



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	IS_D1010	系級 Department & Year	博士	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					
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.				●
B	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.				○
C	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.				○
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	期末考試週 Final Exam	

教學策略 Teaching Strategies

- 課堂講授 Lecture
 分組討論 Group Discussion
 參觀實習 Field Trip
 其他 Miscellaneous:

教學創新自評 Teaching Self-Evaluation

創新教學 (Innovative Teaching)

- 問題導向學習 (PBL)
 團體合作學習 (TBL)
 解決導向學習 (SBL)

- 翻轉教室 Flipped Classroom
 磨課師 Moocs

社會責任 (Social Responsibility)

- 在地實踐 Community Practice
 產學合作 Industry-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 Items	配分比例 Percentage	多元評量方式 Assessments							
		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、說明)

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)