

## 摘要

本研究採用敘事研究的方式，敘說研究者從生活背景、學習族語環境與轉戰教學職場的過程，體驗到教學時各項的困境。由於研究者在學校、部落社區、家庭學習、輔導學生參加校外語言相關比賽等教學場域多，且面向廣，發現要面對克服的問題也多。研究者建議，應改善學校教學環境、學校行政事務、本土語言先排在正堂課時段及開學後就能發教材給學生使用，不要影響族語教學品質及學生學習機會。國家語言發展法通過後，原住民族語言成為國家語言，應重視族語教學教材，使用的九階教材及基礎教材過於簡化，應增編族語教材內容，研發教學輔助教具。針對族語政策建議盡快在各大學設有族語教學師資培育進修管道，族語教師進修增能實力及專業知識，用專業取得優勢。根據本研究結果分別對中央教育行政機關、地方教育行政機關、教材教具、學校、家長以及原住民相關單位提出具體之提出建議，作為推動族語教學的參考。

關鍵字：族語教學、族語教師、本土語言、阿美語、撒奇萊雅語

## Abstract

This thesis based on a narrative approach, from the living background and learning environment till the turning point to describe the researcher's forming process to become an aboriginal language teacher and how she experienced the distractions in teaching. Since this hardship also be found in the diverse area like schools, tribal, families, and some specific aboriginal language speaking contests while researcher had been faced, she suggests the authority should reform the teaching environment and school affairs, such as rearranging the aboriginal language class schedule to the formal curriculum and dispensing textbook at the beginning of the semester in case to hinder the teaching quality and learning rights of students. After the National Language Development Bill has passed, aboriginal languages become national language, people should take more respect on the national legacy. The temporary nine-levels teaching material and primary material are too simplified, associated department should broaden the materials and develop some teaching aids. According to the proceeding policy, researcher suggests that each college should launch some educational degrees of aboriginal language teaching to help the aboriginal language teacher to enrich the abilities of language teaching and knowledge to gain their advantages. Based on the result, the researcher also gives some advice to the central educational department, local bureaus, publishers, school, parents and some associated department to be as a reference.