

台灣語言學大師一日講座

國立中正大學語言學研究所
何德華教授
台灣大學文學院一樓文20教室





南島語言的社會與文化

13:30-15:00

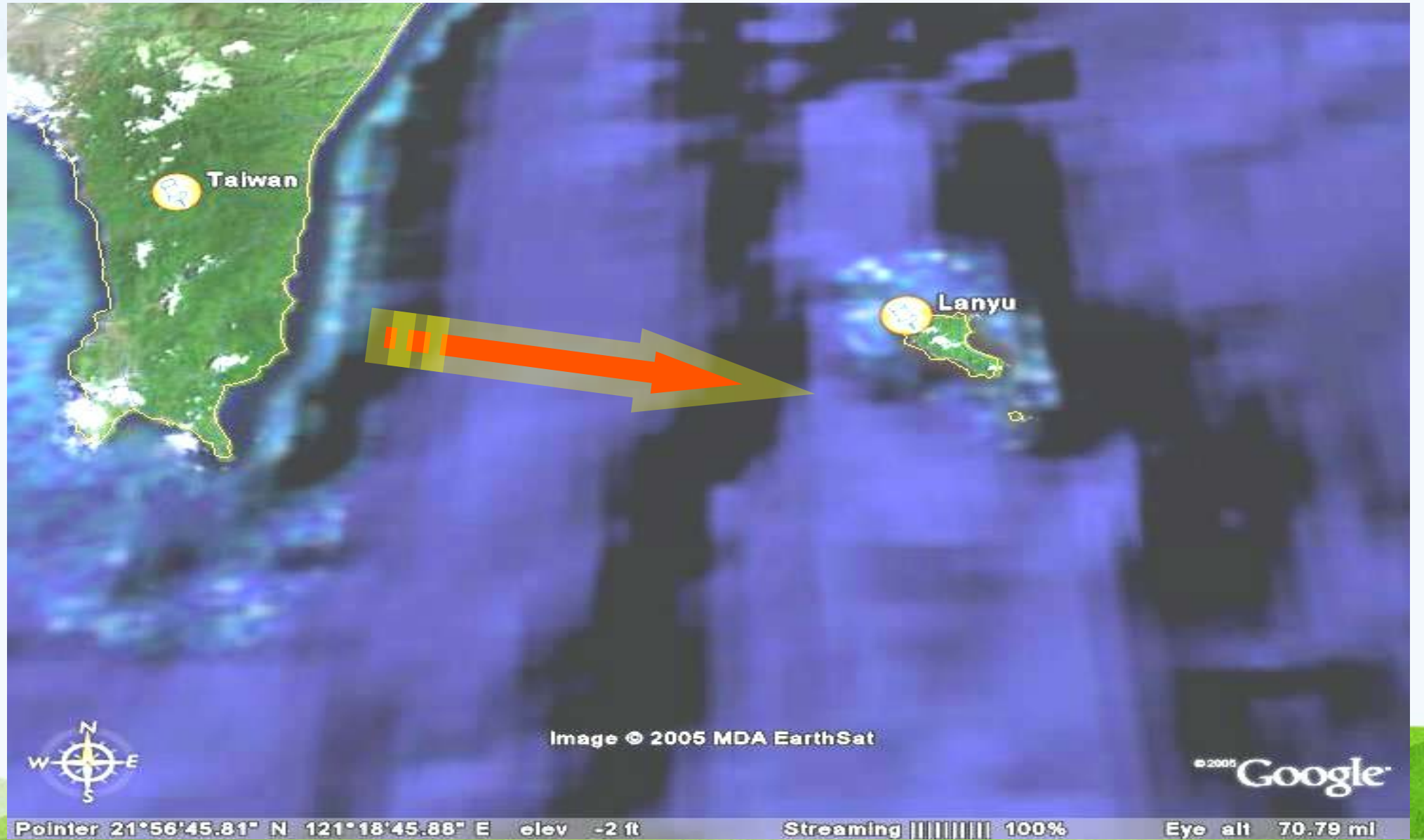
語言、認知、與文化三大主題

- 談談達悟語的女人、老人與海
- 菲律賓類型語言的情緒
- 達悟語聖經翻譯的挑戰

靠山的方向：irala
靠海的方向：ilaod



蘭嶼Irala:位於臺灣Ilaod東南沿海60公里處



班機取消了



蘭嶼-雅美（達悟）族



Iraralay Primary School
Chien-t'iu-Shan
Iraralay (朗島)
Gokal-yuan Port
Lanyu Local Office
Lanyu Junior High School
Yayo (椰油)
Lanyu Hotel
Yayo Primary School
Shan-t'ien Shan
Iranomilek (東清)
Iranomilek Primary School
Ivalino Primary School
Ivalino (野銀)
Airport
Imowrod (紅頭)
Iratay (漁人)
Lanyu Primary School
Lanyu Guest House
Pa-tai Wan
Ta-tai Shan



Image © 2005 DigitalGlobe

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南島語族



Taiwan

Lan-yu

最存古

Yami
 North Island
 Siayan
 Mabudis
 Itbayat
 Diogo
 Dequi
 Sabtang
 Iuhos

Ivatan

Batan

Babuyan

Calayan

Dalupiri

Fuga

Camiguin

Philippines



董瑪女、何德華的雙姝奇緣

<https://www.youtube.com/watch?v=7ENsJOMSPYc>



訪問內容摘要

- 董瑪女老師的目標：
 - 讓蘭嶼的孩子都能受完善的教育重振達悟文化
 - 將中研院民族所已故研究員劉斌雄所採集之達悟語料全部出版
 - 記錄保存自身的語言文化供後代子孫參考使用
 - 為其他原住民族語言復振工作提供一個可行的模式
 - 例如大學階段達悟語言教材
 - 知識本體
- 董瑪女老師的挫折：
 - 採訪研究者與族人的關係
- 翻譯語料的挑戰：
 - 沒有完全相對應的詞彙和概念
- 選擇語料的條件：
 - 來源是否可靠？說故事的語言能力是否優異？
- 詞彙與概念的文化意義：*rarakeh, apia*

如何搜集語料

- 比喻：拉保險做業績
- 採集者要建立人脈網絡
- 語料的記音、翻譯是個無底洞
- 打聽族人家世名望：是否幼年失怙？故事是否直接來自父母口耳相傳？在同輩中產生的印象？說話是否天花亂墜？
- 打聽族人專長：誰會捕魚？誰會造船？誰會織布？誰很勤勞？
- 讓不同背景者說同樣的故事比較觀點

詞彙與概念的文化意義

- 何謂老人rarakeh？
 - 與有了孩子開始更名、身份改變有關；當你有了小孩就成了老人！從做父母親開始，就成為年輕一輩的老人。輩份的改變是榮耀的象徵
 - 與年齡成長、外貌老化改變有關
- 何謂幸福、美好apia？
 - 家人和樂、不起爭執，與他人和平相處
 - 一生當中輩份改變
 - 視個人需求，或晴或雨皆可一切美好

雅美婦女的地位

http://yamiproject.cs.pu.edu.tw/yami_ch/corpus/corpus_041.htm

野銀村曾喜悅si apen Milimoang口述

對兒子的要求：

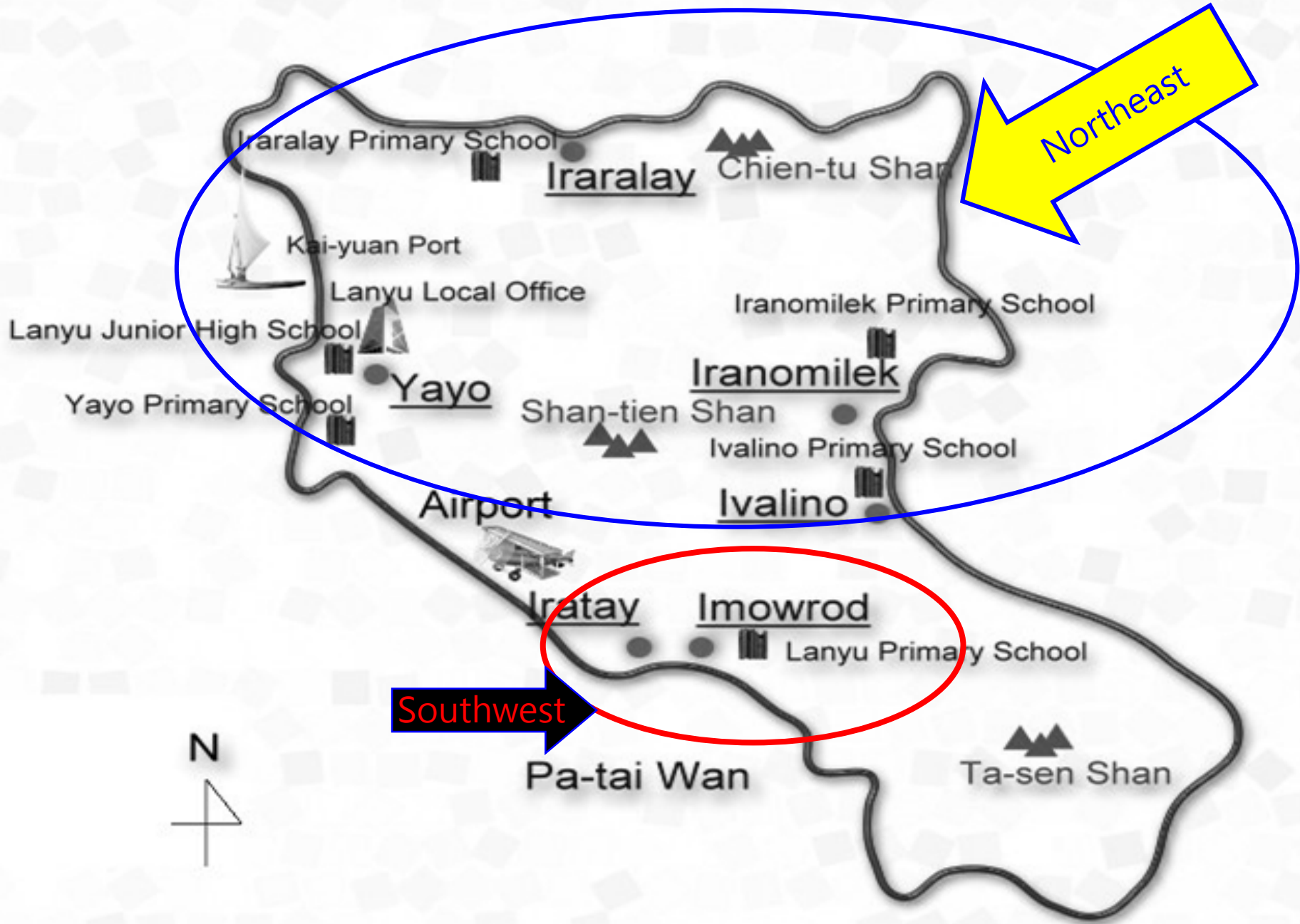
- 埋葬死人
- 打架、造船、蓋房子
- 養家, 開墾, 耕作, 捕魚

對女兒的要求：

- 坐有坐相, 兩腳併攏, 肚子要收起來像繫腰帶一樣
- 打掃家裡, 煮飯, 照顧幼小, 餵豬, 剝地瓜芋頭皮, 取水
- 不可貪吃, 不可多嘴
- 被男人當羊一樣看待
- 愛出去玩的女性是行為不檢的
- 待在家裡的, 很勤勞的女人, 才被有田有財的人娶走

野銀部落是最後移居到蘭嶼的巴丹島人 福旺 Voang 所建立

- 根據朗島部落謝永泉訪問謝加仁所報導之語料（由董瑪女記音翻譯）
- “野銀村後來就變得愈來愈大了，野銀村是外來的sira Voang所建立的部落，野銀村是後來興起的部落，所以野銀村講話不要那麼的傲慢。” http://yamibow.cs.pu.edu.tw/corpus_016.htm

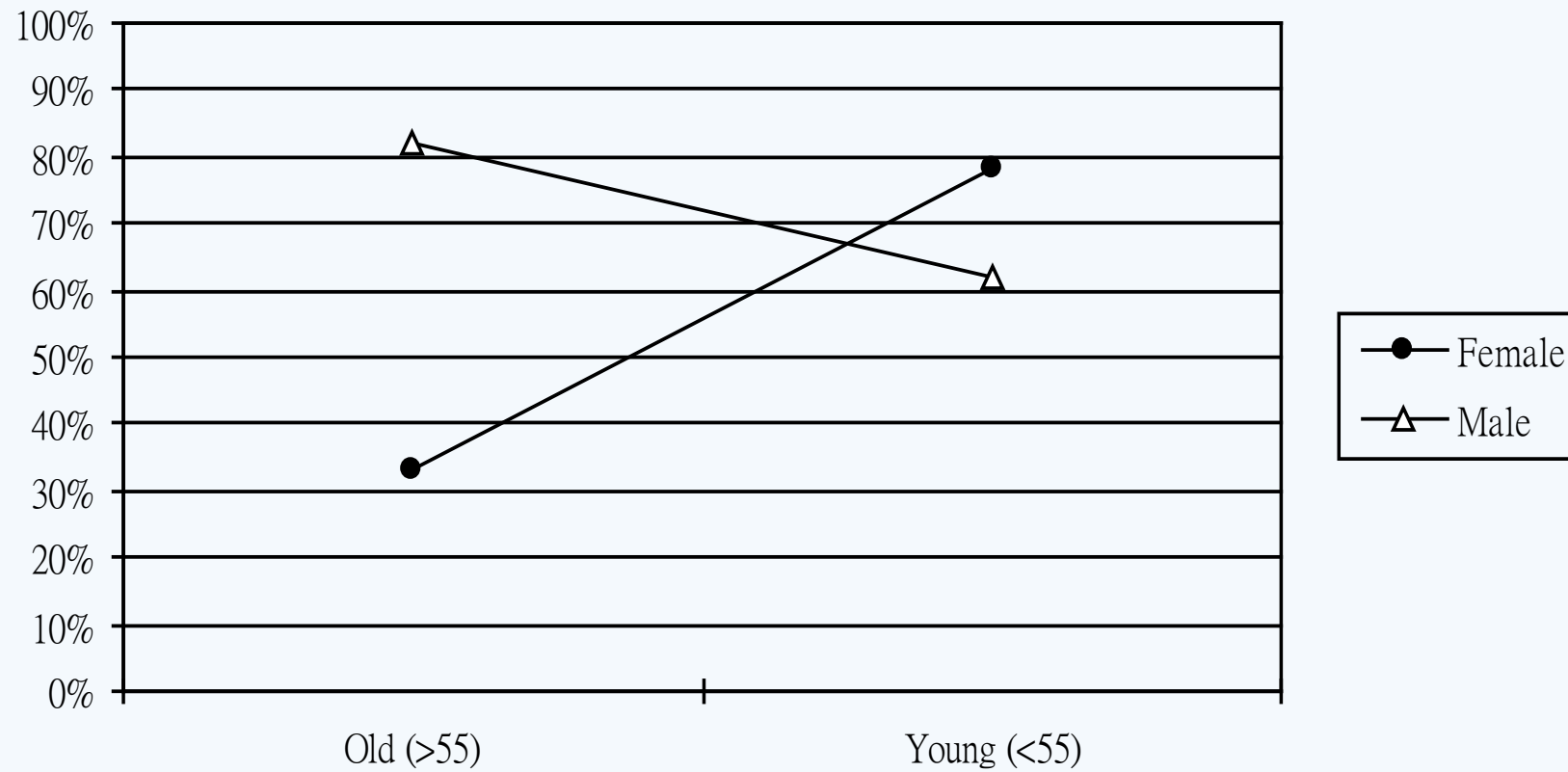


Word list

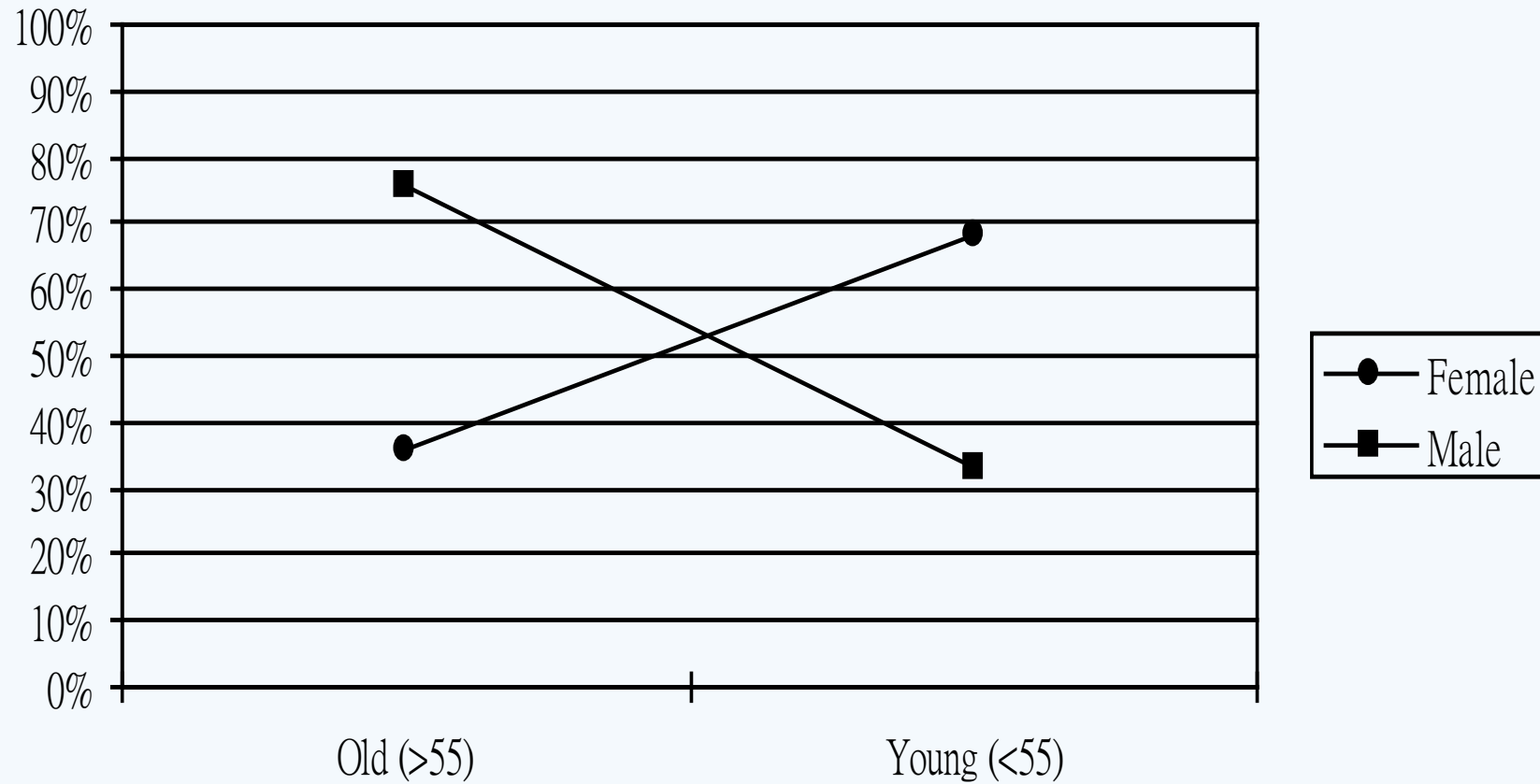
- (ay): *anay 'sand', atay 'liver', mehakay 'male', miray 'to lie down', mivazay 'to work', mangay 'to go', vahay 'house', volay 'snake', wakay 'sweet potato'*
- (aw): *araw 'sun', araraw 'every day', maraw 'day', pakaw 'shoulder', zagaw 'neck'*

http://www.ccunix.ccu.edu.tw/%7EIngrau/_private/Rau,%20Chang%20and%20Dong%202009%20A%20tale%20of%20two%20diphthongs%20impact25.11.pdf

(ay) raising: age by gender



(aw) raising: age by gender



ivay ~ *ivey* “金眼鯛魚”



o ivey iya am,

NOM fish.name this TM

- *i-panci d(a) ori no kadoan l-ili a ivay koan da,*

IF-call 3PG that GEN other RED-village LIN fish.name say 3PG

- *mi-ángay ori aka no ivey,*

AF-same that and GEN fish.name

- *ta yamen Jiraraley am,*

because 1PNEXCLF PLN TM

- *i-panci namen a ivey,*

IF-call 1PGEXCL LIN fish.name

- *sira do Jimowrod a Jiratey am,*

3PNOM LOC PLN LIN PLN TM

- *i-panci da ivay,*

IF-call 3PG fish.name

“*Ivey* is called *ivay* in other villages. But it has the same meaning as *ivey*. We in Iraraley call it *ivey*, whereas those in Imowrod and Iratey call it *ivay*.”

達悟族的魚



老人魚

專屬男性老人食用的魚，如：棘頭天竺鯛。族人認為有年紀的耆老吃魚經驗多，較能承受腥味，因此老人魚的味道通常最腥，種類也最少。

男人魚

只有男人可以食用的魚，又稱「坡魚」。男人魚的種類最多，多半是皮粗、味腥、色澤不鮮豔的魚種如石斑、水針魚等。

女人魚

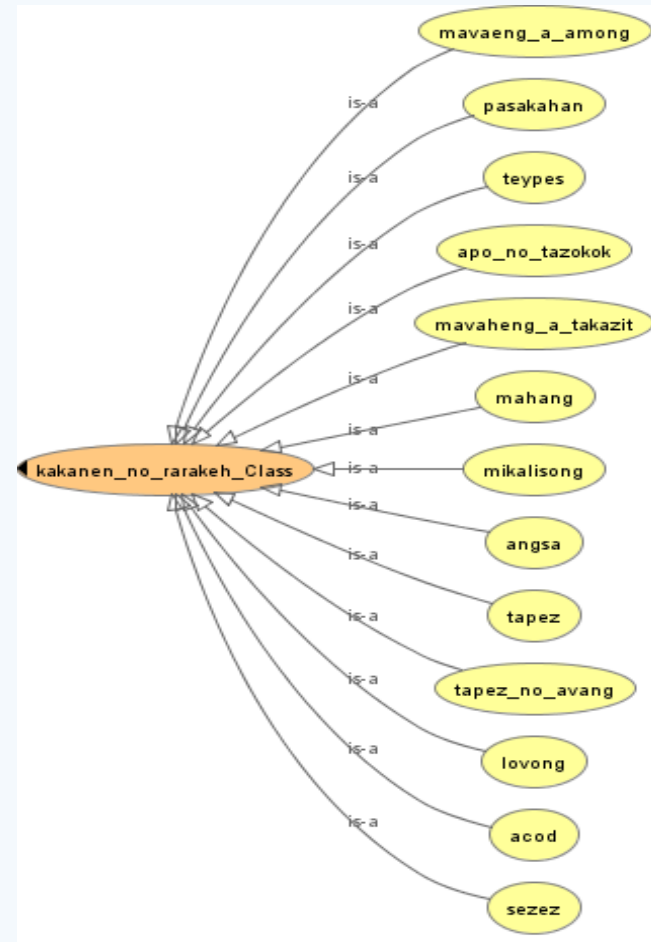
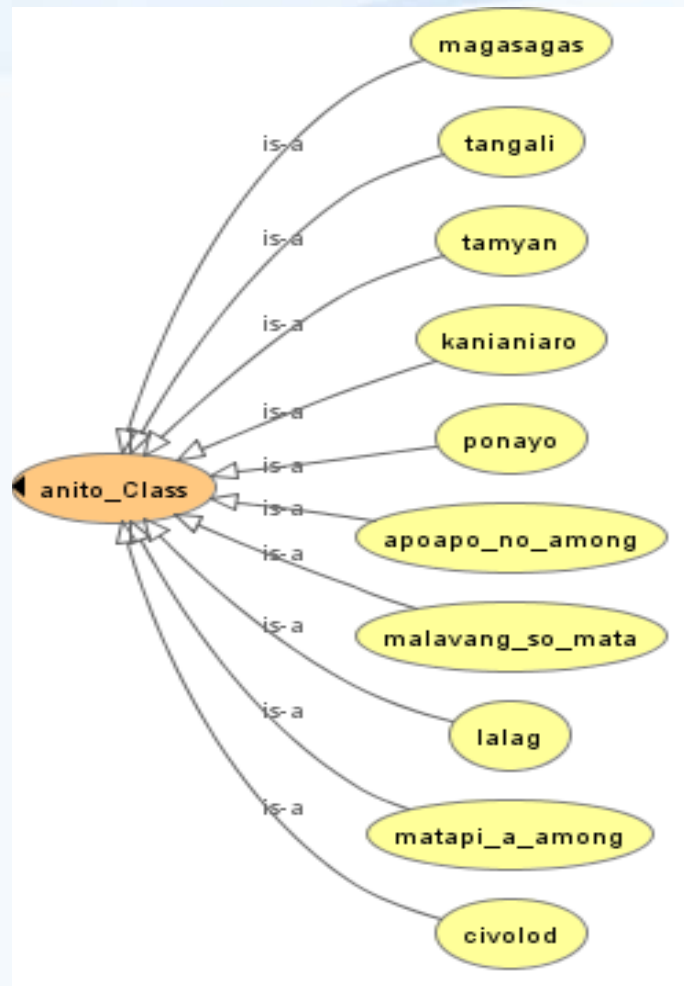
女人魚又稱「好魚」，是肉質細嫩、花色漂亮的魚，如白毛、鸚哥魚。所有人都可以吃女人魚，但因牠們較難捕捉，所以族人會優先陳給女性食用。

Define classes and the class hierarchy

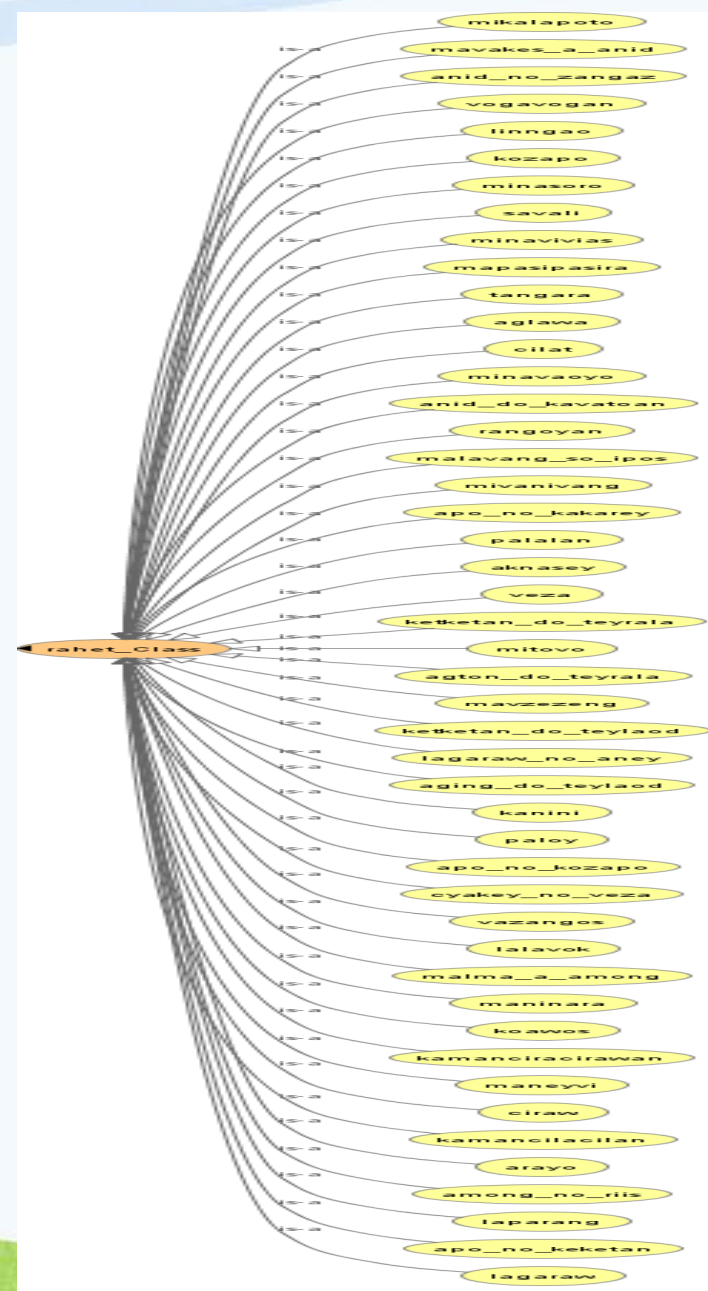
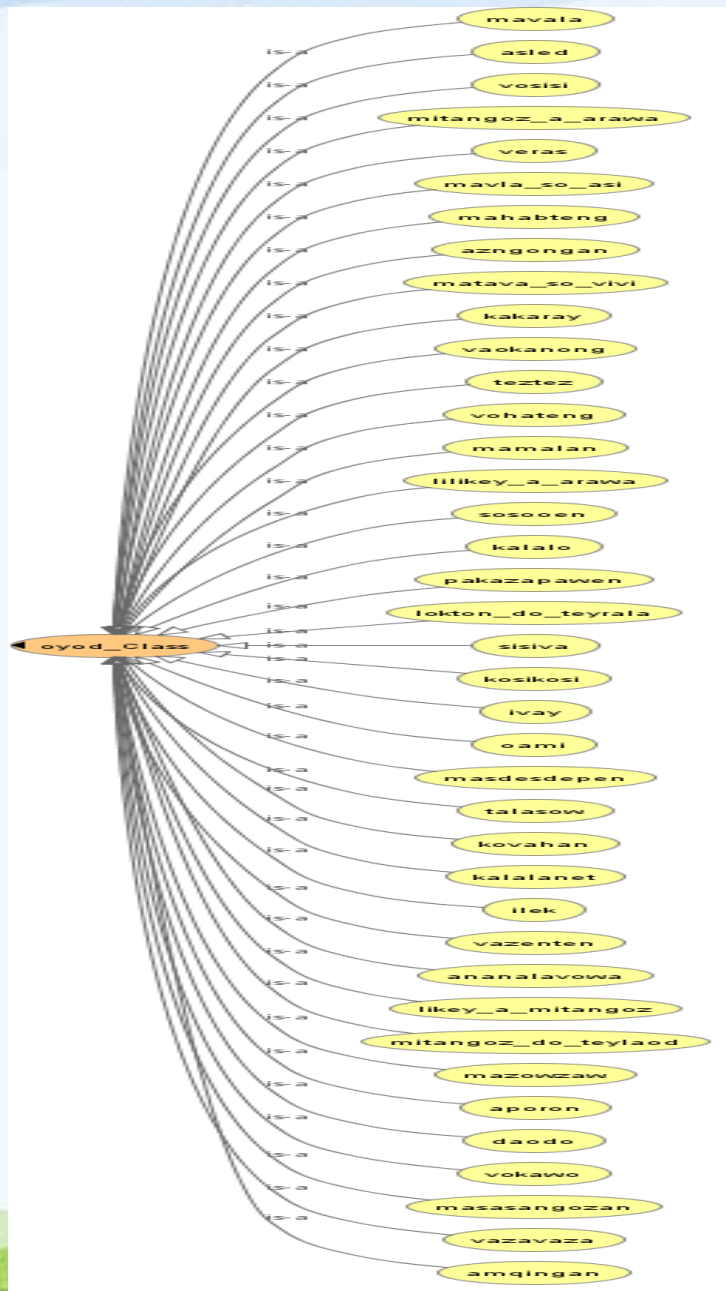
http://www.ccunix.ccu.edu.tw/%7EIngrau/_private/A-2.pdf

| Yami fish Yami people | <i>oyod</i> Good fish | <i>rahet</i> Bad fish | <i>kakanen no rarakeh</i> Fish for old men | <i>among no anito</i> Inedible fish |
|--------------------------|--------------------------|--------------------------|---|--|
| Women | + | — | — | — |
| Men | + | + | — | — |
| Old men | + | + | + | — |

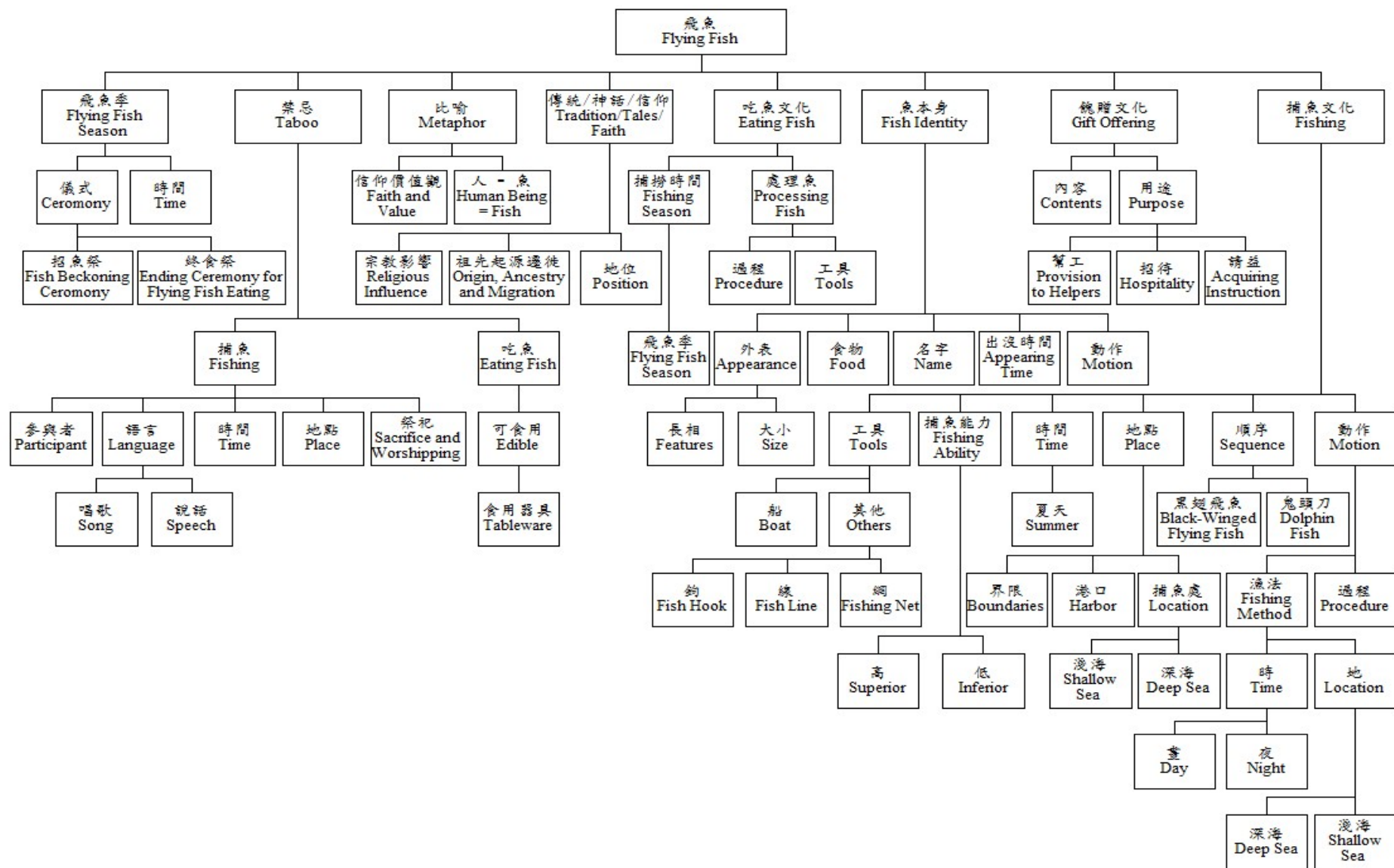
Inedible fish and fish for old men only



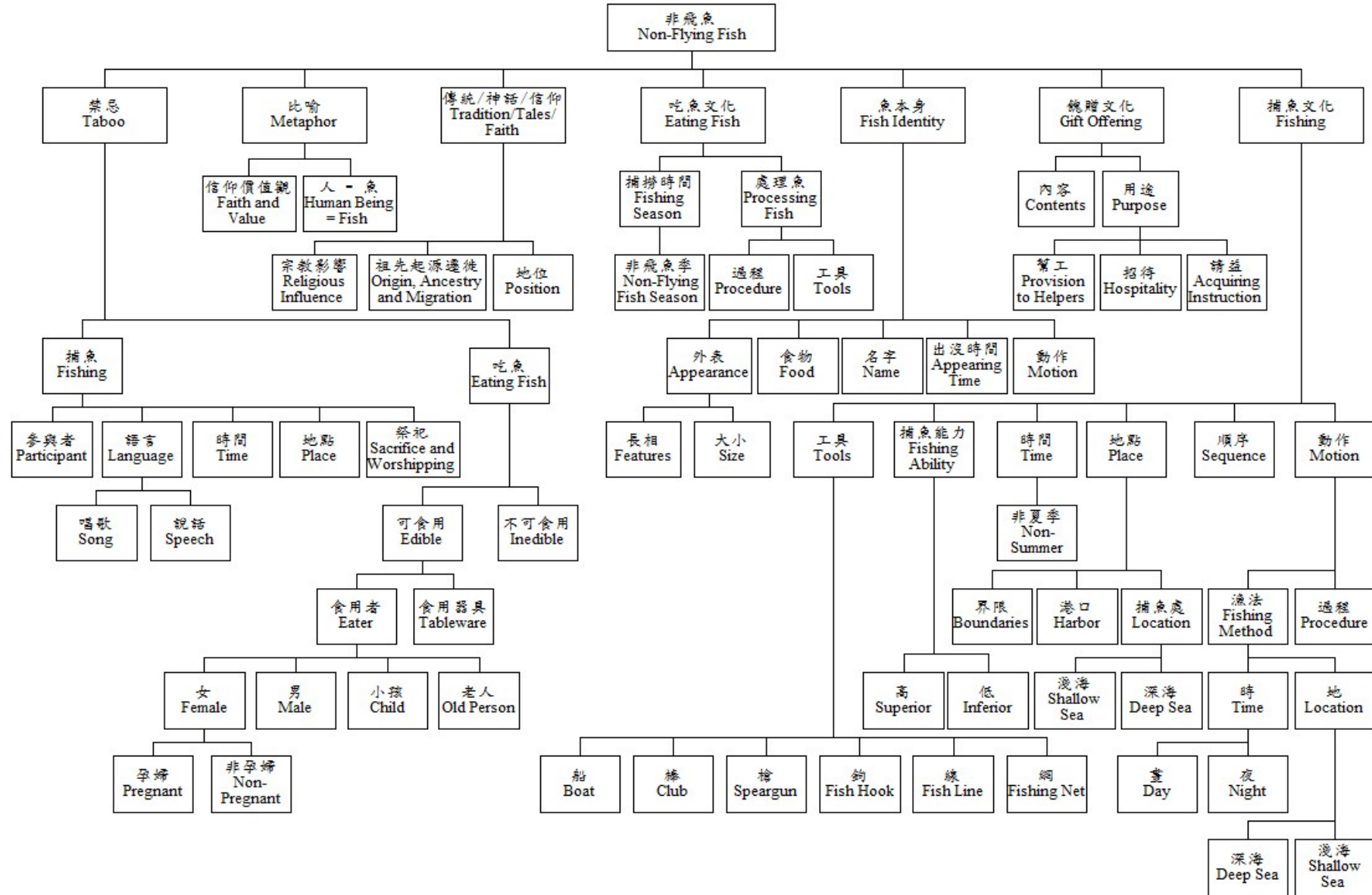
True fish and bad fish



飛魚文化 (Flying Fish Culture)



非飛魚文化(Non-Flying Fish Culture)



飛魚與非飛魚的差異

吳怡欣、何德華 (May, 2015). <從數位典藏語料看達悟族魚的文化>。曾銘裕主編，「語言與物質」
Analyzing Language as Material。高雄：國立中山大學人文研究中心出版。179-200頁。

| | 飛魚 | 非飛魚 |
|------|--------------|---------|
| 吃魚 | 可食 | 分可食與不可食 |
| 季節 | 飛魚季 | 非飛魚季 |
| 捕魚工具 | 船 不用魚槍、棍棒 | 工具視漁法而定 |
| 捕魚時間 | 夏季 | 非夏季 |

唱首達悟歌吧！ 調用「海浪滔滔我不怕」

- tana arako o wawa, am
- abo o ikaniahey ko
- makatawaz so rako a among
- masaray a mangid rana
- 就算大海我也不怕
- 捕條大魚快樂回家
- tana arako o wawa, am
- 就算大 主格 海 但是
- abo o ikaniahey ko
- 沒有 主格 因而害怕 我
- makatawaz so rako a among
- 網魚 斜格 大的 繫詞 魚
- masaray a mangid rana
- 高興 繫詞 靠岸 已經

族語教學

http://yamiproject.cs.pu.edu.tw/yami/yami_ch/corpus6.htm



情歌-我們去約會吧!

- mi ta miyoyaw (x2)
 - do vahay no tatala
 - ano mangay dang
 - nohon/beken koan mo
 - nohon koan ko
 - apia/marahet ori
- mi ta miyoyaw (x2)
 - 去 我們 遊玩
 - do vahay no tatala
 - 處格 屋 屬格 船
 - ano mangay dang
 - 如果 去 那裡
 - nohon/beken koan mo
 - 要/不要 說 你
 - nohon koan ko
 - 好 說 我
 - apia/marahet ori
 - 好/壞 那



達悟語族語教學課堂實況

<https://scholarspace.manoa.hawaii.edu/bitstream/10125/1357/1/09rau.pdf>

上課對話一：

- T1：我剛剛說pasdepen是主要動詞對不對？及物動詞，他為什麼是及物動詞？你是看到了那一個詞綴，你說他是及物動詞。
- Ss：（學生安靜，鴨雀無聲）
- T1：-en嘛，-en。好，那他的agent，主事者是什麼？
- S3：nio。（學生丙回答達悟語，意思是「你們」）
- T1：nio，你們哪，主事者是你們。做這件事情的是你們哪。你們怎樣？你們pasdepen，pasdepen的意思就是……？
- T2：把什麼東西放進去。（族語老師替學生把標準答案說出來）
- T1：他所以用把什麼，你有沒有發現，非常及物對不對？他之所以用「把字句」喔，「把什麼東西放進去」，可見得pasdepen是及物動詞啊！好，那什麼東西是放進去的受事者？o tatala對不對？o tatala nio受事者，語意上是受事者，可是他是整個句子的subject主詞，因為它有o在那裡？

上課對話二：

- T2：apia o tatala namen ang？（達悟族語老師先朗讀一個句子，意思是「我們的船該怎麼處理？」）
- Ss&T1：apia o tatala namen ang？（學生們和筆者跟著一起念）
- T1：好，主詞在哪裡？
- S3：o tatala namen。（學生丙說出達悟語的標準答案）
- T1：namen，o tatala namen意思就是？
- S3：我們的船。
- T1：我們的船。好，然後ang？
- S4：助詞。（學生丁用漢語說出老師要的標準答案）
- T1：助詞，意思是……？
- S4：XX（學生丁給了一個錯的答案）
- T1：我現在問ang，ang是什麼？語尾助詞，它意思可能是什麼？
- T1：疑問嘛。

A corpus-based approach to the classification of Yami emotion

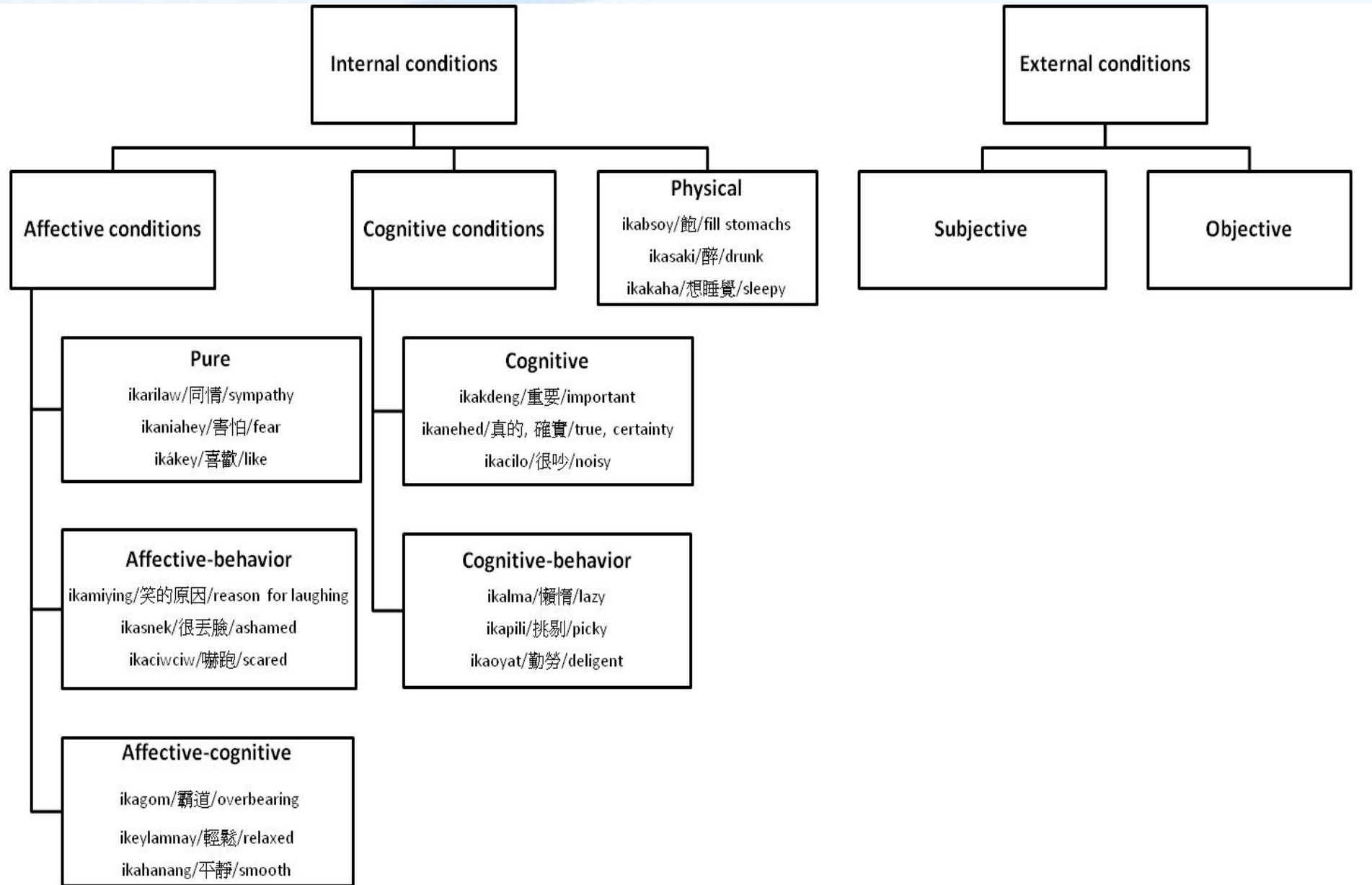


- Victoria Rau, Yi-Hsin Wu, & Meng-Chien Yang (2015)
- In E. Zeitoun, Stacy Teng, and Joy Wu (Eds.), *New Advances in Formosan Languages*. A-PL.
- http://www.ccunix.ccu.edu.tw/%7EIngrau/_private/22.Victoria_Rau_Yi-Hsin_Wu_and_Meng-Chien_Yang.pdf

情緒的定義

- Wierzbicka (1992)
- Universal primitives: e.g., 'good', 'bad', 'do', 'happen', 'know', and 'want'
- Prototypical scripts formulated in terms of 'thoughts', 'wants', and 'feelings'
- Affective, cognitive, physical

Figure 1. Classification of Yami emotion based on Church et al. (1998)



| Category | Yami example | English translation |
|-----------------------------------|--------------------------|----------------------------|
| 1. Internal nonmental states | | |
| Physical and bodily states | <i>ikakaha</i> | sleepy |
| 2. Internal mental states | | |
| Affective conditions | | |
| Pure affective states | <i>ikaniahey</i> | afraid |
| Affective-behavioral states | <i>ikavoZoaw</i> | scare away |
| Affective-cognitive states | <i>ikaotok</i> | impatient |
| Cognitive conditions | | |
| Pure cognitive states | <i>ikangot</i> | smelly |
| Cognitive-behavioral states | <i>ikapili</i> | picky |
| 3. Interjections/curses | <i>ananay</i> | ouch |
| 4. Metaphors/metonyms | <i>nimanant so velek</i> | terrified (in the stomach) |

Results: most and least important emotions

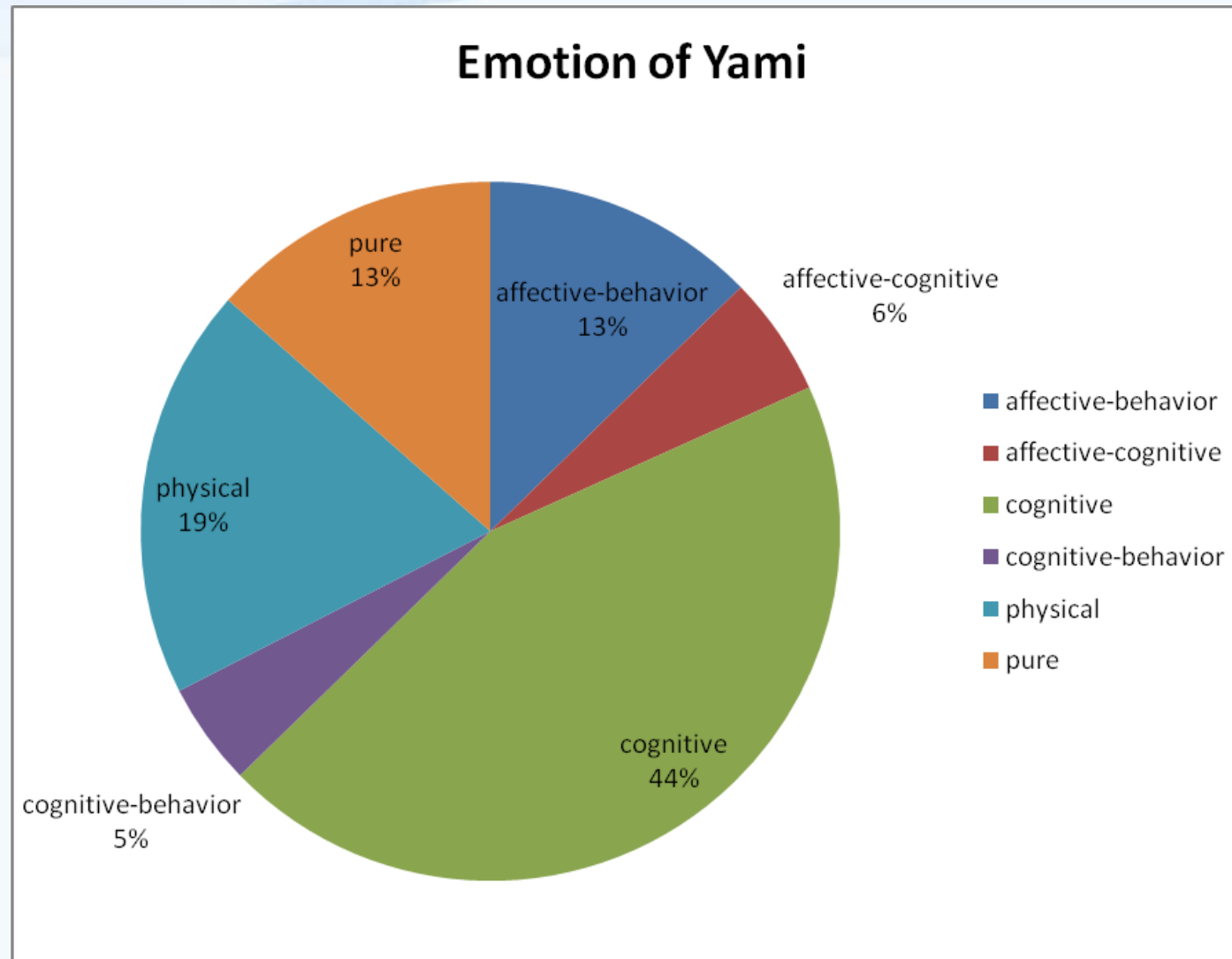


Figure 2. Classification of Yami emotion

Results: positive and negative emotions

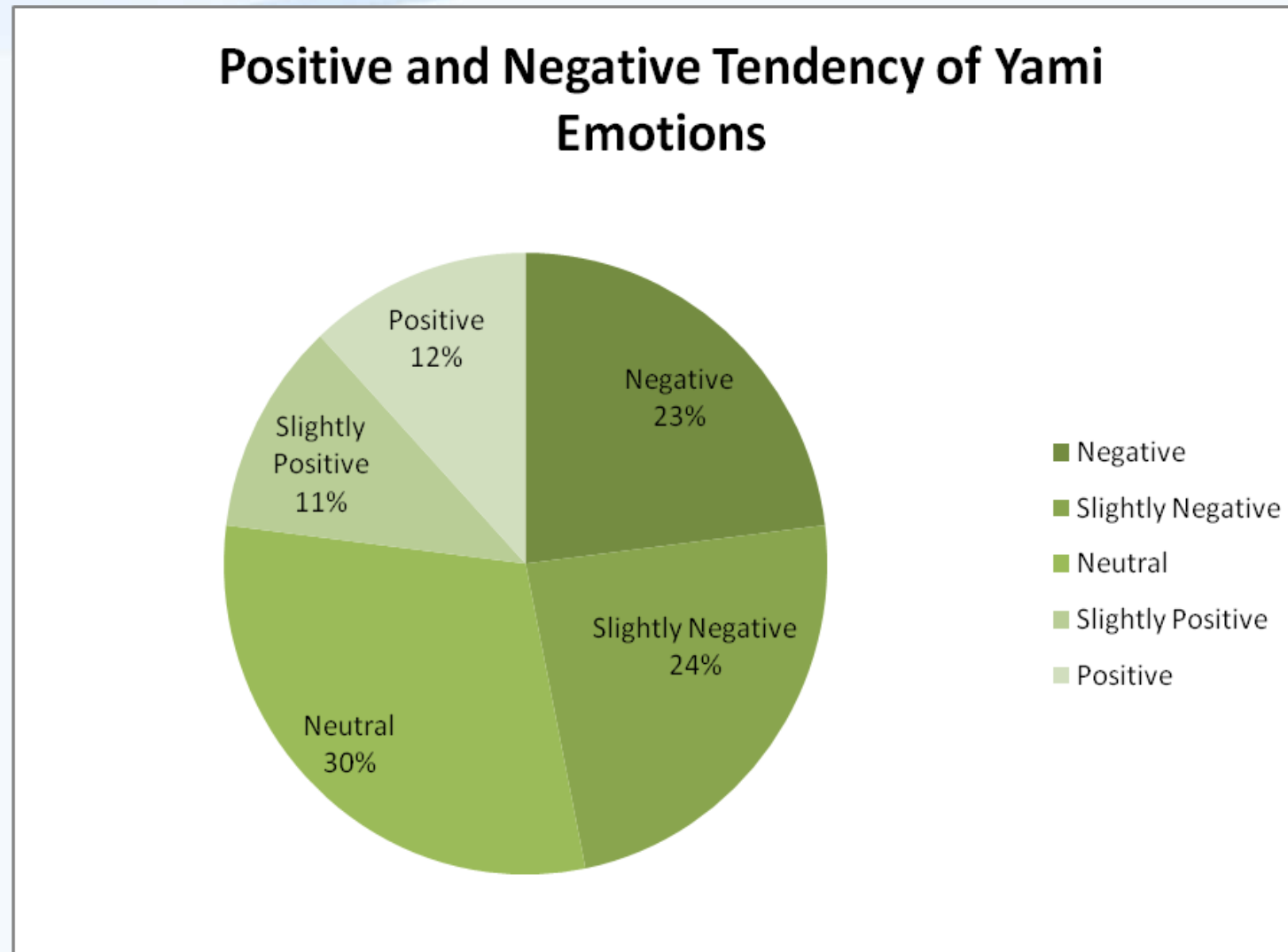


Figure 3. Distribution of positive and negative emotion terms

Results: Comparison of Yami emotions with Filipino emotions

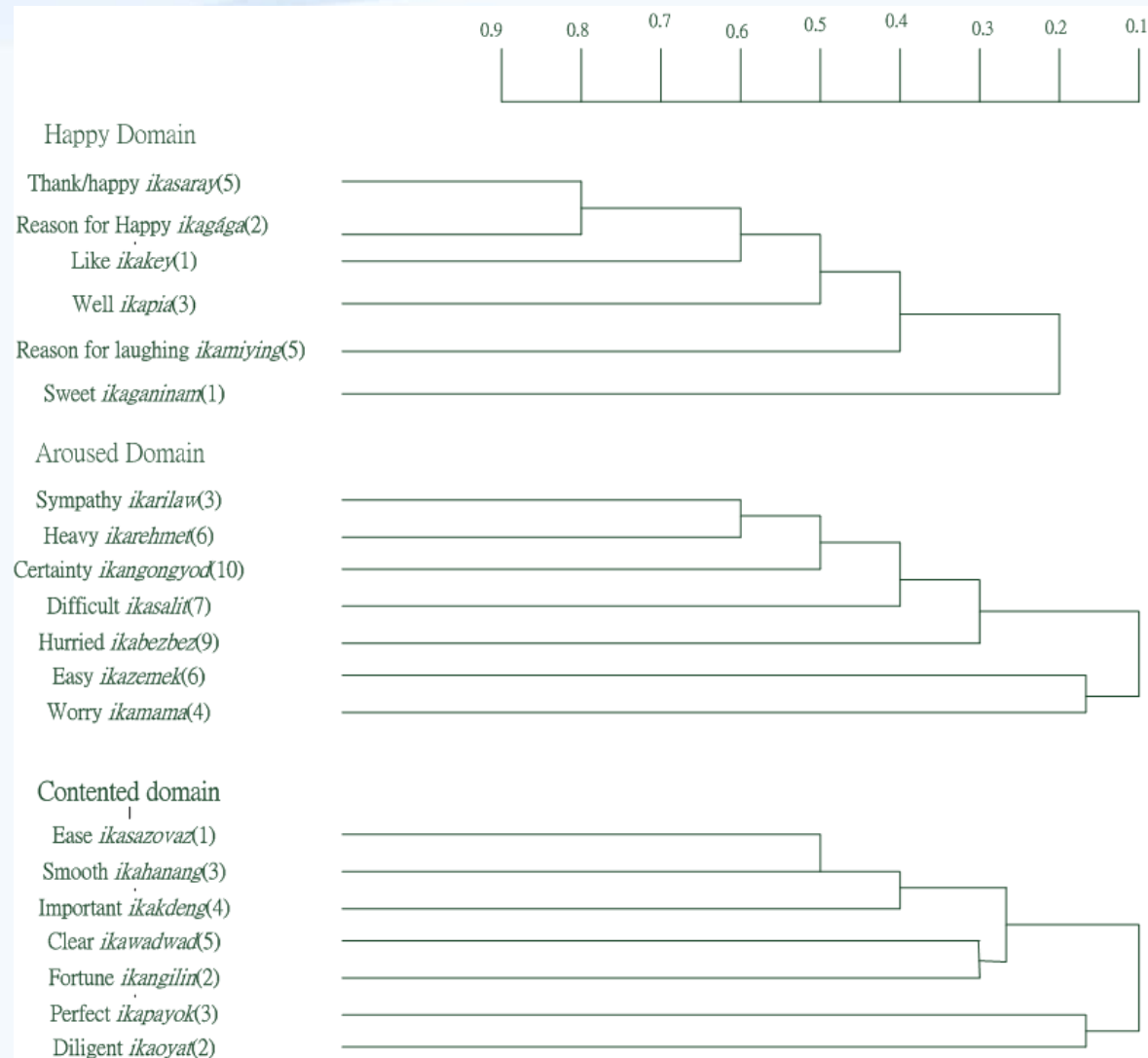


Figure 4. Hierarchical cluster analysis of 126 Yami emotion terms

Clore *et al.*'s categories

Semantic categories of Yami emotion

Affective conditions

Anger, fear, happiness, longingness, love, nervousness, sorrow, sympathy, worry, evaluation of size, curse, forgetfulness, jealousy, noise/calmness, shame, stinginess, danger, overbearingness, relaxation

Cognitive conditions

Age, evaluation of size, boredom, certainty, cleverness, cold/heat, curiosity, danger/safety, darkness, difficulty, relaxation, external states of things, distance, fortune, goodness/badness, greatness, importance, independence, weight, noise/calmness, quantity, correctness, smoothness, states of human body, taboo, taste/smell, watchmacallit, diligence/laziness

Physical and bodily states

Disagreement, nitpicking, scheme

Hypercognized vs. hypocognized emotions

- The most important emotions in Yami: anxiety/fear, arousal, contentment, anger, happiness, and sadness
- 常見：恐懼、激怒、生氣、滿足、快樂、憂傷
- The relatively minimally lexicalized emotion domains: feeling tired, quiet/shy, contemptuous, aspiring.
- 少見：疲累、膽怯、傲慢、企圖心

Comparison with Tagalog

- Identified the same 11 emotion domains as in Church *et al.*'s (1998) without the guilty domain.
- *miraraten* 'guilty' (< *raraten* 'guilt, sin' < *rahet* 'bad')
- *ikarahet* 'consider something bad because...'



達悟語聖經翻譯的挑戰

曾雅君(2015) 雅美語聖經翻譯中的轉喻與隱喻現象
國立中正大學語言學研究所碩士論文
指導教授：何德華

無花果樹能生橄欖嗎？



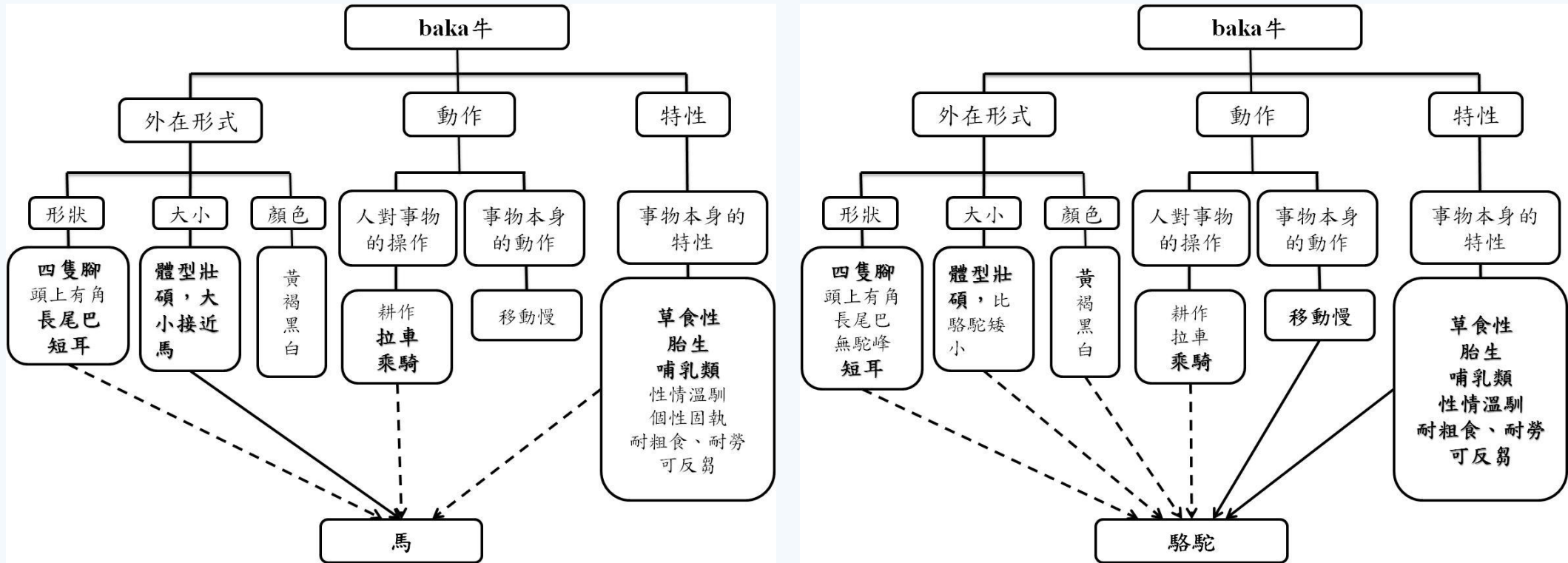
o acyai am, ji meyyasi so vineveh.
龍眼樹結不出香蕉來



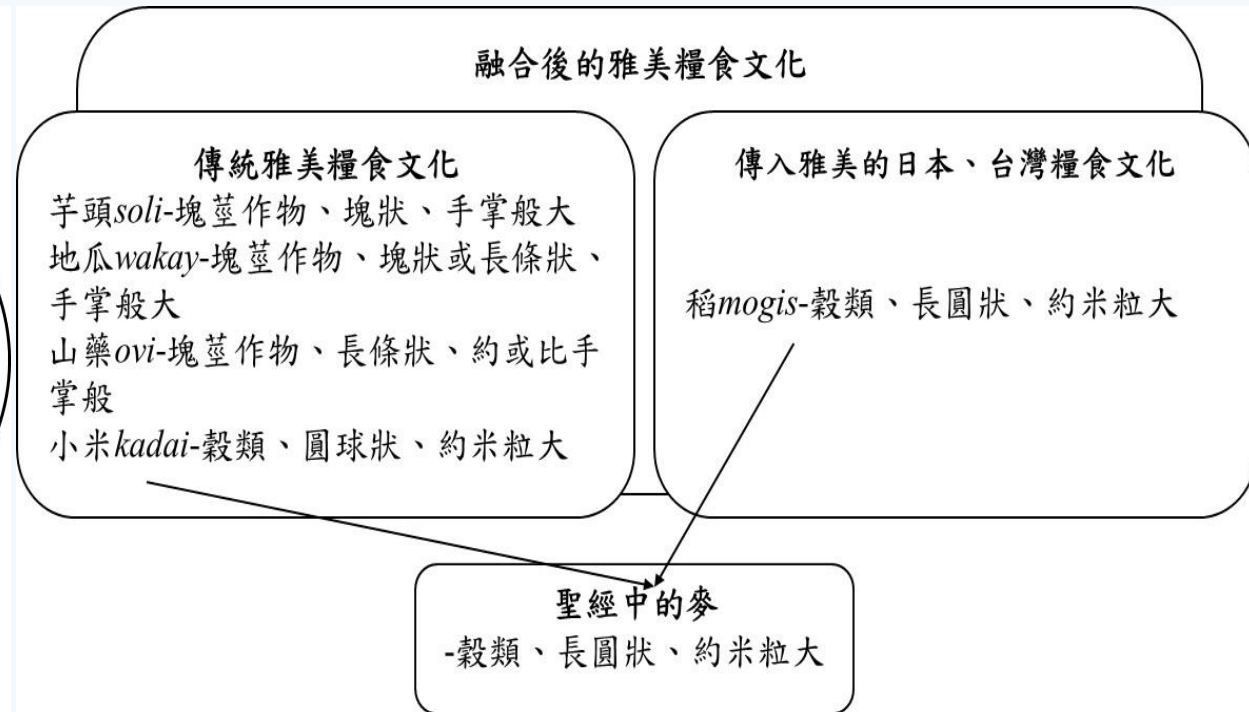
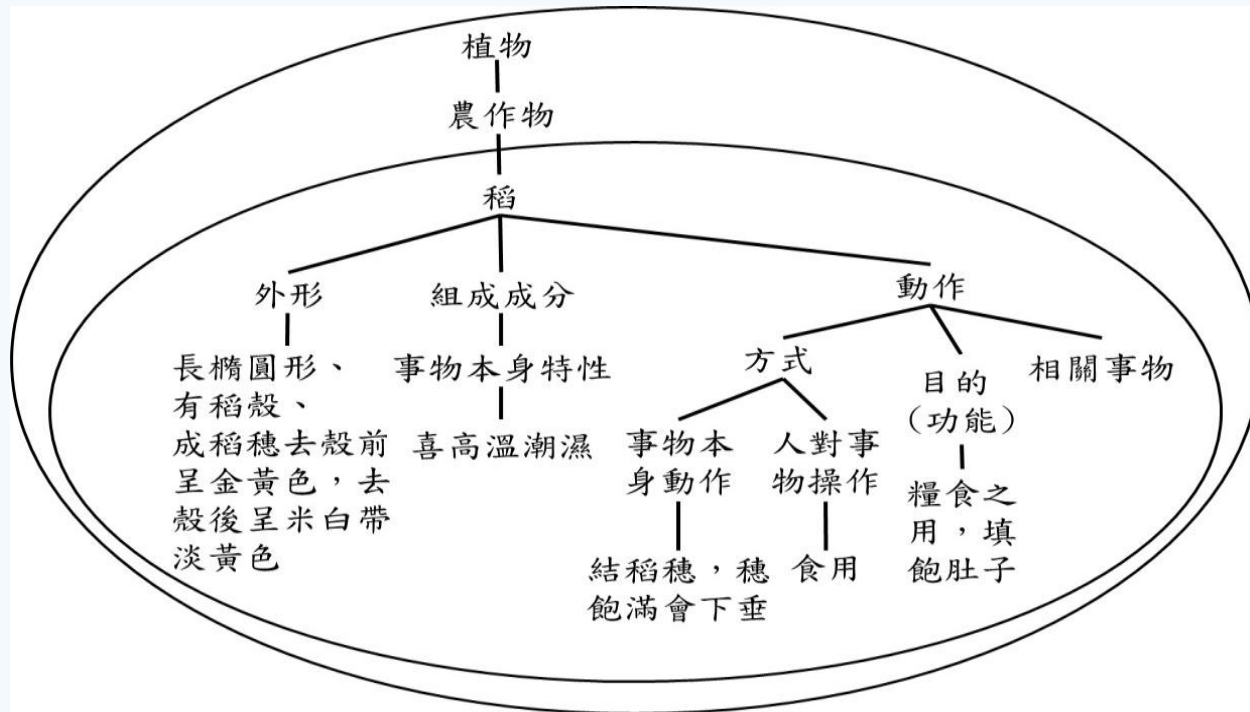
象徵性轉喻 (symbolic metonymy)

- 以具有象徵意義的實體取代抽象概念，如聖經中的「白鴿代聖靈」。
- 雅美語聖經中的象徵性轉喻例子：
- baka (牛) 代替驢
- mogis (稻) 代替麥子
- pasakopen (帽子) 代替冠冕
- kosozi no odong (麵粉的藥) 代替麵酵

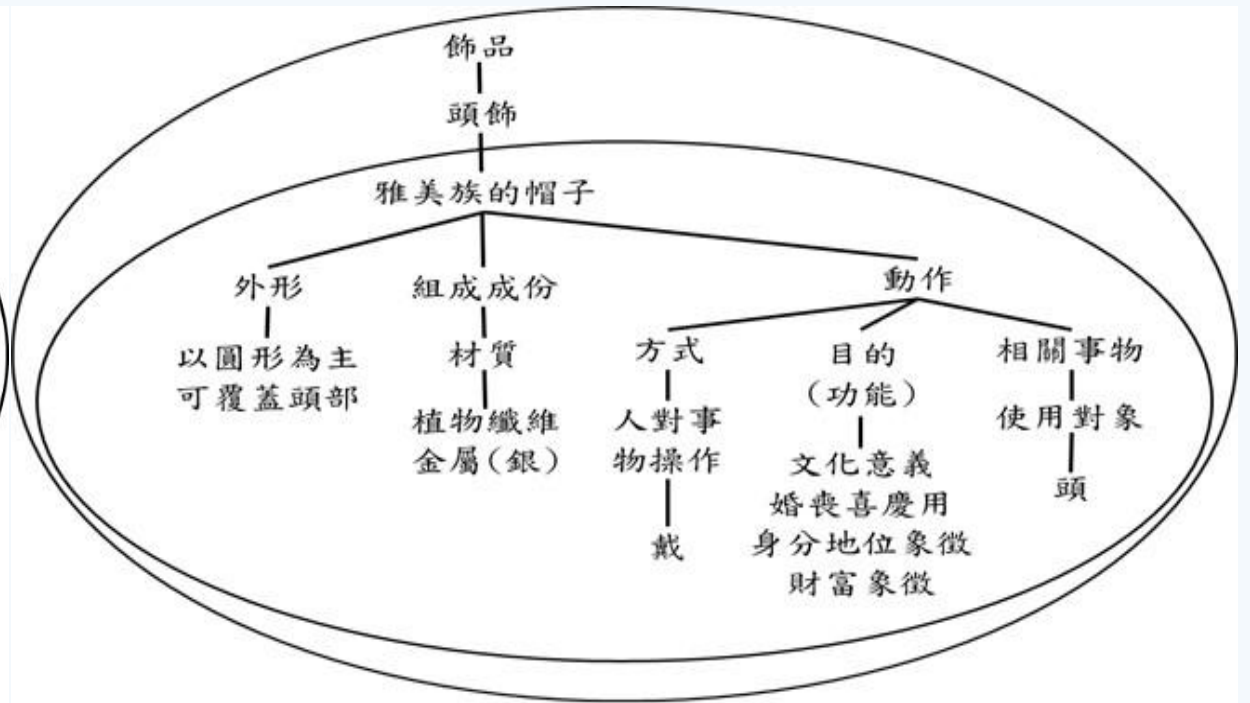
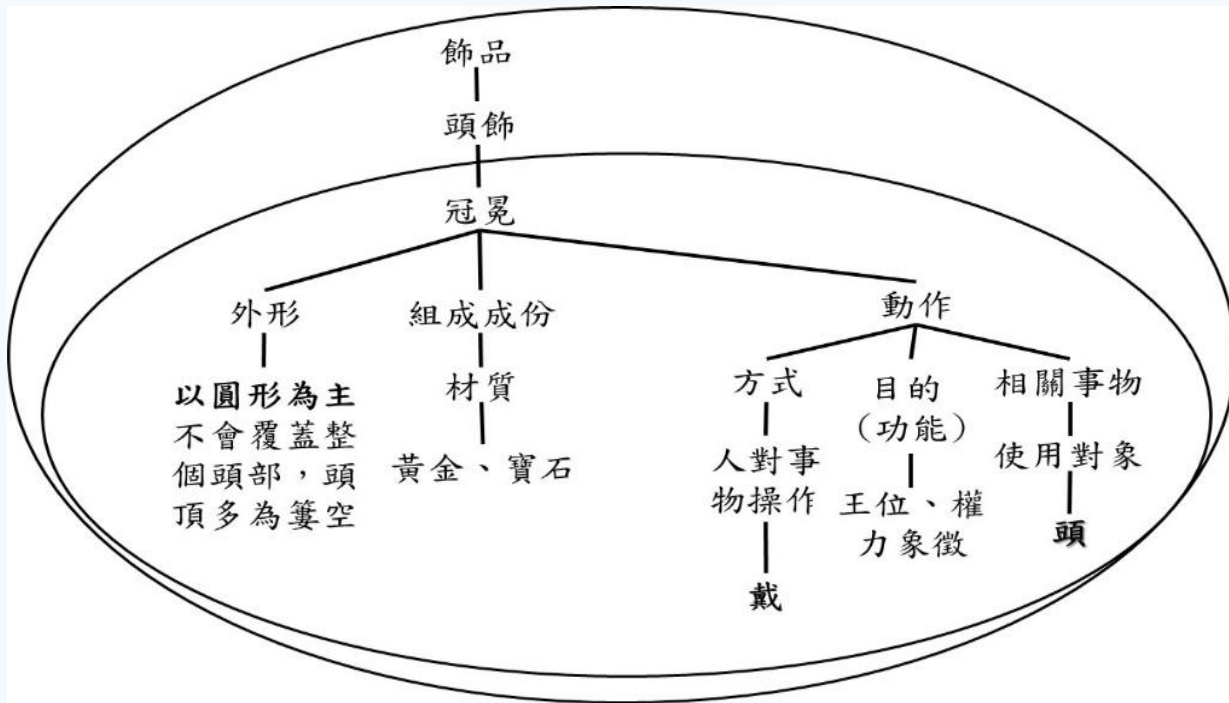
「baka牛」和「馬」「駱駝」的屬性結構之相似性對應圖



稻的概念框架



「冠冕」與「帽子」的認知框架



pasakopen 「冠冕」

sakop 喪葬用帽；男子遠行或者上山工作時所穿戴。



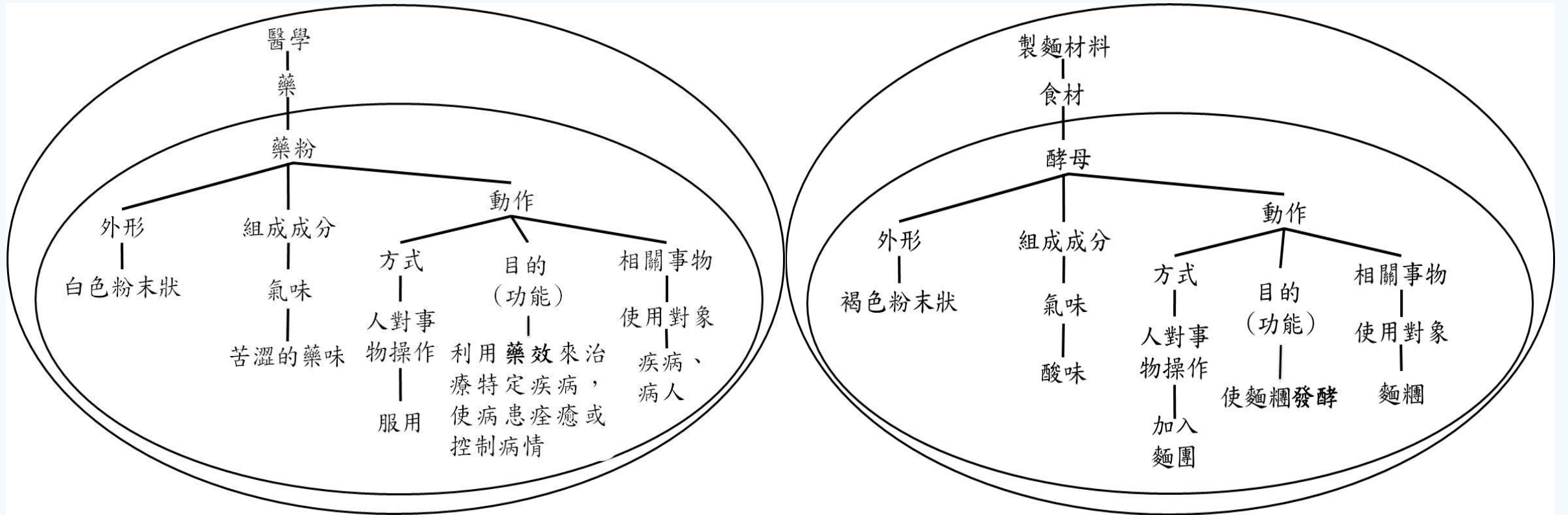
volangat

重大節慶時戴，男用。



KOSOZI NO ODONG 麵酵

藥粉與酵母的概念框架



衣服潔白如雪如同海上的泡沫
o talili na am akma raney otab no awa so
kalavalavang



達悟語『絕對方位』怎麼說？

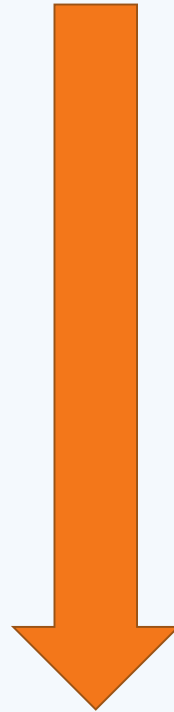
- 東方：do daddan no araw 日出
- 東南西北：do peycyeylilyan 各村

結論：南島語言的社會與文化

- 達悟語的女人、老人與海
- 達悟語的情緒
- 達悟語聖經翻譯

達悟語社會與文化研究

- 建立研究團隊
- 開始數位典藏
- 製作數位學習
- 製作線上詞典
- 建構知識本體
- 開拓數位人文



自2005年起，達悟語數位典藏研究團隊...

- 已完成《達悟語學習詞典》
《達悟語文化辭典》
- 目前正在編纂《達悟語新約
聖經辭典》



(<http://yamiproject.cs.pu.edu.tw/yami>)



(<http://yamiproject.cs.pu.edu.tw/elearn>)



(<http://yamibow.cs.pu.edu.tw>)

(<http://yamionto.cs.pu.edu.tw>)



(http://www.ccunix.ccu.edu.tw/~Ingrau/TAO_Teaching_Web/taoteaching.html)

可重複聽

- alibangbang
- arani - v.
 - alan - n.
 - alang - exc.
 - alas
 - alavang (ji)
 - alavat - n..
 - alavayo (ji)
 - alaw
 - alaw (ji)
 - aleleh - n.
 - alibangbang - n.**
 - alici
 - alikey
 - alikey (ji)
 - alilkey
 - alilin (1) - n.
 - alilin (2)
 - alilinged
 - alilipoan - n.

alibangbang



alibangbang

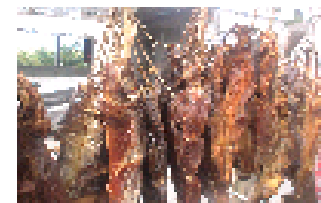


單字聲音鍵

[alibangbang]

n.

- 飛魚
- flying fish*



範疇歸類 魚

句子聲音鍵

apia o kakanan no alibangbang?

飛魚好吃嗎？

Do flying fish taste good?

ikonao o ivan no alibanabana isio?

- a
- b
- c
- d
- e
- g
- h
- i
- j
- k
- l
- m
- n
- ng
- o
- p
- r

Lexique Pro 中英雙語線上查閱網站 (<http://yamibow.cs.pu.edu.tw>)

雅美 (達悟) 語詞典編纂 x

yamibow.cs.pu.edu.tw/index_TAO.htm


應用程式 AusWeb99 - Kirrkirr http://www.ccu.ed... http://www.google... Google 中華民國網球協會 - ... Yami in the Langua... Google

Norton 此頁面安全 存取保管庫 透過以下途徑分享 FACEBOOK

a b c d e g h i j k l m n ng o p r s t v w y z ' .

saki [saki] 名 酒。借詞：日語。na teykakey ni ama o saki. 我爸爸最愛喝酒了。
masaki [masaki] 動 酒醉。ya masaki si ama. 我爸爸酒醉了。
masakisakiin [masakisakiin] 動 酒量不好，易醉。masakisakiin si Vakag. si Vakag喝酒很容易醉。
sako [sako] 名 宅地，宅基。niamoon do inapo a tana no vahay am, ori o ipanci a sako. 繼承祖先居住的基地叫sako。
sakong [sakong] 名 雨衣。mapalolo ka so sakong mo. 你要帶雨衣。
ipanakong [ipanakong] 名 火把蓋蓆。出海捕飛魚時，鋪蓋蘆葦火把用，免受雨淋或海水濺濕。manait so ipanakong. 縫蓋蓆。
sakop [sakop] 名 帽子，藤帽，喪葬用帽。男子遠行或者上山工作時所穿戴。

首頁



sakop ni ama ya. 這是我爸爸的帽子。 ya abo o sakop ko. 我沒有帽子。
kapisakop [kapisakop] 動 剛才戴著帽子。na ji mancian o ya na kapisakop ang? 他怎麼沒說他戴(帶)了帽子? mo kapisakop nokacitoai na ori am? 你剛才不是戴帽子嗎?
misakop [misakop] 動 戴帽子。no mililiman am misakop, ta ori ji atokasi. 打架時要戴帽子才不會傷到頭。 misakop ka, ta ya mavalang. 太陽很大，要戴帽子。
nimisakosakop [nimisakosakop] 動 戴了帽子。icingi ko am, nimisakosakop rana. 我探頭一看，他早已戴好了帽子。

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Toolbox的【Jump path】詞彙超連結檢驗語料輸入功能

dictionary_20130202.db

Yowani
yowani

1-200.txt

93.
達悟語 "o tao a omanoyong do kataotao da a j
中文 虛心的人有福了！因為天國是他們的。
英文 "Blessed are the poor in spirit, for theirs is
出處 聖經馬太福音第五章第三節

94.
達悟語 "o amlavi so onowned a tao am, mang
中文 哀慟的人有福了！因為他們必得安慰。
英文 Blessed are those who mourn, for they wi
出處 聖經馬太福音第五章第四節

95.
達悟語 "o mapanalawbo so kataotao da tao ar
中文 溫柔的人有福了！因為他們必承受地土。
英文 Blessed are the meek, for they will inherit
出處 聖經馬太福音第五章第五節

96.
達悟語 "o manoyong a komakzeb so kahap da
中文 飢渴慕義的人有福了！因為他們必得飽足。
英文 Blessed are those who hunger and thirst f
出處 聖經馬太福音第五章第六節

現有達悟語資料庫

達悟語聖經資料庫

達悟語聖經

《達悟語新約聖經辭典》初稿

A - a

a₁ [a] 繫 繫詞. **ineynapo na ni Yeso Kizisto a sivovoong na ni Tawey.** 耶穌的祖先，大衛的子孫。[來源: 馬太福音第1章第1節]

aay [aay]

meyyahahay [meyyahahay] **no meykawan a macimoy am, ji meyyahahay o vahay a makavakava".** 雨淋，水沖，風吹，撞著那房子，房子就倒塌了，並且倒塌得很大。[來源: 馬太福音第1章第27節]

aban [aban] 備份.

mapeycyakaban [mapeycyakaban]

ablisan 參照: -blis.

abneken 參照: -bnek.

abo [abo] 1) 動 沒有.

kabo [kabo] 動 沒有. **katennagan na rana o kabo na rana no pasapahen na jira ciring**

kabwan [kabwan] 無人之處. **nimangay o nimanaktak a si Yowani do kabwan no nihakawan no tao do Yotay a mangnanao.** 有施洗的約翰出來，在猶太的曠野傳道，**amlololos do kabwan no nihakawan no tao** 在曠野有人聲喊著 [來源: 馬太福音第3章第1節; 馬太福音第3章第3節]

abtek [abtek] 名 皮帶. **o abtek na am, kolit no baka** 腰束皮帶 [馬太福音第3章第4節]

abwata 參照: abo

omagza [omagza]

yaomagza [yaomagza] 變異: ya omagza.

ahahapan 參照: ahap.

ahanas [ahanas]

mangahanas [mangahanas] **si Madiya am, mangahanas so mahakay** 馬利亞將要生一個兒子 [來源: 馬太福音第1章第21節]

ahap [ahap] 變異: hap. 動 拿，取.

ahahapan [ahahapan] 俄詞: a-a-ap-an. 動 方法，過程. **teyyapya o ahahapan na so vazay na do icyatatao na** 他是個義人。[來源: 馬太福音第1章第19節]

ahapen [ahapen] 娶. **ahapen mo si Madiya kataned mo do vahay.** 只管娶過你的妻子馬利亞來 俄詞: a-ap-en. [來源: 馬太福音第1章第20節]

ahapan 參照: ahap.

ahapen 參照: ahap.

Ahatse [Ahatse] 亞哈斯,人名. **o anak na ni Yetan am si Ahatse** 約坦生亞哈斯 [來源: 馬太福音第1章第9節]

ahes [ahes] 動 詢問.

kapanahes [kapanahes] 並細問. **kapanahes na nya jira so araraw na no nipeytotwaw no mata no hanit ang.** 細問那星星是什麼時候出現的 俄詞: ka pan ahes. [來源: 馬太福音第2

語料聲音/影像與文字同步 (sound/image-to-text alignment)

The screenshot shows the ELAN software interface. The top window displays a video of two hats and a text transcription. The text transcription is as follows:

o ya rana am tapi tapi ezezsadan · oya am, iyangay do kadoan no ilili a vazongot, ipangilili a vazongot, · oya am, · asot · asot · asot no mehakay · no mangaaap ka no milliliman o tao a, · ka no mazoay (mivazay?) do vahay am, · pitaliliin da no mehakay · oya am, · sakop, · ya mavehvehng a ito am, · ori am, · no milliliman am, · sakop no mehakay, · o ya asa ito am, · todaka sakop, · oya am, · zizisanan, · likey a zisan, · pikokonokonan so zaka ka no mowlag a ovay do vahay, · oya am, · likey a zizisanan, · oya am, · likey a yala, · likey a yala, · pamemeyretan, · pamemeyretan, · ka no pangayan so asin, · no mangay do keysakan am, · pangayan so asin a ka no omot, · oya am, · pisakoan, · pisakoan, · no miwalit so tana am, · oya o pangayan sia, · macivaevahes do asa ka tao a pirara... piraraen, · oya am, · pangayan so mata no arayo, · ka no apia no arayo, · ka no cinai na · ji pizavozavoza, · ta oya am, · nitadik da · no inevnano a pangavan so mata no arayo · oya am · Penzisan · inapansan so ataw · nenzisan

The bottom window shows a detailed alignment table for the selected segment (00:00:19.799 - 00:00:29.172 9373):

| | 00:00:20.000 | 00:00:22.000 | 00:00:24.000 | 00:00:26.000 | 00:00:28.000 | 00:00:30.000 |
|----------------------------|--|--|-----------------------------|--------------|--------------|--------------|
| ref@unknown | item 002 | | | | | |
| text | o ya am, iyangay do kadoan no ilili a vazongot, ipangilili a vazongot, | | | | | |
| morpheme break | o ya am | i- yangay do kadoan no il- ili a hat | i- pang- il- ili a vazongot | | | |
| gloss (Chinese) | 這 助 | 工 焦- 習 慣_ 作 為 處 格 別 處 屬 格 村 繫 帽 子 | 工 焦- 動 織- 村 繫 帽 子 | | | |
| gloss (English) | this PA | IF- behavior LOC other_ place GEN RED- ili LIN | IF- VF- RED- ili LIN hat | | | |
| free translation (Chinese) | [譯: 這是訪他村時的帽子叫vazongot] | | | | | |
| free translation (English) | This is a hat called vazongot used when visiting other villages. | | | | | |

圖十四 Elan 語料聲音/影像與文字同步



我的學思歷程

15:20-16:00

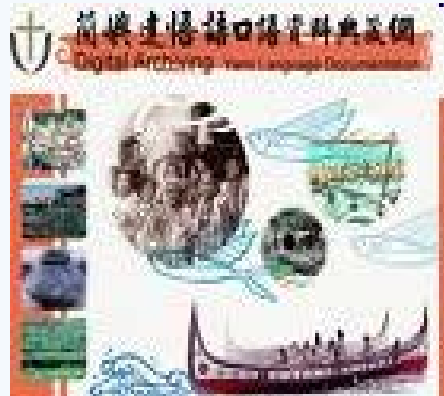
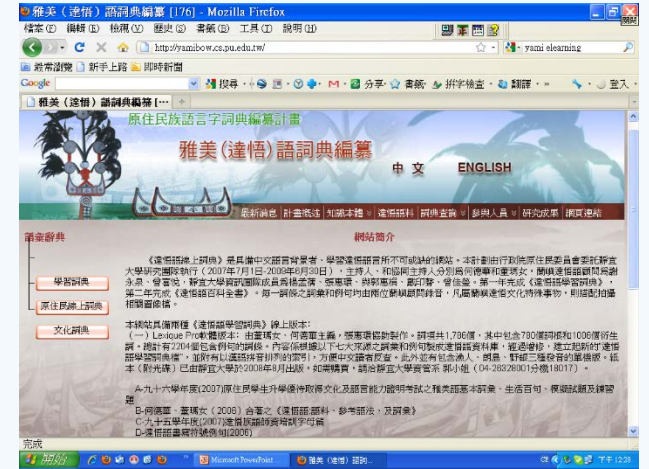
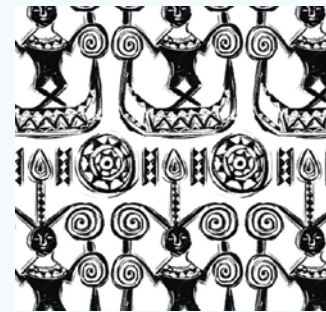
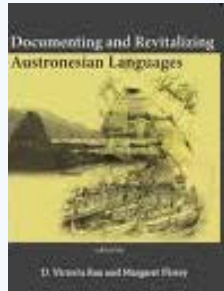
兩大主題

- 一、從「站在高崗上」到蘭嶼的碧海藍天：南島語言學如何入門？
- 二、鳥瞰西南島語，說青蛙的故事：如何走進南島語言學應用領域？

說故事：山窮水盡疑無路，柳暗花明又一村



我的南島語言學研究方向：應用語言學



從黑白到彩色

- 從二人到團隊
- 從平面到媒體
- 從紙本到網路
- 從典藏到加值



Endangered Languages Projects

Grants awarded in 2005

| Lead Applicants | Project title | Host Institution | Funding UK£ |
|--|--|--------------------------------------|-------------|
| Major Documentation Projects | | | |
| Der-Hwa Victoria Rau | Digital Archiving Yami Language Documentation | Providence University, Taiwan | 40,600 |
| Individual Postgraduate Fellowships | | | |
| Stephen Morey | A comprehensive comparative grammar of the Turung and Singpho languages of Assam | La Trobe University | 73,187 |
| Anthony Jukes | Documentation of Ratahan, an endangered Austronesian language of North Sulawesi | School of Oriental & African Studies | 81,379 |
| Pilot Project Grants | | | |
| Gabor Szekely | Endangered Language Situation of the Upper-Lozva Voguls in Ivdel, North-West Siberia, Russia | University of Pécs | 8,000 |
| Individual Graduate Studentships | | | |
| Valérie Guérin | Discovering Mafea: texts, grammar, and lexicon | University of Hawaii at Mānoa (UH-M) | 12,282 |
| Peter Budd | Documentation and description of Bierebo, a Southern Oceanic language of Vanuatu | School of Oriental & African Studies | 27,628 |
| Joana Jansen | Yakima language documentation and grammar | University of Oregon | 13,151 |

SOAS University of London

蘭嶼達悟語口語資料典藏網
 Digital Archiving Yami Language Documentation



中文

English

Yami Language Learning Center



Providence University

[中文](#) [English](#) [Home](#) [Sitemap](#)[Beginner](#)[Intermediate](#)[Advanced](#)[Dictionary](#)[Learning](#)[Grammar](#)

About Yami Language

The e-learning environment in this project is designed to function as a virtual classroom. Students can select the Yami language learning materials based on their interest and capability. If a student asks for clues or explanation of a specific Yami word or expression, a suitable image or video clip is retrieved from the multimedia database. If a student is not familiar with a specific Yami sound, a similar phonetic symbol is provided to him/her. The learning materials are arranged in three different settings: scenario setting, easy-to-difficult condition setting, and learner's choice setting. The scenario setting uses related scenes in Yami society such as the flying fish festival as a main theme of the learning materials. The easy-to-difficult condition setting allows the learner to select different levels of the Yami language materials. The levels are based on word frequencies and complexity of grammar. The learner can arrange the learning materials in the chosen setting.

We followed three principles in preparing the multimedia materials: (1) selecting interesting topics covering a wide range of genres and structures, (2) adopting a communicative task-based approach closely tied with standards and assessment, and (3) using ICT (information and communication technology) to enrich the contents and modes of presentation. The topics and sequence of grammatical structures followed the MOE standards closely. The first two volumes comprise constructed dialogues based on a story line of a Chinese student touring Orchid Island. The main character flies back to Taiwan at the end of Volume Two. The third volume includes many dialogues constructed based on the folklore and narratives we collected previously (Rau and Dong, 2006). Volume four is a collection of short stories and descriptions of cultural activities ranging from traditional to contemporary events.

The four volumes can also be designed as a four-semester "Yami as a second language" course for college level students, meeting four hours per week. The language instructor is foregrounded, leading classroom activities, whereas the linguist is invisible because she has

Indigenous Language Dictionary Project

Yami (Tao) Dictionary Project

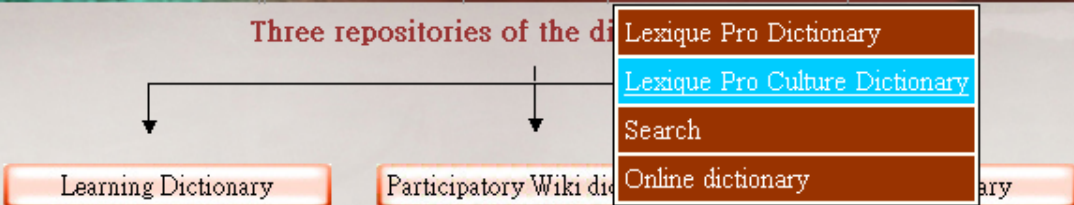
中文 ENGLISH

Newest updates Ontology Dictionary search Research team members Research papers Links

Three repositories of the dictionary

Yami Corpora

Home



Introduction

The "Yami (Tao) Online Dictionary" is an essential website for Chinese speakers learning the Yami (Tao) language. This project was funded by the Council of Indigenous Peoples, Executive Yuan (July 1, 2007-June 30, 2009) to Providence University, Taiwan. The PI and co-PI are Professor D. Victoria Rau at Wheaton College, USA, and Ms. Maa-Neu Dong at the National Museum of Natural Science in Taiwan. The research team consists of the community language consultants, Yong-Quan Xie and Xi-Yue Tseng on Orchid Island, and IT consultant, Professor Meng-Chien Yang, and four research assistants, Ann Hui-Huan Chang, Huei-Shuan Guo, Yin-Sheng Tai, and Chia-Ying Tseng at Providence University. The Yami (Tao) Learning Dictionary was completed at the end of the first year, while the Yami (Tao) Encyclopedia will be completed the second year. All vocabulary and example sentences used for the dictionary entries were recorded by our Yami (Tao) Language consultants, whereas special cultural objects and events of Orchid Island are accompanied by photographs.

This website includes two different online formats of the Yami (Tao) Learning Dictionary: yamibow.cs.pu.edu.tw/index_TAO_en.htm jointly by Maa-Neu Dong and Victoria Rau, with the assistance of Ann Hui-Huan Chang. It contains 1786 lexical



達悟語文化詞典

董瑪女、何德華、張惠環 主編

靜宜大學 達悟語詞典編纂團隊協助製作，楊孟蓓指導
蘭嶼顧問謝永泉、曾喜悅協助語料收集
行政院原住民族委員會委託

2009. 05. 07



達悟族巴雷叔的動畫故事

http://yamiproject.cs.pu.edu.tw/yami_ch/corpus7.htm







蘭嶼中學e-Learning



語言學數位典藏與復振存研習營 InField 2008, UCSB

(<http://www.linguistics.ucsb.edu/faculty/infield/organizers/index.html>)



CTLDC 語言數位典藏與復振國際聯盟



台灣南島語言學者的社會責任： 申請研究計畫完成瀕危語言典藏復振的心願



2012年達悟語詞典奉獻禮

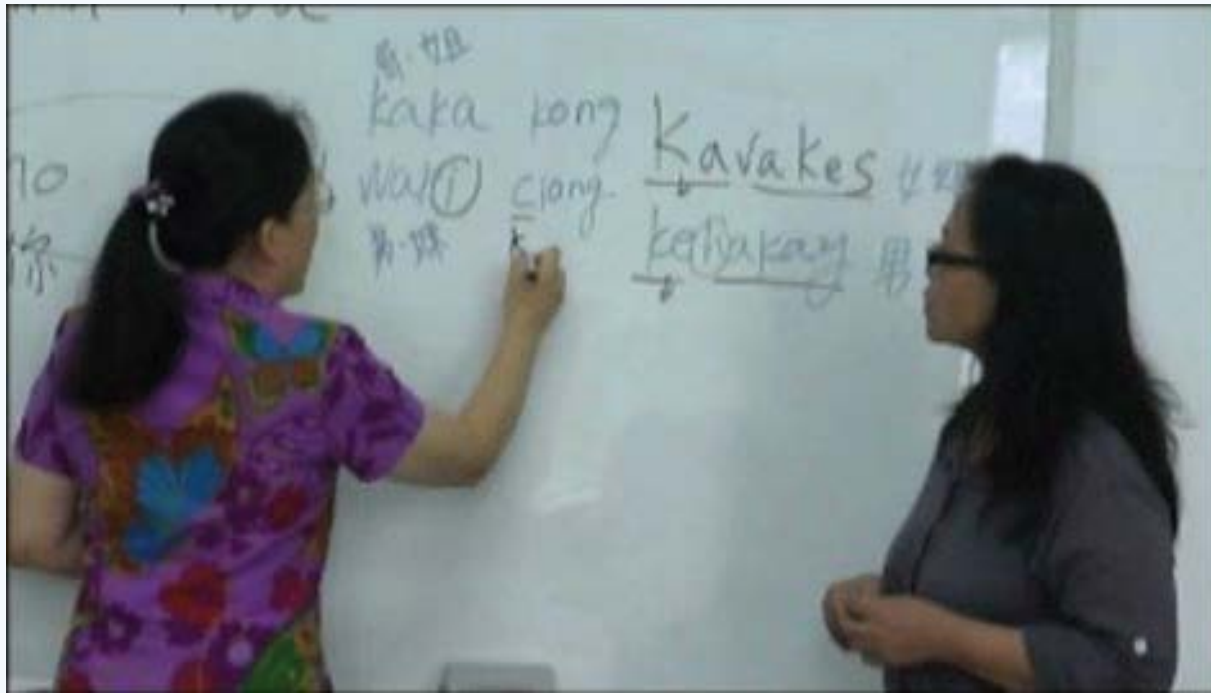




如何將研究與教學緊密結合

從2010年傳統田野調查課程
邁向2016年數位典藏、數位學習新紀元

2010年田野調查課程 族語老師與青蛙的故事



http://www.ccunix.ccu.edu.tw/%7EIngrau/_private/A%20Yami%20language%20teacher%27s%20jounery%20in%20Taiwan.pdf

2016年中正大學『南島語結構與語言教學』課程夢想成真

- 陳科伶 Kelly's Everyday Indonesian
- <http://kelingchen95.wix.com/kellyindonesia>
- 施亭仔 Bahasa Indonesian learning website <http://q09961.wix.com/bahasaindonesian>
- 陳奎燁 Bahasa Indonesian online dictionary <http://essentialme7.wix.com/bahasaindonesiandict>
- 孫思凱 A lesson to teach you how to distinguish Indonesian Ambiguous phonemes
- <http://a78836.wix.com/indonesianhw>
- 胡文俞 *INDON PARK*
- <http://queenieof.wix.com/bahasaindonesia>
- 阿芬達 Formal & Informal in Indonesian Conversation <http://mfindiphin.wix.com/austronesiacs>
- 徐立庭 WAYANG KULIT
- <http://coolshe668055.wix.com/wayang>



如何推廣南島語言

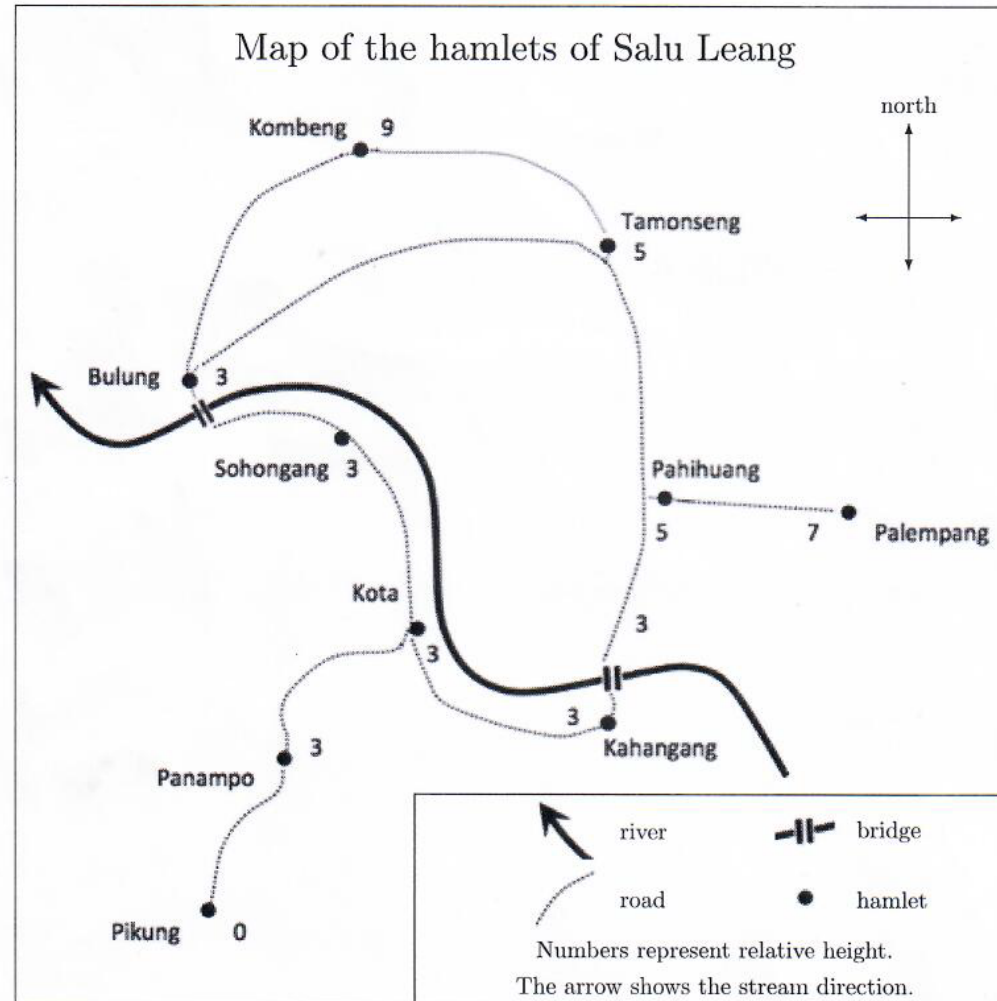
語言學者花了10年才想通的語言規則
成為語言學奧林匹亞競賽選手培訓考古題

2016年國際語言學奧林匹亞競賽銀牌得主黃申昌



2016年第14屆國際語言學奧林匹亞競賽試題

Problem 1 (20 points). A linguist came to Salu Leang (Sulawesi) to study the Aralle-Tabulahan language. He visited various hamlets of Salu Leang (see the map¹) and asked local residents: *Umba launggola?* ‘Where are you going?’



¹The names of the hamlets are authentic, the map is not.

West Sulawesi



Provinces of Indonesia

GeoCurrents Map

結語

- 語言學者的社會責任



<http://nflrc.hawaii.edu/lcd/?p=177>



Ayoy!
謝謝!