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②图玄東華大學

教學計劃表 Syllabus

課程名稱(中文) Course Name in Chinese	原住民族語言專題研究				學年/學期 Academic Year/Semester		112/1
課程名稱(英文) Course Name in English	Special Topics on Indigenous Language						
科目代碼 Course Code	ISD1010	系級 Department 博士 & Year		開課單位 Course-Offering Department	原住民族研究國際博士班		
修別 Type	選修 Elective	學分數/時間 Credit(s)/Hour(s)		3.0/3.0			
授課教師 Instructor	/湯愛玉						
先修課程 Prerequisite							
埋积性法 Course Description							

課程描述 Course Description

This course aims to provide students with some main topics on indigenous languages in general. We will focus on some aspects of indigenous language endangerment, language vitality, language assessment, language maintenance, language identity, and language education. By the end of the class, students are expected not only to know the specific topics covered in this course, but also to be able to apply what you have learned to specific indigenous/endangered languages you care in mind.

課程目標 Course Objectives

This course aims to provide students with some basic and main topics on indigenous languages in general. We will focus on some aspects of indigenous language endangerment, language vitality, language documentation and language revitalization especially the three aspects of language planning including status planning, corpus planning and acquisition planning. By the end of the class, students are expected not only to know the specific topics covered in this course, but also to be able to apply what you have learned to specific endangered languages you care in mind.

	系專業能力 Basic Learning Outcomes	課程目標與系專業能 力相關性 Correlation between Course Objectives and Dept.'s Education Objectives
A	具備國際原住民族研究之能力Ability to conduct international indigenous studies.	•
В	具備國際原住民族議題之理論與實踐能力Having the theoretical and practical abilities to address international indigenous issues.	0
С	具備人文暨社會科學研究之理論知識與實證能力Having theoretical knowledge and empirical abilities in humanities and social sciences research.	0
D	具備在地實踐與國際視野之原住民族政策諮詢人才Equipped with local and global visions for policy advisory of indigenous peoples.	

圖示說明Illustration : ● 高度相關 Highly correlated ○中度相關 Moderately correlated

授課進度表 Teaching Schedule & Content

週次Week	內容 Subject/Topics	備註Remarks
1	Introduction	
2	Language and colonization	
3	Language sustainability symposium	
4	Language and health	

5	Holiday (National Day)						
6	Endangered languages						
7	Language shift						
8	Language attrition						
9	期中考試週 Midterm Exam						
10	Language assessment						
11	Language vitality and policy						
12	Language maintenance						
13	Self-directed Learning						
14	Language identity						
15	Language education						
16	language teaching						
17	Oral presentations						
18	18 期末考試週 Final Exam						
	教 學 策 略 Teaching Strategies						
✓ 課堂講	授 Lecture	Field Trip					
其他Mis	scellaneous:						
教 學 創 新 自 評 Teaching Self-Evaluation							
創新教學(Innovative Teaching)						
□ 問題導向學習(PBL) ■ ■ 解決導向學習(SBL)							
■ 翻轉教室 Flipped Classroom							
社會責任(Social Responsibility)							
□ 在地實踐Community Practice □ 產學合作 Industy-Academia Cooperation							
跨域合作(Transdisciplinary Projects)							
□ 跨界教學Transdisciplinary Teaching □ 跨院系教學Inter-collegiate Teaching							
──業師合授 Courses Co-taught with Industry Practitioners							
其它 other:							

學期成績計算及多元評量方式 Grading & Assessments										
配分項目	配分比例 Percentage	多元評量方式 Assessments								
Items		測驗 會考	實作 觀察	口頭 發表	專題 研究	創作 展演	卷宗 評量	證照 檢定	其他	
平時成績 General Performance	30%									
期中考成績 Midterm Exam	0%									
期末考成績 Final Exam	30%									
作業成績 Homework and/or Assignments	40%									
其他 Miscellaneous										

評量方式補充說明

Grading & Assessments Supplemental instructions

教科書與參考書目(書名、作者、書局、代理商、説明)

Textbook & Other References (Title, Author, Publisher, Agents, Remarks, etc.)

- (1) Judy M. Iseke-Barnes (2004). Politics and Power of Languages: Indigenous Resistance to Colonizing Experiences of Language Dominance Journal of Thought, Vol. 39, No. 1, pp. 45-81
- (2) Usher et. al (2021) Indigenous Resilience in Australia: A Scoping Review Using a Reflective Decolonizing Collective Dialogue, Frontiers in Public Health
- (3) Whalen et al. (2022). Health effects of Indigenous language use and revitalization: a realist review, International Journal for Equity in Health 21:169
- (4) Onowa McIvor, Art Napoleon and Kerissa M. Dickie (2013). Language and Culture as Protective Factors for At-Risk Communities, International Journal of Indigenous Health 5(1):6-25.
- (5) Leanne Hinton (2009). Indigenous Endangered Languages: Challenges and Strategies for Revitalization. Annual Review of Applied Linguistics, 29: 21-42.
- (6) Liu, Dorinda, Ying-Hwa Chang, Paul Li, and Ji-Ping Lin (2015). Language shift of Taiwan's indigenous peoples: A case study of Kanakanavu and Saaroa. Journal of Multilingual and Multicultural Development 36(1), 1-21.
- (7) Poia Rewi (2014). Indigenous Language Shift and Revitalization in the 21st Century: The Case of the Maori Language in New Zealand. Language Documentation & Conservation 8:1-23.
- (8) Meshesha Make Jobo (2016). Indigenous language shift in Siltie: Causes, effects and directions for revitalization Journal of Languages and Culture Vol.7(7), pp. 69-78.
- (9) De Bot, Kees (2004). Introduction: Special issue on language attrition. International Journal of Bilingualism 8(3), 233-237.
- (10) Tang, Apay Ai-yu. (2019). Linguistic features of attrition in Truku Seediq. Taiwan Indigenous Studies Review 25, pp. 1-40.
- Discussion of the term paper including Introduction and theoretical basis (online)
- (11) Lewis, M. Paul and Gary F. Simons (2010). Assessing endangerment: Expanding Fishman's GIDS. Revue Roumaine de Linguistique 55(2), 103-120.
- (12) Tang, Apay Ai-yu (2017). Baseline Results from a Psycholinguistic Tool for the Assessment of 2Language Shift in Truku Seediq. Taiwan Indigenous Studies Review, Vol. 21, No. 2, pp. 179-204.
- (13) Gomashie, Grace A. (2021). Nahuatl, selected vitality indicators and scales of vitality in an Indigenous language community in Mexico. Languages 6(3):135
- (14) Language Policy in a Multilingual Creche in France: How Is Language Policy Linked to Language Acquisition Beliefs? In the Ebook "language policy and acquisition"
- (15)Acquisition and Maintenance of the Indigenous Chamorro Language in the Youngest Generation in Guam (Chapter 6 in the book at USB Indigenous Language Acquisition, Maintenance, and Loss and Current Language Policies)
- (16)Selective Language Maintenance in Multilingual Malaysia (Chapter 9)
- (17)Sylvia Moore (2019) Language and identity in an Indigenous teacher education program, International Journal of Circumpolar Health, 78:2
- (18)Raising Awareness of Language Minorities in Japan: Teaching About the Ainu, Okinawans, and Nikkei-jin
- (19)Lin, Chen-Feng J., I-An Grace Gao and Pi-I Debby Lin (2019). Efforts and concerns for indigenous Language education in Taiwan. In Elizabeth A. McKinley and Linda Tuhiwai Smith (Eds.), Handbook of indigenous education, (pp. 443-465). Singapore: Springer.
- (20) Apay Ai-yu Tang (Forthcoming). A Problem-Solving Approach to Indigenous Language Teaching: An Example of Truku Seediq Instruction Employing the Silent Way.
- (21) Velma M. Hale a, Louise Lockard (2022). Building a bridge to the future: teacher perspectives on indigenous language education. International Journal of Educational Research Open 3.

課程教材網址(含線上教學資訊,教師個人網址請列位於本校內之網址)
Teaching Aids & Teacher's Website(Including online teaching information.
Personal website can be listed here.)

其他補充說明 (Supplemental instructions)