations.  |      |    |    |
| [上課內容]           | The class will be conducted on a one-to-one basis. We will cover topics related to an individual student's dissertation, and discuss relevant papers. The student is required to write a publishable paper in the end of the semester. |      |    |    |

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| <b>555759001</b> | <b>現代語言學新趨勢</b>   | 3 學分 | 碩博選 | 理論 |
| [課程目標]           | <p>In this course you will learn:</p> <ul style="list-style-type: none"> <li>• Linguistic theories related to word classes</li> <li>• Cognitive theories related to classification</li> <li>• Quantitative methods to analyze linguistic phenomena</li> <li>• To integrate these three fields in a linguistic experiment</li> </ul> <p>After finishing this course, you should be able to:</p> <ul style="list-style-type: none"> <li>• Understand the issue of word classification in languages across the world from a cross-disciplinary perspective</li> <li>• Be able to execute cross-disciplinary linguistic research as part of a small research group</li> </ul>   |      |     |    |
| [上課內容]           | <p>This is an interdisciplinary course that will teach students to combine concepts from the fields of functional typology, cognitive neuroscience, and quantitative linguistics to analyze interesting linguistic phenomena. It will give students an opportunity to conduct real research into unresolved linguistic problems, using theoretical and experimental methods that are at the forefront of linguistic sciences.</p> <p>The topic under discussion this year is word classes. We will investigate how word classes are distinguished in various linguistic subdisciplines, how this relates to the phenomenon of classification in cognitive neurosciences and psycholinguistics, and which problems arise from these analyses, especially considering languages of Taiwan and Southeast Asia. We will then explore how methods from quantitative linguistics can help us in analyzing phenomena related to word class distinctions in a more objective manner.</p> <p>This class will be taught in English, and requires a basic knowledge of linguistics. Students are encouraged to work in small groups.</p> |      |     |    |

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| <b>555760001</b> | <b>語料處理</b>  | 3 學分 | 碩博選 | 應用 |
| [課程目標]           | <p>課程目標為於學期結束後，能了解語料處理流程中會遇到的各種可能狀況，並如何以程式語言快速、自動、大量處理語料，讓自己在研究上能更省時省力。</p>  |      |     |    |
| [上課內容]           | <p>課程中將介紹如何以程式語言做語料處理，內容包含基礎程式語言學習、語料處理流程、語料結構整理、以及語料應用。主要授課對象以無程式語言基礎的學生為主，讓學生在語料蒐集及處理上能有更大彈性，不再局限於手動處理。此課程將會提供許多課堂練習和討論，以及課後作業，透過實際操作方式以協助學生跟上課堂進度，並也將安排一次微型黑客松，讓學生之間以組隊方式進行競賽並互相學習交流。學期末報告將以個人報告方式進行，自選有興趣的語言相關研究議題並結合課堂習得知識及技能，呈現學習成果。</p> |      |     |    |

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| <b>555879001</b> | <b>語用學專題</b>  | <b>3 學分</b> | <b>碩博選</b> | <b>理論</b> |
| [課程目標]           | 本課程回顧近 30 年來的研究與發展，主要著重於語用學漢語言學期他領域之間的互動關係，探討語用學在語言變遷中所扮演的角色以及與華語文教學的關聯性。 |             |            |           |
| [上課內容]           | 本課程回顧近 30 年來的研究與發展，主要著重於語用學漢語言學期他領域之間的互動關係，探討語用學在語言變遷中所扮演的角色以及與華語文教學的關聯性。 |             |            |           |

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|------------------|---|-------------|------------|-----------|
| <b>555938001</b> | <b>神經語言學</b>  | <b>3 學分</b> | <b>碩博選</b> | <b>理論</b> |
| [課程目標]           | <p>In this course, the students will learn:</p> <ul style="list-style-type: none"> <li>○ The framework, fundamental concepts, approaches, and basic techniques of neurolinguistics,</li> <li>○ How our neurocognitive system process language in various aspects, including lexical, semantic, phonetic/phonological, syntactic, and pragmatic/discourse processing.</li> <li>○ The neural underpinnings associated with language impairments observed in atypical populations such as aphasia and individuals with autism, and</li> <li>○ The interplay and collaboration between linguistics, cognitive psychology, and neuroscience.</li> </ul> <p>Through this course, the students will be able to:</p> <ul style="list-style-type: none"> <li>○ Recognize the main research themes and content in neurolinguistics,</li> <li>○ Understand the neurocognitive mechanisms underlying language processing as currently understood,</li> <li>○ Understand the basic concepts associated with language processing in linguistics, cognitive neuroscience, as well as the interaction between these disciplines,</li> <li>○ Apply logical reasoning and independent critical thinking to scientific investigations from a multidimensional perspective, and</li> <li>○ Obtain the skills and experience of academic discussions and presentations.</li> </ul> |             |            |           |
| [上課內容]           | <p>Neurolinguistics studies how language is processed in the brain; it aims to uncover the neurocognitive mechanisms that support language comprehension and production. This course provides an interdisciplinary overview of the major research themes and approaches in neurolinguistics, integrating linguistics, cognitive psychology, and neuroscience. We will discuss the neural correlates of various linguistic components, including speech perception, lexical retrieval, syntactic structure, semantic composition, and discourse/pragmatic processing, as currently understood. A range of language impairments associated with atypical brain development will be covered as well. Special attention will be given to how linguistic theories and cognitive neuroscience inform each other.</p>  |             |            |           |

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| <b>555756001</b> | <b>語言理解與心智語法</b>  | <b>3 學分</b> | <b>碩博選</b> | <b>理論</b> |
| [課程目標]           | <p>In this course, students will learn:</p> <ul style="list-style-type: none"> <li>• The structures of mental grammar and the interfaces between linguistic components</li> <li>• Various models of real-time language processing</li> <li>• Accounts of how human language parser tackles with comprehension issues</li> <li>• Techniques and methods in research of sentence processing</li> <li>• The interplay of linguistics and cognitive psychology</li> </ul> <p>Through this course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the major themes and models of human language processing</li> <li>• Understand how mental grammar supports sentence comprehension</li> <li>• Appreciate different perspectives on the architecture of human language system</li> <li>• Apply scientific method and argumentation to research</li> </ul>   |             |            |           |
| [上課內容]           | <p>This course addresses how we comprehend language in real-time, grounded in the architecture of mental grammar. We will discuss various processing models rooted in different approaches to the human language system. To understand how our mental grammar supports language comprehension, we will give an overview of the theoretical accounts, examine linguistic patterns and experimental evidence, and discuss advantages/disadvantages of different processing models via linguistic phenomena.</p> <p>This year the focus will be placed on different views of the language architecture, lexical access, syntax-semantic interface, ambiguity resolution, and contextual impact during online sentence processing. In addition, we will explore the relationship between the linguistic system and nonlinguistic cognition (e.g., social cognition, working memory, and cognitive control) and how the interplay of the two may influence language comprehension.</p> |             |            |           |

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| <b>555757001</b> | <b>優選理論之延伸與應用</b>   | <b>3 學分</b> | <b>碩博選</b> | <b>理論</b> |
| [課程目標]           | <p>The goal of this course is to provide advanced training in theories developed from classic OT (Optimality Theory).</p>   |             |            |           |
| [上課內容]           | <p>This course discusses advanced research on OT, which looks at phonological phenomena from a constraint-based perspective. Several theoretical extensions under this framework are introduced, including Agreement, Alignment, Harmonic Serialism, Local Conjunction, Perception Grammar, Stochastic OT, Cophonology, Stratal OT, Match Theory and Existential Match Theory. Students enrolled in this class should have had basic knowledge of Phonology and OT. This seminar will provide professional training on an individual basis, guiding each student to write a publishable research paper in phonology. Selected papers will be assigned to the students for weekly reports. A final oral presentation and a final written paper are required.</p> |             |            |           |

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|------------------|--|-------------|------------|-----------|
| <b>555758001</b> | <b>自然語言處理</b>  | <b>3 學分</b> | <b>碩博選</b> | <b>應用</b> |
| [課程目標]           | Students will learn how to write basic Python scripts to help process text data, and analyze linguistic data more efficiently. Basic machine learning applications will be introduced for students to have a general idea of how linguistic knowledge facilitate AI learning.  |             |            |           |
| [上課內容]           | This course targets on students who have zero background in programming, and aims to provide them with basic skills in processing the data themselves. This course will introduce the procedures in Natural Language Processing. The goal is to let students know how to import packages with simple scripts to help further analyze linguistic data. In addition, basic machine learning applications will be introduced as well. Here, in this course, we'll focus on handling text data with Python, which is one of the prevalent programming languages nowadays. There will also be one mini-hackathon held after mid-term week to help students integrate all the skills they learned during the course. At the end of this course, students will need to do a final presentation and submit a final term paper. |             |            |           |

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| <b>555769001</b> | <b>語言變異與優選理論</b>  | <b>3 學分</b> | <b>博選</b> | <b>理論</b> |
| [課程目標]           | The goal of this course is to provide advanced training in language variation and OT (Optimality Theory).   |             |           |           |
| [上課內容]           | This course discusses advanced research on OT, which examines several theoretical frameworks, including Cophonology, Floating constraint, Rank-ordering Model of Eval, Stochastic OT, and Stratal Stochastic OT. Students enrolled in this class should have had basic knowledge of Phonology and OT. This seminar will provide professional training on an individual basis, guiding each student to write a publishable research paper in phonology. Selected papers will be assigned to the students for weekly reports. Each student is also required to write a final paper. |             |           |           |

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| <b>555762001</b> | <b>獨立研究：計算語言學<br/>與語料庫語言學</b>   | 3 學分 | 博選 | 理論 |
| [課程目標]           | The goal of this course is to provide an in-depth exploration of studies in computational linguistics and corpus linguistics. Students are expected to acquire knowledge and understanding on how computational methods can help linguists explain language phenomena. Students can also learn about some possible applications the studies of computational linguistics and corpus linguistics can contribute. Important theories and methods in these two fields will be discussed to lay the necessary groundwork for the students' formulation of a research paper. |      |    |    |
| [上課內容]           | Computational linguistics and corpus linguistics have been considered interdisciplinary subjects, requiring knowledge of linguistic theories, quantitative statistics and natural language processing techniques. The course will cover fundamental concepts, theories and algorithms in computational linguistics and corpus linguistics.  |      |    |    |

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| <b>555771001</b> | <b>語言學經典導讀</b>   | 3 學分 | 碩博選 | 理論 |
| [課程目標]           | The aims of this course are to read a number of key publications in the history of linguistics, and critically discuss their content, the historical context that led to their genesis, and their significance in the development of modern linguistic theory. In doing so, this course will allow students to uncover the origins of important concepts in modern linguistics.<br>During this course, students will acquire:  |      |     |    |
| [上課內容]           | <ul style="list-style-type: none"> <li>- A first-hand understanding of publications that have been crucial to the development of modern linguistics</li> <li>- experience in critically assessing historical linguistic documents</li> <li>- experience in critically assessing central concepts in modern linguistics in a historical context</li> <li>- conducting research in the history of linguistics</li> </ul> <p>The development of modern linguistics is often talked about in terms of a relatively small number of key figures, that is, scholars that produced one or more works that are somehow considered to represent turning points in how modern linguists think about language. Students read about these linguistic demigods, but how many have read their work? How many linguistics students have actually read key works of von Humboldt, de Saussure, Sapir, Chomsky, or Labov, rather than just read about them in a textbook?</p> <p>The goal of this course is to do exactly that. We will read and discuss selected publications by important figures in the history of linguistics, from antiquity to the twentieth century. We will discuss the content of a selection works in relation to their historical context and their significance to modern linguistic theory. A set of readings will made available at the beginning of the semester, but students can suggest alternative or additional readings.</p> <p>** This course is taught in English. It is open to students from other departments and institutes provided they have an appropriate knowledge of linguistics. **</p> |      |     |    |

555870001

南島語言學

3 學分

碩博選

理論

[課程目標]

The aims of this course are: (1) To give students a global overview of the Austronesian language family and an understanding of how the Austronesian languages of Taiwan fit into this picture. (2) To discuss the Austronesian languages from a linguistic, social and historical perspective. (3) To teach students how to do independent research on Austronesian languages and prepare them to make original contributions to the field.

[上課內容]

After completing this course, you will have a good basic understanding of the entire Austronesian language family and their geographical, historical, and linguistic characteristics. You will be able to critically evaluate research and conduct linguistic research related to these languages.

This course is a broad overview of various linguistic, historical, and social aspects of the Austronesian language family. Each week, students are required to read one or two articles or book chapters. The first half of each class is a lecture. During the second half, students present and discuss their interpretation of the required reading materials.

陸、語言學研究所課程檢核表及修業規劃表

|  |    |       |                          |                        |       |       |                  |                          |             |
|--|----|-------|--------------------------|------------------------|-------|-------|------------------|--------------------------|-------------|
| <p><b>國立政治大學 外國語文學院</b></p> <p><b>語言學研究所碩士班課程檢核表</b></p> |    |       |                          |                        |       |       |                  |                          |             |
| 姓名：_____   |    |       |                          | 學號：_____               |       |       |                  |                          | 畢業學分數：35 學分 |
| <b>必修課程(12 學分)</b>                                       |    |       |                          | <b>選修課程 (最少 14 學分)</b> |       |       |                  |                          |             |
| 課程名稱   | 學分 | 成績    |                          | 課程名稱                   | 學分    | 成績    | T/A <sup>1</sup> |                          |             |
| 研究方法與論文寫作  | 3  | _____ | <input type="checkbox"/> | 1. _____               | _____ | _____ | _____            | <input type="checkbox"/> |             |
| 句法學  | 3  | _____ | <input type="checkbox"/> | 2. _____               | _____ | _____ | _____            | <input type="checkbox"/> |             |
| 音韻學  | 3  | _____ | <input type="checkbox"/> | 3. _____               | _____ | _____ | _____            | <input type="checkbox"/> |             |
| 語意學  | 3  | _____ | <input type="checkbox"/> | 4. _____               | _____ | _____ | _____            | <input type="checkbox"/> |             |
|  |    |       |                          | 5. _____               | _____ | _____ | _____            | <input type="checkbox"/> |             |
|  |    |       |                          | 6. _____               | _____ | _____ | _____            | <input type="checkbox"/> |             |
|  |    |       |                          | 7. _____               | _____ | _____ | _____            | <input type="checkbox"/> |             |
|  |    |       |                          | 8. _____               | _____ | _____ | _____            | <input type="checkbox"/> |             |
| <b>所外選修課程 (最多 9 學分)</b>                                  |    |       |                          |                        |       |       |                  |                          |             |
|  |    |       |                          | 課程名稱                   | 學分    | 成績    | T/A <sup>1</sup> |                          |             |
|  |    |       |                          | 1. _____               | _____ | _____ | _____            | <input type="checkbox"/> |             |
|  |    |       |                          | 2. _____               | _____ | _____ | _____            | <input type="checkbox"/> |             |
|  |    |       |                          | 3. _____               | _____ | _____ | _____            | <input type="checkbox"/> |             |

[註 1] T:理論 A:應用

總學分數：            學分

國立政治大學 外國語文學院  
語言學研究所博士班課程檢核表

姓名：\_\_\_\_\_

學號：\_\_\_\_\_

畢業學分數：30 學分

| 所內選修課程 (最少 22 學分) |       |       |                          | 所外選修課程 (最多 8 學分) |       |       |                          |
|-------------------|-------|-------|--------------------------|------------------|-------|-------|--------------------------|
| 課程名稱              | 學分    | 成績    |                          | 課程名稱             | 學分    | 成績    |                          |
| 1. _____          | _____ | _____ | <input type="checkbox"/> | 1. _____         | _____ | _____ | <input type="checkbox"/> |
| 2. _____          | _____ | _____ | <input type="checkbox"/> | 2. _____         | _____ | _____ | <input type="checkbox"/> |
| 3. _____          | _____ | _____ | <input type="checkbox"/> | 3. _____         | _____ | _____ | <input type="checkbox"/> |
| 4. _____          | _____ | _____ | <input type="checkbox"/> | 4. _____         | _____ | _____ | <input type="checkbox"/> |
| 5. _____          | _____ | _____ | <input type="checkbox"/> |                  |       |       |                          |
| 6. _____          | _____ | _____ | <input type="checkbox"/> |                  |       |       |                          |
| 7. _____          | _____ | _____ | <input type="checkbox"/> |                  |       |       |                          |
| 8. _____          | _____ | _____ | <input type="checkbox"/> |                  |       |       |                          |
| 9. _____          | _____ | _____ | <input type="checkbox"/> |                  |       |       |                          |
| 10. _____         | _____ | _____ | <input type="checkbox"/> |                  |       |       |                          |
| 11. _____         | _____ | _____ | <input type="checkbox"/> |                  |       |       |                          |
| 12. _____         | _____ | _____ | <input type="checkbox"/> |                  |       |       |                          |
| 13. _____         | _____ | _____ | <input type="checkbox"/> |                  |       |       |                          |
| 14. _____         | _____ | _____ | <input type="checkbox"/> |                  |       |       |                          |
| 15. _____         | _____ | _____ | <input type="checkbox"/> |                  |       |       |                          |

總學分數：            學分

## 國立政治大學外國語文學院語言學研究所修業規劃表

碩士班 (表格內容可自行增減)

姓名：\_\_\_\_\_

學號：\_\_\_\_\_

| 一年級上學期                                |       |  |       | 下學期   |       |  |       |
|---------------------------------------|-------|--|-------|-------|-------|--|-------|
| 課程名稱                                  | 上課時間  | 必/選修/所外  | 學分數   | 課程名稱  | 上課時間  | 必/選修/所外  | 學分數   |
| _____                                 | _____ | 必 <input type="checkbox"/> 選 <input type="checkbox"/> 外 <input type="checkbox"/> | _____ | _____ | _____ | 必 <input type="checkbox"/> 選 <input type="checkbox"/> 外 <input type="checkbox"/> | _____ |
| _____                                 | _____ | 必 <input type="checkbox"/> 選 <input type="checkbox"/> 外 <input type="checkbox"/> | _____ | _____ | _____ | 必 <input type="checkbox"/> 選 <input type="checkbox"/> 外 <input type="checkbox"/> | _____ |
| _____                                 | _____ | 必 <input type="checkbox"/> 選 <input type="checkbox"/> 外 <input type="checkbox"/> | _____ | _____ | _____ | 必 <input type="checkbox"/> 選 <input type="checkbox"/> 外 <input type="checkbox"/> | _____ |
| _____                                 | _____ | 必 <input type="checkbox"/> 選 <input type="checkbox"/> 外 <input type="checkbox"/> | _____ | _____ | _____ | 必 <input type="checkbox"/> 選 <input type="checkbox"/> 外 <input type="checkbox"/> | _____ |
| _____                                 | _____ | 必 <input type="checkbox"/> 選 <input type="checkbox"/> 外 <input type="checkbox"/> | _____ | _____ | _____ | 必 <input type="checkbox"/> 選 <input type="checkbox"/> 外 <input type="checkbox"/> | _____ |
| _____                                 | _____ | 必 <input type="checkbox"/> 選 <input type="checkbox"/> 外 <input type="checkbox"/> | _____ | _____ | _____ | 必 <input type="checkbox"/> 選 <input type="checkbox"/> 外 <input type="checkbox"/> | _____ |
| 總計：_____ 學分 (所內 _____ 學分，所外 _____ 學分) |       |  |       |       |       |  |       |

| 二年級上學期                                |       |  |       | 下學期   |       |  |       |
|---------------------------------------|-------|--|-------|-------|-------|--|-------|
| 課程名稱                                  | 上課時間  | 必/選修/所外  | 學分數   | 課程名稱  | 上課時間  | 必/選修/所外  | 學分數   |
| _____                                 | _____ | 必 <input type="checkbox"/> 選 <input type="checkbox"/> 外 <input type="checkbox"/> | _____ | _____ | _____ | 必 <input type="checkbox"/> 選 <input type="checkbox"/> 外 <input type="checkbox"/> | _____ |
| _____                                 | _____ | 必 <input type="checkbox"/> 選 <input type="checkbox"/> 外 <input type="checkbox"/> | _____ | _____ | _____ | 必 <input type="checkbox"/> 選 <input type="checkbox"/> 外 <input type="checkbox"/> | _____ |
| _____                                 | _____ | 必 <input type="checkbox"/> 選 <input type="checkbox"/> 外 <input type="checkbox"/> | _____ | _____ | _____ | 必 <input type="checkbox"/> 選 <input type="checkbox"/> 外 <input type="checkbox"/> | _____ |
| _____                                 | _____ | 必 <input type="checkbox"/> 選 <input type="checkbox"/> 外 <input type="checkbox"/> | _____ | _____ | _____ | 必 <input type="checkbox"/> 選 <input type="checkbox"/> 外 <input type="checkbox"/> | _____ |
| _____                                 | _____ | 必 <input type="checkbox"/> 選 <input type="checkbox"/> 外 <input type="checkbox"/> | _____ | _____ | _____ | 必 <input type="checkbox"/> 選 <input type="checkbox"/> 外 <input type="checkbox"/> | _____ |
| _____                                 | _____ | 必 <input type="checkbox"/> 選 <input type="checkbox"/> 外 <input type="checkbox"/> | _____ | _____ | _____ | 必 <input type="checkbox"/> 選 <input type="checkbox"/> 外 <input type="checkbox"/> | _____ |
| 總計：_____ 學分 (所內 _____ 學分，所外 _____ 學分) |       |  |       |       |       |  |       |

## 國立政治大學外國語文學院語言學研究所修業規劃表

博士班 (表格內容可自行增減)

姓名：\_\_\_\_\_

學號：\_\_\_\_\_

| 一年級上學期                                |       |   |       | 下學期   |       |   |       |
|---------------------------------------|-------|---|-------|-------|-------|---|-------|
| 課程名稱                                  | 上課時間  | 選修/所外   | 學分數   | 課程名稱  | 上課時間  | 選修/所外   | 學分數   |
| _____                                 | _____ | 選 <input type="checkbox"/> 外 <input type="checkbox"/> | _____ | _____ | _____ | 選 <input type="checkbox"/> 外 <input type="checkbox"/> | _____ |
| _____                                 | _____ | 選 <input type="checkbox"/> 外 <input type="checkbox"/> | _____ | _____ | _____ | 選 <input type="checkbox"/> 外 <input type="checkbox"/> | _____ |
| _____                                 | _____ | 選 <input type="checkbox"/> 外 <input type="checkbox"/> | _____ | _____ | _____ | 選 <input type="checkbox"/> 外 <input type="checkbox"/> | _____ |
| 總計：_____ 學分 (所內 _____ 學分，所外 _____ 學分) |       |   |       |       |       |   |       |

| 二年級上學期                                |       |   |       | 下學期   |       |   |       |
|---------------------------------------|-------|---|-------|-------|-------|---|-------|
| 課程名稱                                  | 上課時間  | 選修/所外   | 學分數   | 課程名稱  | 上課時間  | 選修/所外   | 學分數   |
| _____                                 | _____ | 選 <input type="checkbox"/> 外 <input type="checkbox"/> | _____ | _____ | _____ | 選 <input type="checkbox"/> 外 <input type="checkbox"/> | _____ |
| _____                                 | _____ | 選 <input type="checkbox"/> 外 <input type="checkbox"/> | _____ | _____ | _____ | 選 <input type="checkbox"/> 外 <input type="checkbox"/> | _____ |
| _____                                 | _____ | 選 <input type="checkbox"/> 外 <input type="checkbox"/> | _____ | _____ | _____ | 選 <input type="checkbox"/> 外 <input type="checkbox"/> | _____ |
| 總計：_____ 學分 (所內 _____ 學分，所外 _____ 學分) |       |   |       |       |       |   |       |

| 三年級上學期                                |       |   |       | 下學期   |       |   |       |
|---------------------------------------|-------|---|-------|-------|-------|---|-------|
| 課程名稱                                  | 上課時間  | 選修/所外   | 學分數   | 課程名稱  | 上課時間  | 選修/所外   | 學分數   |
| _____                                 | _____ | 選 <input type="checkbox"/> 外 <input type="checkbox"/> | _____ | _____ | _____ | 選 <input type="checkbox"/> 外 <input type="checkbox"/> | _____ |
| _____                                 | _____ | 選 <input type="checkbox"/> 外 <input type="checkbox"/> | _____ | _____ | _____ | 選 <input type="checkbox"/> 外 <input type="checkbox"/> | _____ |
| _____                                 | _____ | 選 <input type="checkbox"/> 外 <input type="checkbox"/> | _____ | _____ | _____ | 選 <input type="checkbox"/> 外 <input type="checkbox"/> | _____ |
| 總計：_____ 學分 (所內 _____ 學分，所外 _____ 學分) |       |   |       |       |       |   |       |

### 語言學專業師資

| 姓名  | 職稱                   | 最高學歷                            | 專長                            | 所屬單位   |
|-----|----------------------|---------------------------------|-------------------------------|--------|
| 戴智偉 | 副教授<br>兼語言學研究所<br>所長 | La Trobe University 類型語言學研究中心博士 | 類型語言學、南島語言學、應用語言學、描寫語言學       | 語言學研究所 |
| 何萬順 | 講座教授                 | 美國夏威夷州立大學語言學系博士                 | 句法學、漢語語言學、計算機語言學              | 語言學研究所 |
| 蕭宇超 | 特聘教授                 | 美國加州大學聖地牙哥分校語言學系博士              | 音韻理論、聲調學、漢語音韻學                | 語言學研究所 |
| 萬依萍 | 教授                   | 美國紐約州大水牛城分校語言學系博士               | 實驗音韻學、音韻學理論、語音學、心理語言學         | 語言學研究所 |
| 黃瓊之 | 特聘教授                 | 加州大學洛杉磯分校應用語言學系博士               | 語言習得、言談分析、心理語言學               | 語言學研究所 |
| 張瑜芸 | 助理教授                 | 國立臺灣大學語言學研究所博士                  | 計算語言學、語料庫語言學、語義學、語用學          | 語言學研究所 |
| 賴瑤鎡 | 助理教授                 | 美國耶魯大學語言學研究所博士                  | 神經語言學、心理語言學、語言處理的認知神經機制、語義與認知 | 語言學研究所 |
| 賴惠玲 | 特聘教授                 | 美國德州大學奧斯汀分校西洋語文學系博士             | 認知語意學、詞彙語意學、語法化、構式語法、隱喻與轉喻    | 英國語文學系 |
| 徐嘉慧 | 特聘教授                 | 國立臺灣師範大學英(國)語(文)學系博士            | 言談分析、語言與手勢、語言與認知、口語語料庫        | 英國語文學系 |
| 薩文蕙 | 教授                   | 國立臺灣師範大學英(國)語(文)學系博士            | 語言習得、心理語言學、語音學                | 英國語文學系 |

| 姓名  | 職稱  | 最高學歷                   | 專長                                  | 所屬單位           |
|-----|-----|------------------------|-------------------------------------|----------------|
| 張郁慧 | 副教授 | 美國夏威夷州立大學語言學系博士        | 句法學、構詞學、語料庫語言學、口譯                   | 英國語文學系<br>(退休) |
| 尤雪瑛 | 副教授 | 國立臺灣師範大學 英(國)語(文)學系 博士 | 語用學、篇章分析、英文寫作與閱讀、英語教材教法、測驗與評量       | 英國語文學系         |
| 鍾曉芳 | 副教授 | 國立臺灣大學語言學研究所博士         | 語料庫語言學、詞彙語意學、心理語言學、認知語言學、量化研究       | 英國語文學系         |
| 黃怡萍 | 副教授 | 美國印第安納大學應用語言學系博士       | 質性研究、課程理論、教師專業發展、高等教育國際化            | 英國語文學系         |
| 黃麗儀 | 副教授 | 美國華盛頓大學語言學博士           | 句法學、第二語言習得、文本分析、翻譯、語料庫與語言教學、對比語言學   | 英國語文學系<br>(退休) |
| 劉昭麟 | 教授  | 美國密西根大學 資訊科學暨工程博士      | 資料分析與知識探勘、數位人文、計算語言學、自動推理與模型建構、人工智慧 | 資訊科學系          |
| 蔡介立 | 副教授 | 國立政治大學心理學系博士           | 眼動控制與閱讀、心理語言學、眼球移動與認知運作             | 心理學系           |