MEDD8855 Psycholinguistic and the Chinese Language Learning Process

Course description
This course aims at preparing students and professionals with the conceptual ground of psycholinguistics in understanding the acquisition, comprehension and production of Chinese language. It examines learners' ability to learn language, Chinese character recognition, the processes of reading, composing processes, creativity and second language acquisition. This course integrates empirical findings with recent research in Chinese psycholinguistics to provide students with cutting-edge insights and applications. Students are encouraged to critically analyse research and theory from a psycholinguistics perspective.

Course learning outcomes (CLOs)	Aligned programme learning outcomes (PLOs)
1. Foundational Understanding of Psycholinguistics: By the end of the course, students will be able to explain key concepts, theories, and methodologies in psycholinguistics and their relevance to Chinese language learning.	PLOs 1-2
2. Analytical Skills: Students will be able to critically analyze research articles and studies related to the psycholinguistic aspects of Chinese language acquisition, identifying strengths, limitations, and implications.	PLOs 1-3
3. Research Integration: Students will be able to incorporate recent findings in psycholinguistic research into both their teaching approaches and their own research projects related to Chinese language learning.	PLOs 1, 2, 3, 5
4. Reflective Practice: Through continuous reflection, students will be able to evaluate and adjust their teaching practices in light of psycholinguistic principles to better cater to the needs of their learners.	PLOs 1-5

Course assessment methods
• Individual presentation • Individual peer review • Individual project

Course content and topics
• 甚麼是語言心理學？ • 什麼是創造力？ • 創造力與中文教學 • 高效識字、部件識字教學 • 兒童語言的獲得與發展 • 兒童的口語發展 • 讀寫的萌發漢字的認知 • 詞彙發展 • 學習動機 • 自我監控 • 教師的動機 • 教師的教學自我效能 • 閱讀的過程與發展 • 影響閱讀的因素 • 閱讀的評估 (PIRLS、PISA) • 寫作的過程和發展 • 寫作策略與評量 • 寫作困難

Required / recommended readings and online materials

張積家、張啟睿 (2016)。《心理語言學--研究及其進展》(上卷)(下卷)。華中科技大學

劉新民 編，張瑞嶺，張東軍 譯 (2012)。《心理語言學》。人民衛生出版社。

李孝聰（2007）。《中國語文科創意教學：職前受訓教創意教學觀念與實踐創意教學能力的轉變研究》。博士論文。香港：香港大學。

桂詩春 (2011)。《什麼是心理語言學》。上海外語教育出版社

楊玉芳 (2015)。《心理語言學》。 科學出版社

謝錫金（1986）。〈寫作思維過程的研究〉。《語文雜誌》，卷 13，頁 101-106。

謝錫金（1990）。〈香港小學生的中文寫作思維過程〉。《教育曙光》，卷 31，頁 26-29。

謝錫金（2002）。《綜合高效識字教學法》。香港：青田教育中心。

謝錫金編（2006）。《香港幼兒口語發展》。香港：香港大學出版社。

謝錫金、祝新華（1999）。〈漢字教與學的心理〉。見戴汝潛、謝錫金、赫嘉傑（主編），《漢字教育學》，頁 38-75。濟南：山東教育出版社。

謝錫金、許守仁、張張慧儀、呂慧蓮（2008）。《滿足不同學習需要的語文課程設計》。北京：北京師範大學出版社。

Cheung, W. M. (2005). *Describing and enhancing creativity in Chinese writing*. Ph.D Thesis. Hong Kong: The University of Hong Kong.

Cheung, W.M., Tse, S.K., Lam, W.I. & Loh, K.E. (2009). Progress in International Reading Literacy Study 2006 (PIRLS): pedagogical correlates of fourth-grade students in Hong Kong. *Journal of Research in Reading,* 32(3), 393-308.

Field. J. (2003). *Psycholinguistics: A resource book for students.* London: Routledge.

Leong, C.K., Tse, S. K., Loh, E.K.Y., Hau, K.T. (2008). Text Comprehension in Chinese Children: Relative Contribution of Verbal Working Memory, Pseudoword Reading, Rapid Automatized Naming and Onset-Rime Phonological Segmentation. *Education Psychology,* 100, 135-149.

Owens, R.E. (2001) Language Development: An Introduction. Allyn and Bacon.

Marton, F., Tse, S. K., Cheung, W. M. (2010). *On the Learning of Chinese*. Rotterdam: Sense Publishers.

McBride-Chang, C. (2016). *Children's literacy development: A cross-cultural perspective on learning to read and write*. Oxford: Routledge.

McBride-Chang, C., & Chen, H.C. (Eds.). (2003). *Reading development in Chinese children*. Westport, CT: Praeger Publishers.

Traxler, M. J., & Gernsbacher, M. A. (2006). Handbook of Psycholinguistics (2nd Ed.). Amsterdam; Boston: Elsevier/Academic Press.

Tse, S. K., Li, H. (2011). *Early Child Cantonese: Facts and Implications*. Berlin: De Gruyter Mouton.

Tse, S. K., Marton, F., Ki, W. W. & Loh, E. K. Y. (2007) An integrative perceptual approach for teaching Chinese characters. *Instructional Science*. *35(5)*, 375-406

Other additional course information

[Conducted in Putonghua and Cantonese]

Note: Students should be major in Chinese Language or Chinese Literature and have experience in teaching Chinese language