



民族之所賴以生存的條件最重要的是語言，原住民族為維持其民族邊界，也必須以保護語言為首要任務。原民會深諳其中道理，所以首先推動原住民族語言發展法，在語發法通過2年後，國家語言法才通過。本土語言的推動包括族語的推動，必然成為今後的重點政策，不待言而自明。

原民會目前的族語推動，包括三個方面：瀕危語言（瀕危語言復振）、語推組織（原住民族語言推動組織）、語推人員（原住民族語言推廣人員）。後兩項是根據「語發法」去推動，但是前一項瀕危語言卻是語發法通過之前半年，於2016年已經主動執行。

The language is essential to the survival of an ethnic group. Hence, indigenous peoples must give priority to the protection of their native languages, in order to maintain their ethnic boundaries. The Council of Indigenous Peoples (referred to as CIP) knows this very well, and has launched an effort to have the Indigenous Languages Development Act legalized. Now, the National Language Development Act has been passed after the previously mentioned act was passed two years ago. It is a self-evident truth that the preservation of local languages, including Taiwan's indigenous languages, will become one of the key policies in the near future.

Currently the CIP is putting forth efforts in the



2019年太魯閣族語推組織期末評鑑。

three following areas: Project of Revitalizing Endangered Aboriginal Language, Aboriginal Language Promoting organization, and members promoting aboriginal languages. The last two areas have been promoted in accordance with the Indigenous Languages Development Act, whereas the project regarding the preservation of endangered languages had been executed in 2016, which was six months before the Indigenous Languages Development Act was going to get passed.

#### 語言推動已經立法

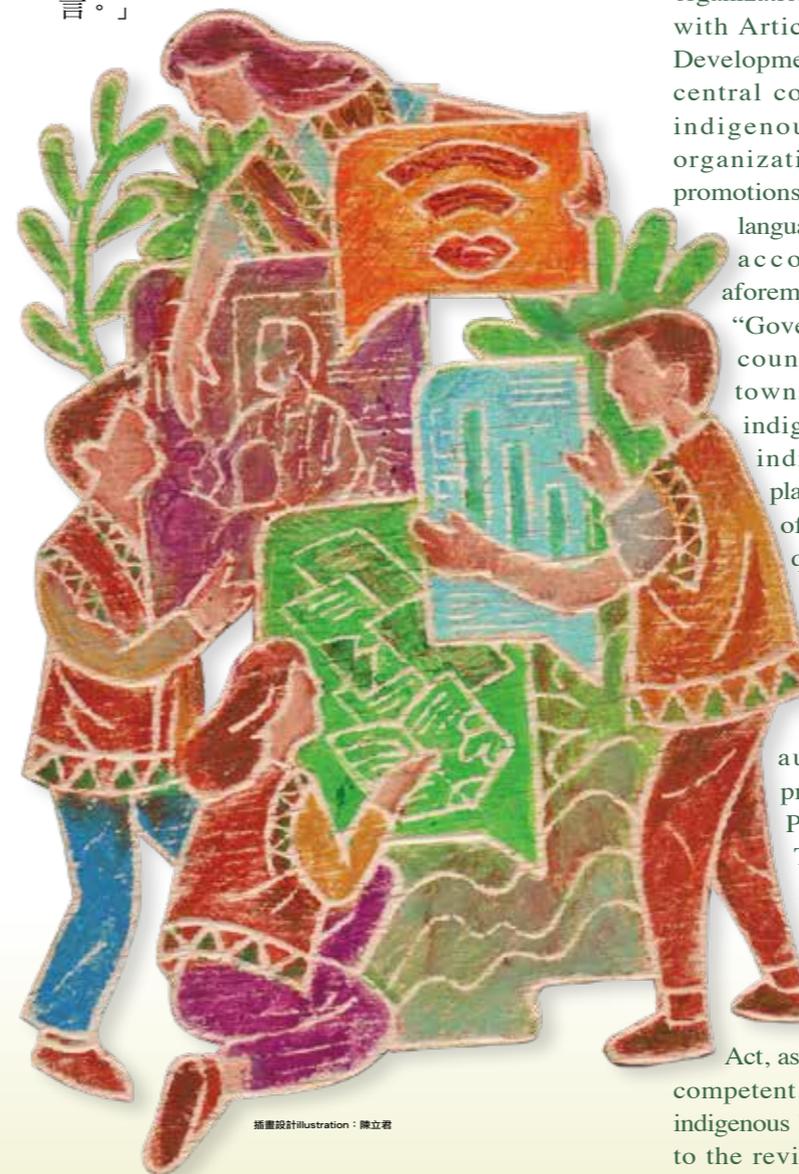
語推組織，係根據「語發法」第六條「中央主管機關應協助原住民族各族設立族語推動組織。」去推動。語推人員，係根據「語發法」第五條「直轄市、縣（市）政府、原住民族地區及原住民人口一千五百人以上之非原住民族地區之鄉（鎮、市、區）公所，應置專職原住民族語言推廣人員。前項語言推廣人員資格、訓練、設置、實施方式及其他相關事項之辦法，由中央主管機關定之。」去推動。至於瀕危語言，係政大原民中心主動向原民會提

出，經獲應允而執行。雖然如此也在語發法的規範之內，第七條規定「中央主管機關應訂定原住民族語言發展政策，並優先復振瀕危語言。」

#### Revitalization of native languages was legitimized.

The Aboriginal Language Promoting organization have been established in accordance with Article 6 of the Indigenous Languages Development Act, which reads as follows: "The central competent authority shall assist all indigenous ethnic groups in establishing organizations in charge of ethnic language promotions."

The members promoting aboriginal languages have been trained and developed in accordance with Article 5 of the aforementioned Act, which reads as follows: "Governments of special municipality and county (city), indigenous regions and township (city, district) office of non-indigenous regions with more than 1500 indigenous inhabitants shall arrange placement of full-time personnel in charge of indigenous language promotion. The qualification, training, placement, method of implementation, and other related matters of the indigenous language promotional personnel specified in the preceding item shall be determined by the central competent authority." Meanwhile the ALCD proposed to the Council of Indigenous Peoples that endangered languages in Taiwan should be preserved and revitalized. Project of Revitalizing Endangered Aboriginal Language was taking shape shortly after. Even so, it was also specifically regulated by the Indigenous Languages Development Act, as Article 7 reads as follows: "The central competent authority shall stipulate policies for indigenous language development and give priority to the revitalization of endangered languages. Endangered languages specified in the preceding item are issued by the central competent authority."



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# 語推組織的行動

言語推進組織のアクション

The Executions of Aboriginal Language Promoting Organizations

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### 語推・action

語推組織，目前是採用補助計畫的方式進行，由現已成立的協會承辦計畫，成為整族的語言推動組織。從2018年下半年度起，原民會開始在各族召開推舉會議，10月已大致抵定各族的承辦協會，但在整個籌組過程中，因時間倉促造成召開的會議場次有限，而無法全面的與各族族人溝通，所以每族內部都有不同的聲音產生，如有族人沒有收到消息、即使聽說到消息也不了解實際情形、參與推舉的學會名單有遺漏等等。

政大在前一年（2018）已經成為瀕危語言的專管中心，此時也受託成為語推組織的專管中心，同時監管兩個計畫案。可以說語推組織與語推專管中心兩者，是前所未有同時誕生。從2019年2月開始確定執行至今還不到10個月，雖執行期間短但因為這是目前至關重要的族語推動政策，所以我們在今年度的最後一期，用這個主題做一專輯，用來記錄與檢討整個語推組織的執行過程。

### Aboriginal language promotion has been put into action

Presently a number of Aboriginal Language Promoting organization are trying to function on subsidies. That is, an association founded for an indigenous tribe would take charge of a subsidized indigenous language program for that tribe. From the latter part of 2018 onwards, the CIP tried to kick off the process that led to convening nomination meetings among the tribes. The associations that would be responsible for all aboriginal tribes had been decided by October. Yet the nomination process did not go as smoothly as expected. Lack of communication that was caused by a limited number of sessions in a relatively short period of time had led to dissents and different voices within and across these indigenous groups. Some people claimed that they had not been informed of such nomination

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meetings, whereas others argued that they did not fully understand the whole situation even if they learned of this nomination earlier in the process; not to mention that a number of relevant associations were missing on the nomination list.

In 2018, ALCD was held accountable for preserving endangered aboriginal languages in Taiwan. After the “nomination” incident, ALCD was also held responsible for managing these Aboriginal Language Promoting organization. That is, ALCD acted as the Project management Center for Revitalization of Aboriginal Languages and for managing the above-said Aboriginal Language Promoting organization. In other words, the center for managing the Aboriginal Language Promoting organization was founded immediately after these Aboriginal Language Promoting organization were formed. The idea was born this past February 2019, and now it has become a reality within 10 months. For that reason, we intended to give a detailed description of how native Taiwanese languages have been revitalized owing to policy formulation, in order to examine the entire process of establishment of these Aboriginal Language Promoting organization.



2019年撒奇萊雅族語推組織期末評鑑。

### 原教評論三篇

原教評論有三篇，依例是從政策面、學理面、執行面等三方面去評論。本期在政策面上，邀請原民會主委夷將·拔路兒執筆。原民會一直以來都十分重視語言發展，政策上也多有所為，並且隨著維繫民族發展的路程推進，更多的體認到語言是民族的核心——顧好語言才能延續民族的生命。「語發法」是主委念茲在茲的事，知其路途遙遠，仍盡其力氣推動。只是未料想到該法竟快速通過立法，所以在通過後便急於在政策上有所配合行動。可惜原民會未能有縝密的規劃，所以在後續執行上有諸多反覆調整。第二篇請黃季平教授執筆。語言的領域，有語言學的、有社會語言學的研究，但語言推動則是一個嶄新項目，施政伊始，研究未興，一時不容易找到適當的評論。黃教授投身原住民族語言課本編輯工作20年，又全心投入瀕危語言與語推組織兩年，這次邀請她從學術的方向，提供為語推組織的發展一個全面而宏觀的角度。第三篇請第一線的執行者由行政角度切入，邀專管中心的資深助理楊懿湘執筆。她參與每一次的評鑑、訪視，對整個計畫執行有最深入的了解，由她點出語推組織執行的過程中所面臨的問題，分別從「由下而上」及「由上而下」兩個方面來進行闡述，給多方參考。

### Three essays that offered insight on aboriginal education (Aboriginal Education Criticism)

The three essays that were focused on aboriginal education can be classified into three aspects of policy formulation, academic interpretation, and execution, as it was made a practice by this magazine. Icyang Parod, minister of

the CIP, was invited to write about the recent formulation of policies. The CIP has long placed emphasis on language development, and has acted accordingly since it was established. As the CIP has made progress in ethnic development, it has come to realize that language is essential for any ethnic groups. The maintenance of a native language is the key to durability of ethnic groups. For the minister, the Indigenous Languages Development Act was a concern, and he has spared no effort in making it happen. Yet he had not expected how quickly the bill was passed. Once legalized, the CIP was eager to draw up suitable policies. Without elaboration and careful planning, however, the CIP made a few more adjustments in the execution phase. The second essay was written by Prof. Huang Chi-Pin, who addressed a range of dimensions in language, such as linguistics and sociolinguistics. Yet the promotion of language is a brand-new topic for research, whilst policies that were recently drawn up are still testing the waters for the time being. Prof. Huang served as a senior editor for editing textbooks for Taiwan's indigenous languages, and has committed herself to revitalization of endangered languages and supporting Aboriginal Language Promoting organization in the last two years. The third piece of article was written by one of the frontline worker, Yang Yi-Hsiang, a senior assistant of the Project management Center for Revitalization of Aboriginal Languages. She was invited to contribute to this article because she had taken part in all the reviews and visits, and dipped far enough into the execution



process of this project. She was able to point out the specific problems encountered by the Aboriginal Language Promoting organization, and gave an analysis comprising top-down and bottom-up angles for all involved to consider.

### 語推工作的內視角

原教前線分成兩部分視角出發，第一部份是從語推組織的內部視角，第二部分是從評鑑委員的外部視角，提出觀察、檢討。

第一部分從16個語推組織中，邀請表現較為突出的4個組織，針對他們的工作進行分享，包括布農族的協同主持人馬慧君、阿美族的計畫主持人朱清義、撒奇萊雅族的專案人員嚴苡嘉、賽德克族的計畫主持人詹素娥。這四個組織各有不同的特點，有主持人總括全部事務、有專職人員執行能力強、有具體而微的執行、有綜攬全局的推動。儘管各族計畫執行策略不同，然從文中仍可以看到各族對於族語傳承的期望，對克服當前困難的心路歷程。

### Revitalization and promotion of aboriginal languages: a perspective from within

The articles published in the Frontier present two perspectives. Firstly, we explore the issue from the perspectives within some of the Aboriginal Language Promoting organization, and then we try to see from the outside observation and perspectives of reviewers.

In the first part, the members of four out of 16 Aboriginal Language Promoting organization were invited to share their ideas and stories with us. They were: Maital Manghuhu Tanapima (sub-investigator of the Bunun Tribe), Kolas Foting (principal investigator of the Amis Tribe), Dungy Sela (a research assistant of the Sakizaya Tribe), and Lituk Teymu (principle investigator of the Seediq Tribe). They all represented very different yet equally remarkable organizations. These participants also had different personalities and strengths in various

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aspects. Some were effective at execution, others knew how to arrange and organize, or how to take an overview of the situation. Although they have taken different strategies in executing the project, it was clear that they all harbored similar expectations of the heritage of their native languages, and have generously shared their experience in overcoming challenges along the way.

### 語推工作的外視角

第二部分，邀請評鑑委員撰文。今年度的中期末評鑑，前後共計有12位評鑑委員，分別參與了34場次的評鑑。專管中心讓委員們以少量多場的方式參與，所以能比較不同組織間的異同發展。在評鑑的過程中，他們對整個計畫感覺到極大的好奇，也感受到這份工作的重要性，所以一路上都有表示出他們個人的想法，政大也就順勢邀稿，請他們將所感所思化為文字刊載於本期。欣然同意而又交稿者，共有6位委員。蔡中涵教授對語推組織的工作執行提出多樣的看法，字字鏗鏘，引人深思；張郁慧教授在文中強調，如何讓這些推動的工作能夠永久的進行下去，與參與者的動機有很大的關聯性，也是語推組織需要面對的挑戰；高

光良校長針對評鑑中所觀察到的狀況以紀實的方式書寫，對於所訪視的各族狀況可以較為詳細的了解；賴惠玲教授及簡文敏教授則都提到，如何讓族語變成生活語言，也是非常重要的一個思考點；從事台語研究的何信翰教授，則是對照台語和原住民族語的發展，並對兩者的處境做出評析。

### Revitalization and promotion of aboriginal languages: a perspective from outside

In the second part, reviewers were invited to write articles about the revitalization of indigenous languages. A total of 12 reviewers were present in the mid-term and final reviews of this year. They partook in 34 sessions of reviews. The Project management Center for Revitalization of Aboriginal Languages arranged for these reviewers to participate in more sessions than before, so they could be able to compare the similarities and differences among organizations. In the process, all reviewers exhibited a sense of curiosity and enthusiasm toward the project, and understood the importance of the job at hand. For that reason, NCCU invited them to express their ideas through writing; hence these articles published in this issue. Six reviewers gladly accepted this task and submitted their articles. Prof. Safilo A. Cikatopay presented a few ideas about the actual execution of tasks of these Aboriginal Language Promoting organization, which inspired us to think more carefully. Prof. Claire Chang stressed a strong correlation between continuous promotion of this project and participants' motivation. This is also the biggest challenge faced by the Aboriginal Language Promoting organization. Principal Kao Kuan-Liang wrote about what he observed in the reviewing process in a detailed way, which helped others to gain a fuller understanding of the real-life situations in different indigenous tribes across Taiwan. Professors Lai Huei-Ling and Chien Wen-Ming emphasized that an indigenous dialect could be

brought back to life when it is normally used in everyday life. Prof. Ho Hsin-Han, who studies Taiwanese Hokkien for years, presented a critique of a comparison of developments of Taiwanese Hokkien and some of the indigenous languages in Taiwan, and made a subsequent analysis of both native languages in today's circumstances.

### 今年有始有終，瀕危語言師徒制到語推組織

今年度第一期（2月號）以「瀕危語言」主題為始，現在最後一期（12月號）以「語推組織」作結，前後呼應表示整個語言推動的風向，已逐漸成形。今年度從2月號所開闢的專欄「瀕危語言師徒心得」，逐期刊登，也在本期畫下句點。期待各族都能在族語推動的路上，找到自己的角色，自助也互助，攜手在這條路上合作並進，讓彼此的族語可以綿延，民族得到發展。

### From “Learning Notes of the Students in Mentorship” to the development of Aboriginal Language Promoting organization

In the first issue (Feb.), we talked about the Taiwanese endangered languages. Now we would explore the development of some Aboriginal Language Promoting organization in the last issue at the end of the year, in the hopes of describing the trend of preservation and revitalization of Taiwanese native languages. The abovementioned learning notes would come to a halt in this issue. We hope that all indigenous peoples across Taiwan may find their roles in this journey toward revitalization of their languages and going hand in hand in the development of their native languages in the years to come. In so doing, all ethnic groups may prosper and their descendants will proudly speak their own languages. ◆