

aranai na cero kiatuturu kari Kanakanavu
從零開始的族語學習

ゼロから始める民族語学習

Start From the Scratch: My Learning of Aboriginal Language

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I participated in this project because I want to organize a Kanakanavu study group without sufficient language proficiency. At first we had 3 students in our class, but one quit the next day. His leaving reminded me that I used to give up as facing something challenging. Thankfully, with my teacher's encouragement, I have insisted until now. Throughout the semester, the Special Project Management Center visited us several times. I was so nervous about it but got used to it. Since I realize as long as I focus on my studies, there's nothing to be afraid of. I'm so happy to hear that all of my classmates will continue the lessons next year in the hope of passing down our language.

瀕危語言 復振補助計畫對我來說已經沒有那個欲望，不過有一天翁美英老師找我，對我說妳不是一直有心願想在自己的部落辦一間小小讀書會嗎？機會來了，妳願意來先上課認識自己卡那卡那富族的語言文化嗎？當下立判我接受自我挑戰。

poiisua tia putukio maritakarū kari. maraa 'akia cu na cūpungu maku. nakai 'una ucani taniara, Pi'i Ka'angaiana (翁美英) iaavatu tikirimi 'ikua. makasi, no'una cūpungu musu tia poon na tanasun. marikupū ucani ti'ingai 'aravang. 'utumukunū 'inia sumasupū sinatū. 'una cu ramangu masini. tia kara kasu pakituru mu'uru' uru pa kiatuturu. tarakanangu Kanakanavu tamna kari sinatū mataa mungka? meesua, makacang cu ku 'una cūpungu, tia ku tanamū putukioa isi.

卡那卡那富的師徒制

新學員有說鄔、楊冠男、施榮宗分配給翁博學老師，而我跟謝庭威由翁美英老師教導，第一週並沒有分班一起上課，我們這兩班是混搭性的教學，除了說鄔會說族語不認得字及謝庭威會認字而不會說之外，其他學員卻什麼都不會，尤其身在布農族環境的我，真是難題再提升，不過既然來挑戰了就認真學習及專注，從最基本的ㄅ ㄆ ㄇ 羅馬拼音開始，剛剛練發音時舌頭一直轉不過來，發現好難喔，很不好唸又不好記，一天下來結束回家就覺得操累，真的很累，到家都不願動身子不知道為什麼？



平時上課情形。

sua vo'oru seto ia, 'una Na'u (說鄔)、(楊冠男)、(施榮宗) taturu sikiningiun 'Angai Ka'angaiana (翁博學) takituturu. iku mataa Mu'u (謝威) sikiningiun (翁美英) tumatuturu. miaa maticani tarasangara, koo pa aratakunū. arakukunu kim kiatuturu. sua ikim seto ia, karanana tavarā'a mia. tavarā'u (說鄔) masiKanakanavu, nakai maraa ka'anū tarakanangu sinatū. tarakanangu (謝威) sinatū, ka'anū tavarā'u masiKanakanavu. cucumeni seto, 'akia kamucu tavarā'a. mastaan sua iku. paira arakukunu mataa Sumukun. cucuru rangrang takutavarā'u. nakai pacūpungu! pakituru cu tia iaavatu nesi. tia ucani cūpungu kipatusu. pananai na Roma tamna sinatū a i u kiatuturu. miaa campe ia, ka 'anū tumatimana 'avasū. cucuru rangrang supūran, rangrang atanungūn. matirupangu ucani taniara pui'i tanasa. te cu kia aka mupacai! tupuru tanasa muruvuarū cu mangaringari, neni kusai vanai?

第二天上課施榮宗學員不來了，幾天下來找他並問為何不來上課的原因，得知他說無法勝任，太難了→放棄，這種心態一直以來我也一樣，碰到挫折就想放棄，慶幸老師懂得獎勵及鼓勵我，願在我學習的接受度改變教學方式，讓我在學習之中能慢慢學會或體會語意。

akini taniara. koo cu iaavatu (施榮宗), tikirimiun mia kesoni neni vanai? makasi ka 'anū cu kani tia macuvungu, sii rangrang curu misee — matipuri. 'una ku kavangvang makaasua cūpungu. paira noo matunusu rangrang putukioa, muruvuarū cu cūpungu. nakai mama'ari sii, tavarā'u pa takituturu purangrang 'ikua, mapurai pa 'ikua. mati' unū'una siatuturu. makasua cu ku, 'apu'iarū takutavarā'u ti'ingi.

訪視與考試的壓力

每次聽到說專管中心要派人員視察上課狀況，心理壓力擴大及緊張，後來慢慢也習慣了，只要認真上課，持續執行，應該做的所學的是沒什麼好怕的，當然重點還是要有實際進步的表現，幾次得到專管中心的肯定時，內心開心又增加了學習信心，學員的互動更加重

要，除了學習競爭之外相處溝通也一直融洽，從對話中磨練族語口語不亦樂乎。

paira noo tumatimana. 'una niaranai cuankuan cungsın cau, tia iaavatu cumacu'ura makananu kiatuturu. pananai cu cųpųngų

mapinipini. marivivini murini cu cųpųngų. noo makausa matimanųngų kiatuturu. 'akia tia ka'icųpųa. sua tia kasakųnųa ia, 'esi kara cucuru musurusuru? paira noo porangrangųn cuankuan cungsın, macangcangaru 'una cu cųpųngų tia macuvungu kiatuturu. sua seto tia 'aparuranų paparinsiu. masiKanakanavu makarikari. makasuin ia, tia macangcangaru takutavara'u.

12月8日重要的全國族語認證考試也考完了，不管有沒有考上，只能平常心接受，因已盡所有學到的、認知到的去考了，不需要再指責自己考得好與不好。

12 vuanų 8 taniara. nimatipa cu sikingi kari. tia karamusucųkųna? ka'anų pa tavara'un. nakai maucųng cųpųngų, sii nikipatųsu cu. iimua mamanųng kara? aka kara? ka'anų cu usų'un na cųpųngų.



期中評鑑一用族語自我介紹。



期末成果發表會分享。

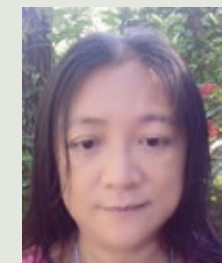
最後這幾天年度也即將結束，老師用最輕鬆的傳統歌謠，傳說故事及講笑話等等分享，不知道是因為考試完畢所有壓力不在了，上課心情特別的好。

tia cu matirupangų cenana isi. macangcangaru takitutura mia. marivici kimia paracani, po'u'una, pomumuaru. manasu vanai matirupangų cu sikingi. maraa ka'anų cu mapinipini. mane'i cųpųngų marisinatų.

得知明年度原班人馬還能延續上族語課程，希望我們4位學員在一年後所讀、所學、所唸的都能夠學以致用成為真正的傳授者，將來不怕自己族人沒有講師來教導學生，唸自己族人的書、說自己族人的語言、寫自己族人的書，延續卡那卡那富語言與文化的傳承。

takutavara'u cu nuaceni ia, matųtųa seto, tia pa macuvungu arakukunu kiatuturu. kamųcu ikim sasųpatų seto. noo maca'ivi cu ucani cenana. sua niarisinatųa,

nikiatutura, sinipųrųa. tavara'u cucuru 'urupacųn. nuari ka'anų cu ma'icųpų, 'akia takitutura tumatutura. sumasųpųrų takacicini tamna sinatu. 'uruupaca takacicini tamna kari. marisinatų takacicini tamna macuvungu Kanakanavu tamna kari mataa mungka. ◆



Na'u Na'uracana
孫余瑞娥

1967年生，卡那卡那富族，高雄市那瑪夏區瑪雅部落。台灣首府大學休閒管理系畢。曾任台灣卡那卡那富文教產業發展促進會行政，現任師徒制全職學生。族語能力：中級。

Born in 1967. Kanakanavu. Live in Maia, Namasia District, Kaohsiung City. Graduated from Department of Leisure Management, Taiwan Shoufu University. Worked as administer assistant. Aboriginal Language Proficiency: Intermediate.

編按

Editor's note

卡那卡那富族於2014年獲得行政院認定為正式民族，居住地在高雄市那瑪夏區。全族人口約350人。本族人流通語言為布農語與華語，仍然具有族語使用能力者寥寥無幾。本次計畫執行，共有師徒制兩組，均為一師對二徒。因為沒有室內上課場地，所以在戶外搭設帳棚，非常艱辛。本文作者祖父母皆為卡那卡那富族，但因很早就搬到都市，所以兒時並無說族語的機會。童年使用語言為布農語、華語。其族語係從基礎開始學習，去年底已經報考族語認證中高級考試。

Kanakanavu was recognized as the 16th group of Taiwanese aborigines by the government in 2014. They live in tribes in Kaohsiung City with the population of about 350 people. Yet as Bunun and Mandarin spoken as their daily used languages, few of them can speak Kanakanavu. Their Master-Apprentice program were 2 groups made up of 1 master and 2 apprentices individually. They had a difficult teaching and learning environment—they took class in outdoor tents, for they found no place to do that indoors. Though the author's grandparents are both Kanakanavu, they moved to urban areas long time ago, so she had no chance to speak Kanakanavu but Bunun and Mandarin instead in her childhood. Thus she started learning Kanakanavu from the beginner level and has registered for the Aboriginal Language Proficiency Test (High-Intermediate level).