

中國文化大學教師教學創新暨教材研發獎勵期末成果報告書

壹、計畫名稱：「語意學」教材研發計畫

貳、實施課程：語意學

授課教師姓名：張麗香

參、前言

「語意學」的先修課程「語言學概論」是 102 學年度為英文系四年級所開設之選修學期課程，選修此課程的學生已經具備語言學基礎專業知識。計畫人發現，本課程英文教科書中的範例多半以歐美語系為主，對於不是以英文為母語的台灣學生要能夠全然理解其語意確實有其困難度。因此，語言範例除了英文外，還會提供中文範例，來幫助學生深入瞭解語意知識、以及語意在語言傳達上的重要性。本課程的目標是引導學生進一步探討語意的意涵、並且強調與結合語意在實際生活上語言的使用。教材研發與活動設計注重創新與多元化，其內容包括以下三大項目：

1. 數位教材的編寫

將上課內容有系統地整理成數位教材，以供課堂教學以及作為學生在課餘時間預習與複習之用。

2. 學習單的設計

根據教學主題設計課堂上使用的學習單，多元化的學習單主要連結學習者已知的經驗或知識與未知的學習內容，以增強學生學習意願與動機。

3. 研究報告之設計

研究報告是屬於總結性的學習。每一位學生針對自己的興趣採集日常生活上的語料，並運用

課堂上所學的語意知識分析其語料，然後撰寫研究報告。

肆、計畫特色及具體內容

本計畫是以注重創新、多元的方式研發與編寫「語意學」專業課程之英文教材與學習活動。教材研發與活動設計是採用Fernald在1943提出的多感官教學策略(Visual Auditory Kinesthetic Tactile Strategy)，VAKT教學法旨在讓學習者透過視覺(Visual)、聽覺(Auditory)、觸覺(Tactile)、和動覺(Kinesthetic)多種管道進行學習。Salend (1988)指出多種管道學習將比單一管道學習有效得多。Mercer和Mercer (1993) 研究發現當知識能以不同感官通道呈現時，學習者就能獲得成功的經驗，減少學習挫敗感，進而提升學習者的學習動機。Katai和Toth (2010)也說明利用多感教學能增進高層次抽象概念的理解以及提升記憶的效能，對學習者有積極正面的幫助。由此可知，透過VAKT教學法可以幫助學習者運用不同感官去學習知識，以促進學習者對生活週遭及技能的理解和掌握，加強思維，並提高學習興趣和保持注意力。本計畫教材設計是以強化學生語言使用經驗、提升學習動機、增強學習記憶力、以及發展多元智能。特色包括：

1. 學習單的設計運用自然語料，提供學習者觸碰、建構和觀察的機會，同時連結學生在生活中的語言經驗與真實性，易於理解，讓學習不再是抽象難懂。
2. 提供學習者視覺刺激。把影片、圖片、圖表以及討論的問題等納入教材，使學習更生動活潑。
3. 藉由課程教材數位化，方便學生獲得有系統的學習內容。
4. 研究報告連結生活上語言的使用，提升學習興趣與強化語言使用經驗。

伍、實施成效及影響（量化及質化）

依據本計畫的教材研發學習內容如下：

I. SEMANTICS IN LINGUISTICS

- A. Semantics Knowledge: synonymy, contradiction (a sense property of a sentence), ambiguity, and entailment
- B. Semiotics: icon, index, and symbol
- C. Challenges in doing semantics:
circularity, linguistic knowledge vs. encyclopedic knowledge, and context
- D. Meeting the challenges: semantic metalanguages, representation of concepts and categories, and conventional vs. literal meaning
- E. Reference vs. sense

- F. Utterances, sentences, and propositions
- G. Literal and non-literal meaning; metaphor
- I. Compositionality
- H. Semantics vs. pragmatics; sentence meaning vs. speaker meaning

II. REFERENCE

- A. Two theories of semantics: referential (or denotational) approach vs. representational approach
- B. Types of reference:
 - referring vs. non-referring expressions; constant vs. variable reference; referents and extensions
- C. Reference as a theory of meaning





III. MENTAL REPRESENTATIONS

- A. Concepts: lexicalized, underextending vs. overextending
- B. Prototypes: features, exemplar
- C. Concept relations: basic, superordinate and subordinate level
- D. Ostensive definition

網路資料的蒐集與彙整：

- <http://www.vocabulary.com/dictionary/contradict>
- <http://pandora.cii.wvu.edu/vajda/ling201/test3materials/pragmatics.htm>
- http://www.uvm.edu/~tstreete/semiotics_and_ads/terminology.html
- <http://study.com/academy/lesson/what-is-pragmatics-definition-examples.html>
- <http://ukcatalogue.oup.com/product/9780199937356.do>
- <http://grammar.about.com/od/fh/g/gengrammterm.htm>
- <http://anglosopher.com/a-definition-of-metonymy/>
- <http://blog.163.com/kxmsama@126/blog/static/1393237082010102710455251/>
- <http://examples.yourdictionary.com/examples-of-metonymy.html>
- <http://www.cleanlanguage.co.uk/articles/articles/210/1/Metonymy--Part-Whole-Relationships/Page1.html>
- <http://www.biblicalresearch.info/page547.html>

數位教材：

<h3>Semantics in Linguistics</h3> <ul style="list-style-type: none">• Introduction• Semantics and Semiotics• Three challenges in doing Semantics• Meeting the challenges• Semantics in model of grammar  <p>A cartoon strip with three panels. Panel 1: A man in a suit sits at a desk while a woman stands behind him. Panel 2: The man says, "I'M NOT CHEATING I'M 'CONSULTING.'" Panel 3: A man with a large head and a woman with a large head stand in a doorway. The man says, "THERE'S POWER IN LANGUAGE, BUT FUTILITY IN SEMANTICS."</p>	<h3>Contradict</h3> <ul style="list-style-type: none">• Contradict: To go against or say the opposite of what someone else is doing or saying• Ex: Taipei is the capital of Taiwan. Taipei is not the capital of Taiwan.  <p>A photograph of a signpost with two signs. The top sign is a red octagon with a white border and the words "DO NOT ENTER" in white. The bottom sign is a white rectangle with a black border and the words "ENTER ONLY" in black.</p>
<h3>Entailment</h3> <ul style="list-style-type: none">• Entailment: a relationship between sentences• If sentence A entails sentence B, then if we know A we automatically know B• Ex: Henry murdered his bank manager. Henry's bank manager is dead.  <p>A cartoon strip titled "ENTAILMENT" showing a man in a suit sitting at a desk and talking to a woman in a suit sitting on a chair. The man says, "I want to have a will... My company will be given to my son legally. My house..."</p>	<h3>Semantics in Linguistics</h3> <ul style="list-style-type: none">• Introduction• Semantics and Semiotics• Three challenges in doing Semantics• Meeting the challenges• Semantics in model of grammar  <p>A cartoon strip with three panels. Panel 1: A man in a suit sits at a desk while a woman stands behind him. Panel 2: The man says, "I'M NOT CHEATING I'M 'CONSULTING.'" Panel 3: A man with a large head and a woman with a large head stand in a doorway. The man says, "THERE'S POWER IN LANGUAGE, BUT FUTILITY IN SEMANTICS."</p>

陸、結論

本計畫採用多元評量方式來評估學生的學習成效，評量方式包括課堂上的師生與同儕互動、線上專題討論、分組討論、作業、平時測驗、期中與期末測驗、研究報告。藉由多重感官教學法，引發探索學習內容的興趣，加強學習動機、提高專注能力和加深對知識的理解。

柒、執行計畫活動照片



捌、參考資料

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Hurford, J.R., & Heasley, B. (1983). *Semantics: A coursebook*. Cambridge: Cambridge University Press

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備註：

1. 本報告書大綱得視需要自行增列項目。

2. 成果報告書須另以光碟儲存，並附加執行計畫活動照片電子檔。