

翻山越嶺的族語學習之路

幾多のを越える民族語學習の道

Riding a Motorcycle from Mountain to Mountain for
the Aboriginal Language Learning Class

文 | taro' 趙增壽 (瀕危語言賽夏語師徒制學生)

圖 | 政治大學原住民族研究中心



I'm taro'. I'm over 60 years old now. Since my childhood, I have lived in Wufeng where the population is largely composed of the Atayal people. Thus even though we are SaySiyat, we still communicate in 'Tayal. Sometimes I even confused myself as the Atayal! Consequently, I couldn't speak SaySiyat very well before I joined this project. Wufeng is far away from Donghe but I rode motorbike back and forth everyday simply because I was eager to learn our language as much as I could. I wish to be a SaySiyat teacher back in my hometown in the future and preserve our valuable culture and language for our descendants.

我是taro'趙增壽新竹五峰鄉人，已有60多歲了。從小住在五峰，從我有認知以來我們五峰的賽夏族人都說泰雅族語，聽到的也一樣全都是泰雅族語。有時我會以為自己是泰雅族人呢！但是我們賽夏有很多傳統文化，如巴斯達隘、播種祭、祖靈祭…等，我們這樣的傳統祭典才知道我是真正的賽夏族人。但現在五峰的賽夏族人都說泰雅族語，我自己想想很害怕，都不會說賽夏族語了以後該怎麼辦？我知道如果沒有了語言，我們的傳統文化也會跟著消失了。

yako taro' a 'obay Say kilapa:, 'isahini ya:o monSayboSi: o hayza' tinal'oemaek ila. ya:o 'aring 'o'owa' rowaSek ray kilapa: 'aring kakhayza'an ya:o 'ima ra:am ila ka ta'oeloh, yami Saykilapa: rini ka SaySiyat malnoSaypapa:aS ila saboeh, bazae' ka pinayaka:i' ma' hingha' malnoSaypapa:aS saboeh. mak'aeae' ya:o pakoSa' nonak Saypapa:aS mae'iyae, ma' 'ita' SaySiyat hayza' ka kaspengan nak paSta'ay, pit'aza', paSbaki, 'ita' hayza' 'inakhini'an ka kaspengan ra:am ila yako Sapang SaySiyat. 'oka' o 'isahini Say kilapa: ka

SaySiyat malnoSaypapa:aS saboeh. ya:o nonak ma'az'azem tikot ila mayhael 'am nak'ino' ila haSa' ila mapayaka:i' nonak? ya:o ra:am So: 'oka' ila ka kai:i' mita' nonak ka kaspengan ma' 'am hawka' ila 'oyae.

學習族語的動機

當我還是小孩時，很多長輩會說賽夏族語，如果遇到南庄或獅潭的人也都會使用賽夏族語交談。無論是舉行傳統儀式如除喪、母娘家…等都是說賽夏族語的。直到現在我自己也老了，長輩也一一沒了，會說賽夏族語的也都一一的不在，感覺真的很感傷。有時自己想想，年輕人自己都不會說族語了，長輩都不在了以後我們五峰的賽夏族人要怎麼辦了？

kakhayza'an ya:o haysiya korkoring ma' haeba:an tatini' ra:am malnoSaySiyat, So: sasbong ki Say lamsong, Say Sawi' mae'iyae ma' malnoSaySiyat saboeh 'ana papakayzaeh kaspengan nak malraw, maSpalaw... hingha' saboeh. tabin 'isahini ya:o nonak tatini' ila, 'ima tatini' mita' maySoSowaw 'oka' ila, 'isa:a' 'ima ra:am malnoSaySiyat ma' maySoSowaw 'oka' ila 'oyae, kita'en ma' kin 'omahowiS.

mak'aeae' nonak ma'az'azem 'ima 'al'alak nakhini haSa' ila mayaka:i' nonak; 'ima tatini' maySoSowaw 'oka' ila mayhael 'ita' Say kilapa: SaySiyat 'am nak'ino' ila?

現在我已60歲了也一樣不會說賽夏族語，以前爸爸媽媽還在也沒有想到要學習自己的語言，現在才想到這是一件很重要的事情。我知道若沒有了語言自己的文化也會沒有了，這樣很可憐。

'isahini ya:o hayza' ila monSaynoSi: tinal'oemaeh ma' hingha' 'oyae haSa'



平時訪視面談。

malnoSaySiyat, kakhayza'an kayaba' ki ka'oya' haysiya ma' 'oka' ka hinaz'azem lomoehloehay kapayaka:i' nonak, 'isahini ila nonak ma'az'azem 'inakhini'an ka howaw Sil'i: a tomal, hinaz'azem ma'an tikot ila 'oyae! ya:o ra:am So: 'oka' ila ka kai:i' nonak kaspengan ma' oka' ila 'oyae, nakhini ma' kin pakak'alo'an.

去年我聽說東河有所謂的「師徒制」可以學習族語，我聽到有這種的學習方式心裡很高興，於是我到東河問問看。剛開始我很害怕若沒有怎麼辦而自己又那麼老了可以嗎？東河的承辦單位說：「可以，你來這裡學習。」於是從去年7月1日起到東河學習直到12月30日結束。

ray kamonhael ila bazae'en ma'an, komoSa' ray walo' kakiSka:atan hayza' koSa'en, " 'aeae' kamatororoe' ki 'aeae' kamakiSka:at" nakhiza kiSka:at ka ka'alnoSaySiyat, ya:o bazae' hayza' ka 'inakhiza'an kaktatoroe'an kin Siyae' ka hin'az'azem ma'an, 'isa:a' ya:o rima' ila walo' somingozaw naehan. 'a'aringan ya:o tikot 'am 'oka' powa'aw o nonak kin tatini' ila 'am kayzaeh ay? la walo' kakiSka:atan komoSa', "kayzaeh, So'o wa:i' ila rini kiSka:at." 'isa:a'

'aring ray kamonhael ya'ha' 'ilaS o 'aehae' hahila: rima' ila walo' kiSka:at, tabin kamonhael lampez o roSa' 'ilaS, mato:ol hahila:, pata'as ila 'am kiSka:at.

颶風下雨也要上課

我在這六個月的日子，自己很認真的學習賽夏族語。就算下大雨，就算颶風天，我什麼都不怕，還是很認真的從五峰到東河唸書。怎樣呢？誰叫我很珍惜這樣的日子。我知道這樣的日子不多，所以很珍惜能這樣學習。這些日子'awi'日繁雄老師和Iya'aw高清菊東河國小校長教導我，他們二個人確實增加我很多知識，非常感謝！有時自己想想若以後都會了，可以回到五峰教導孩子和後代子孫。

ya:o ray hini SayboSi: 'ilaS ka hahila: kiSka:at nonak makakreng a tomal kiSka:at ka kapayaka:i' mita'. 'ana maS'abo' ka 'a'oral, 'ana ba:yoS ma' rima', ya:o ma' 'okay tikot ka kano' rengreng 'inay kilapa: rima' ha:aw walo' kiSka:at, powa'aw ya:o Sobaeh 'inakhini'an ka 'ima mayna:a' 'inakhini'an ka hahila: ya:o ra:am 'inakhini'an ka hahila: 'okik 'akoey 'isa:a' ya:o Sobaeh a tomal ka hahila: nakhini kiSka:at. 'isahini hahila: ni kamatoroe' 'awi' a baSi' tomortoe' 'iyakin ki ya'aw ray walo' kakiSka:atan tahoki' tomortoe' 'iyakin. hini roSa' mae'iyah Sapang rompa: ka kinra:aman ma'an, ma'alo' a tomalan! mak'aehae' nonak ma'az'azem So: mayhael ra:am ila kayzaeh lobih kilapa: tomortoe' ka korkoring ki minahael o minahael.

很快的，我在東河學習的日子好像沒多久就到了，要結束這學習的日子。我的賽夏族語和傳統文化也確實增加很多知能，非常感謝東



期末語言能力測驗—與口說委員對談。

河、向天湖、蓬萊和獅潭的族人。我的'awi'老師他是個非常好的人，無論我怎麼問他，他都沒有怨言很認真的教我。我的老師最後告訴我說：「你來這裡學習真好又很認真學習，以後若回去五峰照顧五峰及後代，我們的族語和傳統文化千萬不要消失了。學生、孩子和年輕人的照顧要看taro'你了，你要自己努力！」

kin 'alikaeh ya:o ray walo' kiSka:at ka hahila: nakhara 'okik honaehnge: potngor ila, 'am pata'as ila ma'an kiniSka:at ray walo'. ma'an ka'alnoSaySayat ki SomaSo' kaspengan hini ma' Sapang rompa: ka kinra:aman ma'an, ma' ma'alo' a tomal la Say walo', Say rareme:an, Say ray'in ki Say Sawi' SaySiyat saboeh. kamatoroe' ma'an hi " 'awi' a baSi' " siya 'ima kayzaeh a tomal mae'iyah, 'ana ya:o nak'ino' somingozaw hi siya, siya ma' 'okay koSa' hopay makakreng tomortoe' 'iyakin. kamatoroe' ma'an bi:il ila manabih 'iyakin komaSa' " So'o kin kayzaeh mowai: rini kiSka:at o kin makakreng kiSka:at, mayhael So: lobih ila kilapa: ho'alo'ani no Say kilapa: tabin minahael o minahael. mita' hini ka'alnoSaySiyat ki SomaSo' kaspengan 'izi' a tomal papazeng, kamakiSka:at, korkoring ki 'ima 'al'alak ho'alo'ani 'am komita', " taro', So'o ila! 'isa:a' So'o nonak ma' kilwa'is mina! "

未來的展望

最後，我有一個希望—我若可以擔任族語老師了，我會認真教導五峰的孩子或後代子孫我所知道的全部知識。平常我也會再學習我們的族語和文化，怎知我們的語言和文化太深奧，還有很多我不知道的。五峰有太多賽夏族人自己不會說賽夏族語，這也是五峰很重要的事情。現在就算我老了，也會讓身體健康，頭腦也一樣。以後我會好好照顧自己的身體，這樣以後我才可以長久在五峰教學。

我的話到此為止，謝謝原住民族委員會的全體長官！

bi:il ila, ya:o hayza' 'aehae' kinSiwa'an, " ya:o So: kayzaeh ila tomortoe' ka mae'iyah malnoSaySiyat, ya:o ma' 'am makakreng tomortoe' ray kilapa: no korkoring a minahael o minahael ka kinra:aman ma'an saboeh. ya:o ray homawan 'am kiSka:at naehan ka'alnoSaySiyat ki SomaSo' kaspengan, powa'aw mita' SaySiyat kapayakai' ki kaspengan kin 'izo 'akoey naehan 'okik

ra:ami ma'an. ray kilapa: haeba:an a tomal ka SaySiyat haSa' ka kai' nonak, hini ma' ray kilapa: Sapang 'ima sobae:oeh ka howaw. 'isahini 'ana ya:o tatini' ila, ma' 'am pakayzaeh naehan ka basang ma'an, ta'oeloh ma' hingha' 'oyaeh. mayhael ya:o ma' 'am pakayzaeh malahang ka basang nonak, nakhini ya:o 'am honaehnge: naehan tomortoe' ray kilapa:

ma'an pinayaka:i' papayhini ila ma'alo' ila ka kamalahang ka Sinrahoe' tahoki' saboeh! ◆



taro'
趙增壽

1957年生，賽夏族。現任師徒制全職學生。族語能力：高級。
Born in 1957. SaySiyat. Full-time apprentice of the Master-Apprentice Program. Aboriginal Language Proficiency: High.

編按

賽夏族分南北兩群，北群已泰雅化，且許多族人散居於都市中，60歲以降之輩，幾乎不會說族語。師徒制僅有一班，為一對一的組合。因老師年事已高會說不寫，故與計畫主持人配合授課，為本期的例外。學生每天從新竹市五峰區的住家，騎車1-2小時翻越山頭到苗栗縣東河鄉拜師上課。上課至今，學生的聽說已無礙，且書寫能力大有斬獲，並報考族語認證高級考試。

Editor's note

SaySiyat are separated into the northern and southern groups. It is considered the northern one has been already "Tayalized" and many of them are now living in urban areas. Therefore, people who are under 60 could barely speak SaySiyat language. The Master-Apprentice program carried out here is comprised of 1 master and 1 apprentice. Since this teacher is too old to read and write, another teacher was thus invited to teach cooperatively, which made it different to the other programs. Besides, the author had to ride a motorbike over an hour every day to take class because his teacher lives in another mountain. After 6 months, he can listen and speak well, and had great improvement in reading and writing. He has registered for the Aboriginal Language Proficiency Test (High level).