

我要說母親的語言

母の言葉を話したい

Speaking My Mother Tongue

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I once worked at Marshal hotel, which was destroyed by the earthquake happening on February 6th, 2018. I've lost a lot that night, and my heart was broken. Thanks to God, He gave me a daughter and a chance to be back to my hometown to learn my mother tongue. My mom had devoted to this work for a long time. After I started learning, I realize how important and emergent it is to save our language. I expect to write an article on my own in our language someday.

叫 我寫一篇由衷說出的感言文章，我還真不知如何說起呢？

pavalrayay ku da penauwa da kemay anger marengay daku ngangai mu, ka'urid ku kemay i iyan daku rarengayan a?

地震後的重生

首先，該是回想當初在抱著最沮喪的心情回鄉的時刻吧！

nuy pungaway ku mareanger mu, kamau adu kanangku kinasaduwan anger di muruma' ku Ira i dekalr adu kema ku!

花蓮大地震帶來的災難，讓我們深受傷害，也是我畢生最難忘的痛，一夕之間失去了工作快20年的統帥飯店，更痛心的是因此失去了我的同仁，我的心就像關在黑暗裡般的苦悶！

ini na pamelriyan Ira kan pacev na ngunin i Kalēko, tuy inada da kuwacengan, tatena' mi muranak, di mau nangku kinicauwan diya tuy pakanana da anger kanningku, mawmau saya' esungan, mulremes Ira daku kiyakarunan na uri 20 Ira ami kani i Tosuway dayhangtēn, di

puwapuwa ku nana kana kurelrang minacay i 'alilri kanini na ngunin, ngangku kinasaduwan anger kemawan da muimeng ku i 'aremgan kana mekemek dadu!

人生本無常！再多的不捨，失去的總要面對。感恩的是，所幸上帝仍為我開了一扇窗，不但賜予我畢生的最愛，老婆生下了女兒！也終於讓我回到了故鄉。開始了我跟隨母親學習傳統文化的最基本—母語，憑著童年的記憶，用我拼拼湊湊的生澀族語，開始了我的師徒制生活。

adi ta karuwa madalram da watudaeman ta nu aydan! makiwalrawalray ta Ira mu, na uniyan Ira, kuwadu ta kiturud ta Ira datu inuredekan. 'inava Ira, ulra ku semangar kana icas na demaway, tuy cinuwalran da saya

lataw kanningku da pakasemangar, tu puvatiyay ku da nangku kinasaharan, mialrak da vavayan i turuma'alri! di tivutivus ku Ira muruma' kanta i dekalr. kurelrang ku Ira kani nani menadanadam data piningaiyan, semaseker ku marengay kanangku kinadalraman a lralrak ku diya, ara adiya mucuur mu, pureha ku Ira kurelrang kana" maretaina kipatakesi".

學習與展望

每天重複著母親安排的課程，上網學習、跟隨母親訪談耆老與慰問，討論問題...等等。不知不覺我已上了半年的課程，在部落的生活逐漸熟悉，感慨的是，同儕的相聚，居然沒有人會用族語交談，且父母執輩會以族語交談者更是寥寥無幾啊！



期末評鑑—朗讀考試。

kanawariwari diya masamasalr ku temakesi kantu pinarpauwauwa da patakesiyan i nani, kipanadam ku kana Tēnnaw di kurelrang ku kani nani mu'ivat i dekalr, panadam kimadayadayar kana dawdawan data piningaiyan...adi repidan parkaduwa Ira 'ami ku tinakesiyan, manadam ku Ira kikadu kani dekalr, aymu, sadu ku anger kana nangku sataveran diya mu, uniyān da penauwa sayhu temarakasavakan di, naniyam ma'idangan nu madayadayar mu, adi papida na temara marengay data ngai!



期末測驗—紙筆考試。



期末語言能力測驗—與口說委員對談。

難怪母親常督促我們晚輩，不時提醒我們：部落耆老逐漸凋零的現象，也就是我們的語言已逐漸步入瀕危的門檻啊！

mau na kemadu awlra, inani marayas tumuru kaniyam na lralrakan, di adi madiyadi marengay da marekama'air Ira ta dawdawan di adalrep ta Ira kana mulralremes di murareput Ira da piningaiyan i sulrasulray kema!

今年年祭的晚會，我們以搶救語言為主題，為長老演了說族語的話劇，還唱著古老的歌，也陸陸續續唱出為祭典而編的創作歌謠啊！

harem kanini na 'amiyan kana semasaharan a karawvan mu, parudang mi pana'u kana ma'idangan kananiyam pinadayaran a tinarakasavakan, di semenay mi da tinaraawac a senay, di ulra diya na pinarevuwa' data piningaiyan na senay diya!

為了幫助傳承母親為族語努力的工作，我必須更加努力，希望有一天我能靠自己寫出一篇建和族語版的文章啊！

ku marangeran pulralrang kani nani da pulralrepusan a pananadaman data ngai, kasurimet ku puwapuwa, nu adaidan Ira maruwaya ku pasevang venavalray da saya tinarakasavakan a valray kemaku! ◆



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Born in 1977. Pinuyumayan. Live in Kasavakan Community, Taitung County. Worked as manager in Marshal Hotel. Aboriginal Language Proficiency: Intermediate.

編按

卑南族共分為四個語別，本次計畫除初鹿卑南語外，皆有師徒制組合。作者為建和卑南語的學生，因為2018年2月6日的花蓮大地震而失業，遂返鄉跟著母親學習族語，為母子組上課模式。學生程度高，在課堂中能舉一反三、觸類旁通。一天中有部分時間到部落文化健康站、耆老家中和長輩對談，練習口說。有時情急甚至隨手撕下紙箱做紀錄。原本受母親之託參與計畫，但半年下來，已漸生出承接文化的使命感。

Editor's note

Pinuyumayan has been separated into 4 language varieties. Except for Pinuyumayan Ulivelivek, the rest of them applied for the Master-Apprentice programs. The author should had spoken Pinuyumayan Kasavakan. He lost his job due to the Hualien earthquake, 2018. He then returned home, learning native language with his mother and joining this project together. The student is a talented language learner that he learned and responded quickly in class. Part of the class were taken outdoors: they visited the tribe's activity center and the elders for the practice of speaking in Kasavakan. To learn Kasavakan, he even took notes on cartons in some temporary situations. Though he was asked by his mother to join this project originally, he grows to take on the mission of passing on their culture through language learning.