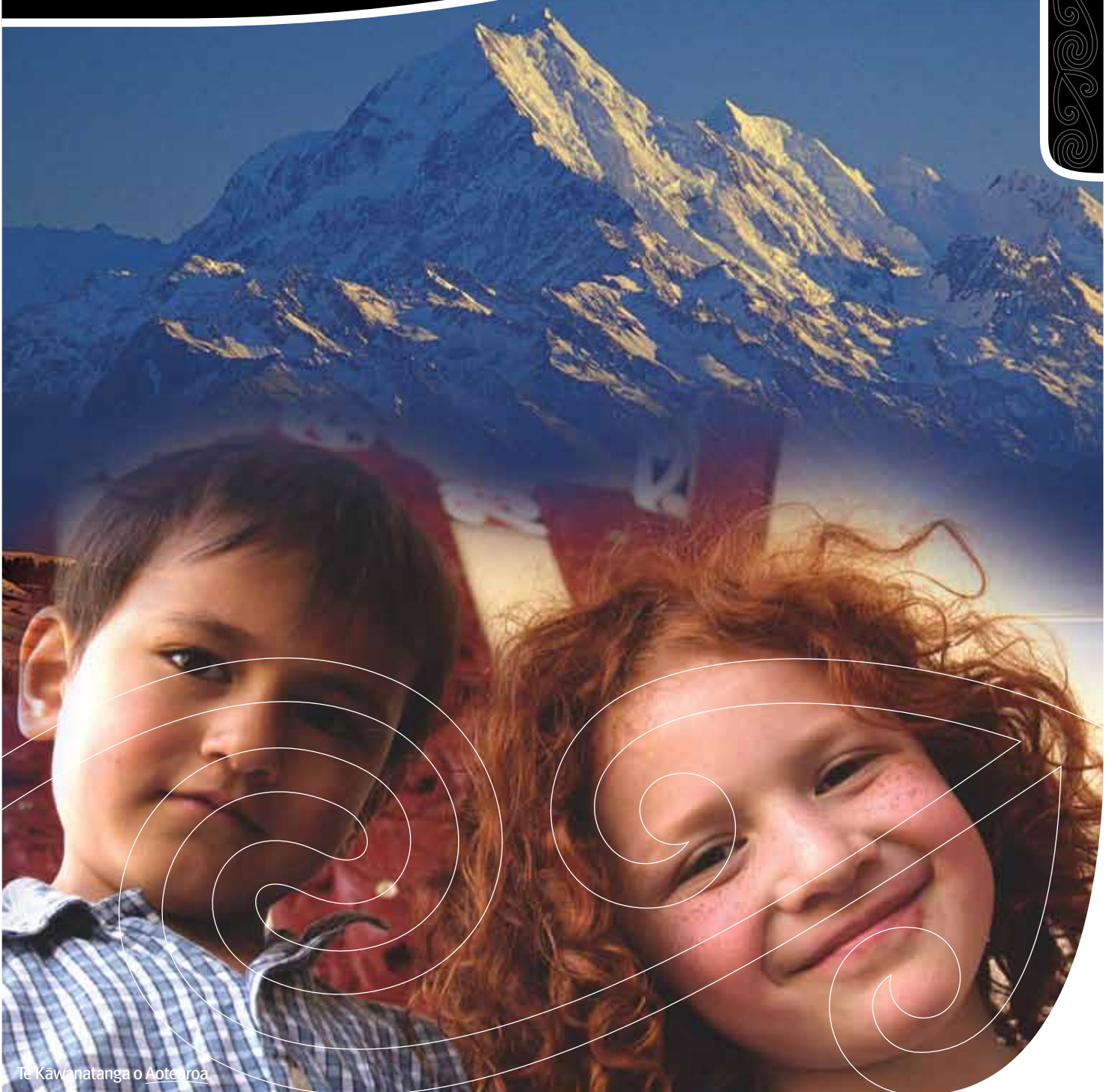




Te Puni Kōkiri
REALISING MĀORI POTENTIAL

Te Oranga o te Reo Māori
i te Rohe o Te Waipounamu 2006
*The Health of the Māori Language
in the South Island 2006*



Ko tōku reo, tōku ohooho; tōku reo, tōku mapihi
maurea; tōku reo, tōku whakakai marihi.

*My language is my inspiration, my special gift,
my precious treasure.*

REALISING MĀORI POTENTIAL



The framework above identifies three key enablers that are fundamental to Māori achieving Te Ira Tangata (improved life quality) and realising their potential. All our written information has been organised within these three key enablers or Te Ira Tangata.

1	<i>Mātauranga – Building of knowledge and skills. This area acknowledges the importance of knowledge to building confidence and identity, growing skills and talents and generating innovation and creativity. Knowledge and skills are considered as a key enabler of Māori potential as they underpin choice and the power to act to improve life quality.</i>
2	<i>Whakamana – Strengthening of leadership and decision-making.</i>
3	<i>Rawa – Development and use of resources.</i>
4	<i>Te Ira Tangata – The quality of life to realise potential.</i>

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FOREWORD

E ngā iwi o te motu, tēnā koutou i ngā tini āhuatanga o te wā. Ka tangi, ka mihi ki te hunga kua whetūrangitia me tēnei taonga kua whakarērea iho mai ki a tātau. Tēnei ka tāpae atu nei i ngā hua o ngā rangahau a Te Puni Kōkiri i roto i ngā tau hei whiriwhiri, hei wānanga mā tātau, e takoto mai ai he huarahi whakamua mō tō tātau reo.

Te Puni Kōkiri's strategic outcome is Māori succeeding as Māori. This outcome highlights the importance of Māori achieving social and economic success within the context of a flourishing culture and secure identity. The Māori language is a critical component of the Māori culture.

"Ko te reo Māori te mauri o te mana Māori".¹

This report presents the results of an extensive research programme into the health of the Māori language that has been undertaken by Te Puni Kōkiri over several years. One of eight regional reports, this report highlights strong gains in the knowledge and use of the Māori language among Māori people, and the status of the Māori language within communities.

These gains provide real momentum in the journey towards achieving the vision and goals of the Māori Language Strategy. That vision is:

By 2028, the Māori language will be widely spoken by Māori. In particular, the Māori language will be in common use within Māori whānau, homes and communities. All New Zealanders will appreciate the value of the Māori language to New Zealand society.²

We have established a strong foundation for the revitalisation of the Māori language. There is, of course, more work ahead of us, and we need to coordinate our efforts to ensure we are doing the right things in the right way, at the right time. I am confident that this report provides a strong basis for ongoing planning and implementation of Māori language programmes to support the vision of the Māori Language Strategy. Kia kaha ki a tātau.



Leith Comer
Chief Executive

1. See Sir James Henare in Waitangi Tribunal, 1987.
2. Te Puni Kōkiri and Te Taura Whiri i te Reo Māori, 2003, p. 5.

INTRODUCTION

PURPOSE OF THIS REPORT

This report investigates the health of the Māori language in Te Waipounamu in 2006. For the purposes of this report, Te Waipounamu is defined as Southland, Otago, West Coast, Canterbury and the Chathams.

This is one of eight reports on the health of the Māori language at a regional level. The aim of the report is to provide an overview of language health for policy makers and language planners, to allow communities to better understand the issues around the use and revitalisation of the Māori language as the basis for their own planning and development.

INFORMATION SOURCES

This report draws on data from a variety of sources¹, including:

- the 2001 and the 2006 Census of Population and Dwellings;
- the 2001 and the 2006 Surveys of the Health of the Māori Language;
- education statistics from the Ministry of Education;
- national research on the Māori language; and
- local knowledge of language issues and initiatives.

Much of the data used to create this report is previously unpublished data from the 2006 Census and 2006 Health of the Māori Language Survey (HML 2006 Survey). Data tables for further analysis can be provided by Te Puni Kōkiri on request.

REPORT STRUCTURE

This report is divided into five main sections;

- a brief history of the Māori language in Te Waipounamu;
- Māori language knowledge and proficiency in the region;
- use of the Māori language within the whānau;
- the provision of Māori language services; and
- summary and conclusion.

Responsibility for the findings expressed in this report lie solely with the Māori Language and Broadcasting Team within Te Puni Kōkiri. The team welcomes discussion on any aspect of this report.

HISTORICAL OVERVIEW OF THE MĀORI LANGUAGE IN TE WAIPOUNAMU

This section provides a brief history of the Māori language specific to the Te Waipounamu region. This section has been largely reproduced from earlier Te Puni Kōkiri research that was undertaken in conjunction with local iwi. Updated information was received from recent engagement with local communities. For a fuller national history of Māori language changes, refer to 'The Health of the Māori Language in 2006'.

The patterns of te reo use in Te Waipounamu changed substantially throughout the 19th century and reflect changes and disruptions in the patterns of social organisation among Ngāi Tahu and other iwi throughout this period.

Language change and shift occurs when languages come into contact. The advent of European settlement in Te Waipounamu brought Māori into contact with English. Initially, Māori were able to control the contact between the two languages; Māori outnumbered Pākehā, and early settlers were dependent on Māori for their subsistence and security. In this relationship, Pākehā sealers, whalers, missionaries and settlers learnt Māori. Over time, however, the Pākehā population grew to the point where they outnumbered Māori.

This demographic shift had two immediate language consequences. First, Māori became a minority language with community institutions moving to English (for example, formal education, religious observances, local government administration). Second, Pākehā people no longer needed to learn the Māori language because they had less need to interact with Māori. Through these processes, the Māori language became increasingly associated with Māori specific activities (for example, traditional practices for collecting food and community exchanges at tangi, weddings etc).

The demographic shift also had long-term consequences for Māori language use among Ngāi Tahu and the other iwi of Te Waipounamu. At the whānau level, there was increased intermarriage between Māori and non-Māori; the children from these unions were often raised as English speakers. At the broader community level, large blocks of land were alienated from Māori in Te Waipounamu to provide for Pākehā settlement in the 1840s and 1850s. Subsequently, the Māori population relocated to communities on reserved lands. This process had the short-term effect of supporting Māori language knowledge and use; it created concentrations of Māori speakers and therefore supported the use of te reo. This ensured that, throughout the second half of the 19th century, most Māori in Te Waipounamu could speak Māori. Many people also acquired some English language skills through formal education and interaction with English-medium community institutions.



Over time, reserved lands became less able to sustain the resident population and families moved away to seek opportunities for economic development. When people left their communities they entered a world dominated by English where development opportunities were available only through the English language. Faced with this environment, and separated from a critical mass of Māori speakers, people gradually stopped using their Māori language skills. In particular, they stopped transmitting the language to their children.

Throughout this period, however, the Māori language continued to be used in Māori specific activities. Yet these activities were also affected by the changes in demographic patterns, and gradually they came to be practiced less and less. Eventually, by the 1930s these changes began to 'wash back' into the traditional communities, and Māori in Te Waipounamu largely stopped using the Māori language. The combined effect of these processes was large-scale language loss in Te Waipounamu.

Today, there are very small numbers of Ngāi Tahu people with high levels of Māori language proficiency who have acquired te reo through intergenerational transmission within southern communities. A survey commissioned by Te Rūnanga o Ngāi Tahu found that over half of respondents had acquired their Māori language skills through formal education². In recognition of the severity of Māori language loss in Te Waipounamu, Te Rūnanga o Ngāi Tahu has prioritised Māori language revitalisation, with a 25 year strategy (launched in 2000). The aim of the language strategy, spearheaded by the vision Kotahi Mano Kāika, Kotahi Mano Wawata, is that te reo o Ngāi Tahu is spoken in one thousand homes by 2025. This strategy focuses on intergenerational language transmission in Ngāi Tahu homes.

MĀORI LANGUAGE KNOWLEDGE AND PROFICIENCY IN TE WAIPOUNAMU

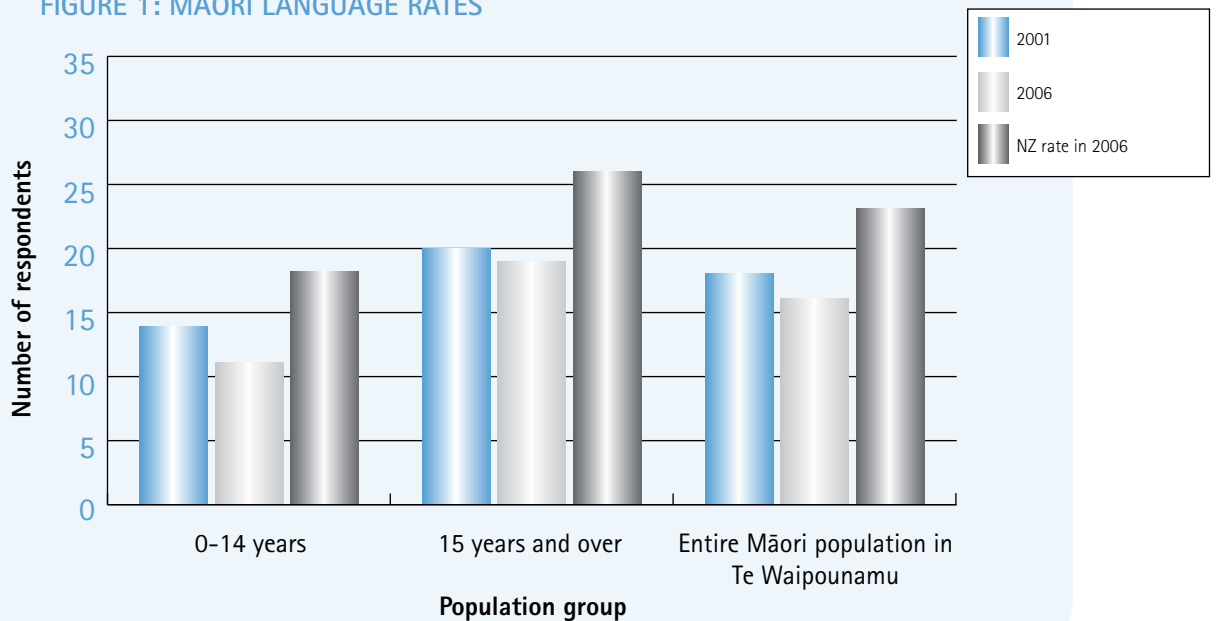
This section of the report provides an overview of Māori language statistics for this region including numbers of Māori language speakers and Māori language proficiency levels.

THE NUMBER OF MĀORI SPEAKERS

Information from the Census of Population and Dwellings

In the 2006 Census, 62,277 people living in Te Waipounamu identified as Māori, with 9,945 of these people saying they were able to converse in Māori 'about a lot of everyday things'.³ This results in a Māori language rate of 16%, which is below the national rate of 23%. For adults (people aged over 15) the Māori language rate is 19% (or 7,500 people) within the Māori adult population of 40,500 in Te Waipounamu.

FIGURE 1: MĀORI LANGUAGE RATES



Source: HML 2006 Survey

Figure 1 shows the Māori language rate has fallen since 2001. The information available suggests this reflects two demographic trends. First, there is a gradual passing of an older generation of Māori adults that has significantly higher proportions of Māori language speakers than other generations (the language rate of those aged over 55 is about double that of each of the younger generations). Second, the Māori population is youthful (the median age in 2006 was 22 years). Because most Māori learn the Māori language as adults, the younger average-age of the Māori population will have the effect of reducing the overall Māori language rate.



Information from the Health of the Māori Language Survey

Te Puni Kōkiri commissioned two surveys investigating the health of the Māori language, undertaken in 2001 and 2006. The HML surveys provide another means of measuring the number of Māori adults with Māori language skills. The surveys investigated proficiency in the Māori language in more depth than the Census, by considering speaking, listening, writing, and reading skills, and also a combination of these skills, on a proficiency scale. The surveys also investigated how people acquired their Māori language skills, and when and where they use these skills. As the Census and the HML surveys provide information on different aspects of the health of the Māori language, both are drawn upon in this section.

The HML 2006 Survey found 4% (around 1700) of Māori adults in Te Waipounamu have high levels of Māori language speaking proficiency. A further 11% (4,500 people) are able to speak Māori 'fairly well'. For the repeat of the Census question on conversational abilities, the HML 2006 Survey found the Māori language rate was 16% (6,400 adults). The abilities of children and young people were not measured in the survey, so differences between the 2006 Census and HML 2006 Survey data can only be considered for the adult population.

The reason there are differences in measuring the number of Māori adults with Māori language skills is that both the HML surveys and the Census are based on individuals assessing their own language abilities, and at different times people have different views on their Māori language skills. A key factor that is likely to have influenced people in assessing their skills is the different approaches used to collect data for the Census and the HML surveys.

The HML surveys involved face-to-face interviews, in either Māori or English, specifically focusing on Māori language competencies. The Census involved people completing a questionnaire on their own, and did not investigate Māori language in detail. Also the Census question was general in nature and more open to different interpretations⁴. Due to these differences, it is likely the HML surveys provide a more accurate picture of the number of people with strong competencies in the Māori language, while the Census captures a wider group of people with some level of conversational Māori language skills.

Overall then, the range of Māori language speakers is between 4% and 19% for Māori adults in Te Waipounamu, with the lower end of this range being perhaps a more accurate indicator of strong proficiency.

Age Groupings

Census data from 2006 shows there are significant differences in the proportion of Māori language speakers across age groups. For people aged up to fifty-five, the Māori speaking rate is 15%, whereas for those fifty-five or older the rate is 25%.

While having the highest proportion of speakers, the older generation is a small group – 5,460 people, with 1,371 Māori language speakers (which is 14% of all Māori speakers in the region). Because of this there are actually a larger number of Māori speakers in each of the younger age groupings, as is shown in Table 1.



Furthermore it should be noted that the age profile of Māori language speakers is gradually changing. In particular, since 2001, the percentage of speakers in the 55 or above age group has fallen by 4 percentage points (from 29% to 25%), reflecting the passing on of older native speakers and the passage of people with lower levels of Māori language proficiency into this age group.

TABLE 1: MĀORI WITH MĀORI LANGUAGE COMPETENCIES BY AGE

Age grouping	No. of people with Māori language competencies	Total population size	Māori language rate	Proportion of all Māori with Māori language competencies
0 - 14	2,334	21,798	11%	23%
15 - 34	3,639	20,976	17%	37%
35 - 54	2,601	14,040	19%	26%
55+	1,371	5,460	25%	14%

Source: Census 2006.

Gender

Māori women are slightly more likely to speak Māori than Māori men, with 51% of Māori language speakers being women in Te Waipounamu. There is little change from this pattern throughout the age groups.

Iwi Kāinga

Māori speakers in Te Waipounamu associate with a wide variety of iwi. Table 2 lists the ten iwi residing in Te Waipounamu with the highest te reo Māori conversant populations.

TABLE 2: IWI AFFILIATIONS OF MĀORI SPEAKERS

Iwi affiliation	Able to converse in Māori
Ngāi Tahu / Kāi Tahu	2,352
Ngāti Porou	1,599
Ngāpuhi	1,554
Tūhoe	732
Ngāti Tūwharetoa	636
Waikato	594
Te Arawa	474
Ngāti Maniapoto	456
Ngāti Kahungunu ki Te Wairoa	429
Kāti Māmoe	381

Source: Census 2006.



Iwi Affiliations

Another way of looking at Māori language speakers for the iwi of Te Waipounamu is to consider the number of speakers belonging to an iwi from Te Waipounamu that reside across the entire country, as shown in Table 3. Because many people affiliate with more than one iwi, some speakers will be included in a number of iwi groupings.

TABLE 3: TE REO SPEAKERS AFFILIATING TO NGĀ IWĪ O TE WAIPOUNAMU

Iwi affiliation	Able to converse in Māori	Total	Māori language rate
Te Waipounamu/Wharekauri (South Island/Chatham Islands) Region	144	696	21%
Ngāi Tahu / Kāi Tahu	5,751	49,185	12%
Ngāti Koata	270	1,062	25%
Ngāti Kuia	282	1,548	18%
Kāti Māmoe	657	2,880	23%
Moriori	195	945	21%
Ngāti Mutunga (Wharekauri/Chatham Islands)	270	1,392	19%
Waitaha (Te Waipounamu/South Island)	273	972	28%
Ngāti Apa ki Te Rā Tō	156	741	21%
Ngāti Rārua	237	954	25%
Ngāti Tama (Te Waipounamu/South Island)	96	381	25%
Ngāti Toarangatira (Te Waipounamu/South Island)	48	183	26%
Te Atiawa (Te Waipounamu/South Island)	438	2,433	18%
Rangitāne (Te Waipounamu/South Island)	147	966	15%
Ngāti Haua (Waikato)	1,722	4,923	35%
Ngāti Maniapoto	8,961	33,627	27%
Ngāti Raukawa (Waikato)	2,175	8,163	27%
Waikato	10,920	33,429	33%
Tainui	3,861	14,070	27%
Hauraki / Pare Hauraki	87	309	28%

Source: Census 2006.



Prominence of the Māori Language

The Māori language is still very much a language of a small minority within the entire population of Te Waipounamu. Census 2006 data shows only 2% of the region's total population have conversational abilities in the Māori language. This is comprised of the 9,945 speakers who are Māori, together with another 4,953 non-Māori who can converse in Māori, giving a total of 14,898, within a regional population of around 837,834.

TABLE 4: NUMBERS OF MĀORI SPEAKERS

	Able to speak the Māori language	Total population	% of speakers in population
Māori	9,945	62,277	16%
Non-Māori	4,953	775,554	1%
Total	14,898	837,834	2%

Source: Census 2006.

Regional Variances

There are regional variances in the Māori language rate. Census 2006 data shows that the proportions of Māori speakers are generally highest in the northern regions. Te Waipounamu has the lowest Māori language rate of the eight regions.

TABLE 5: TE REO SPEAKERS BY TE PUNI KŌKIRI REGIONS

	Able to speak Māori	Total Māori population	% of speakers in population
Te Taitokerau	12,100	43,500	28%
Tāmaki-Makau-Rau	27,900	140,000	20%
Waiariki	22,900	76,000	30%
Waikato	16,400	65,400	25%
Te Tairāwhiti / Takitimu	16,500	62,300	26%
Te Taihauāuru	11,300	48,500	23%
Te Upoko o Te Ika / Te Tau Ihu	14,600	67,300	22%
Te Waipounamu	9,900	62,300	16%

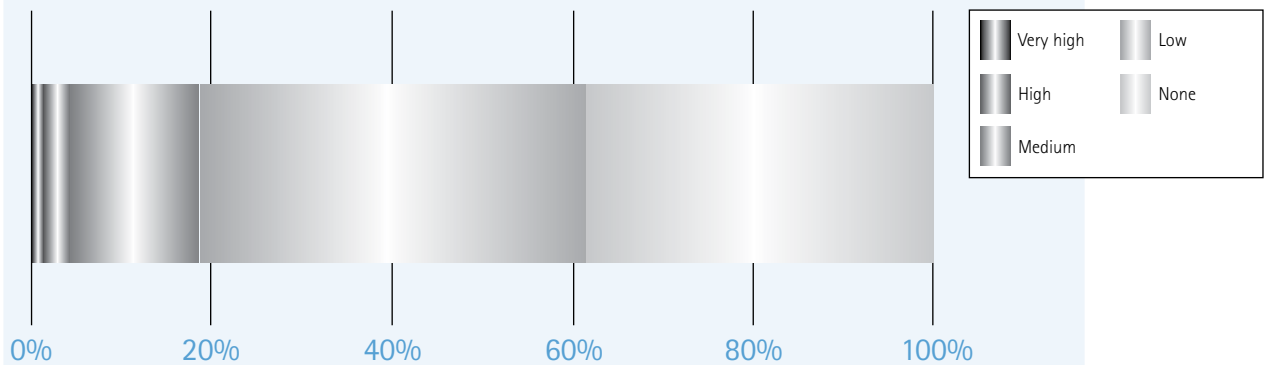
Source: Census 2006.



MĀORI LANGUAGE PROFICIENCY

While 2006 Census data provides an overall picture of the number of Māori language speakers, and their characteristics, the HML 2006 Survey complements this by looking at Māori language proficiency levels in the four language skills of speaking, listening, reading and writing, together with a derived overall proficiency rating. Of the Māori adult population, approximately 7,500 have an overall proficiency level in the Māori language ranging from medium to very high.⁵

FIGURE 2: OVERALL PROFICIENCY LEVELS OF MĀORI ADULTS



Source: HML 2006 Survey

When proficiency levels in the region were considered by age grouping, it was found that 12% of those with high proficiency were aged fifty-five or over, even though this age group only makes up 6% of the adult Māori speaking population. This means that, on average, younger adults are not as proficient as older adults in the Māori language. Their language skills will need to be developed in order to maintain the quality of language in the region over coming decades.

Types of Language Skills

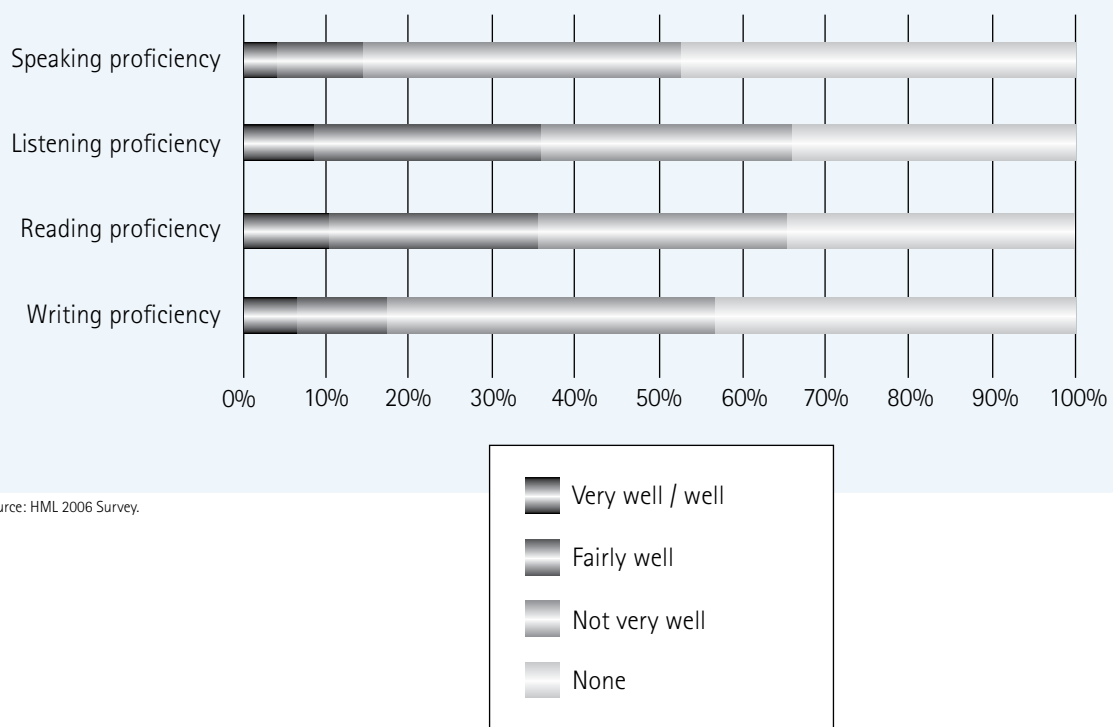
There are four types of language skills: speaking; writing; reading; and listening. Speaking and writing can be described as active skills, while reading and listening can be described as passive skills.

While the skill types are connected, often language proficiency is considered only in terms of speaking proficiency. It is useful to consider the other skills, however, as passive skills (reading and listening) can often be stronger than active skills (speaking and writing). As can be seen in Figure 3, this is the case in Te Waipounamu – where there are more people able to listen and read in the Māori language than able to speak or write in the Māori language. This finding is also supported by the results of the Keen 2 Kōrero Survey commissioned by Te Rūnanga o Ngāi Tahu. The HML 2006 Survey brings these individual skills together to gauge 'overall proficiency' – rather than just relying on speaking or conversational abilities, which are often used as indicators of overall ability.



The finding that higher levels of passive skills exist suggests there is likely to be a level of latent Māori language ability in the region – people who comprehend the Māori language but are perhaps not able to easily express themselves in the language. This may be due to childhood exposure to the language, and/or opportunities to maintain or develop passive skills through listening to Māori television and radio which is discussed further in another section of this report. It is possible these passive skills could be ignited to increase speaking proficiency levels in the region. This is an issue for language planners to consider when looking to develop Māori language proficiency in Te Waipounamu.

FIGURE 3: MĀORI LANGUAGE PROFICIENCY LEVELS IN 2006



Shifts in Māori Language Proficiencies from 2001 to 2006

Data from the HML surveys indicates that from 2001 to 2006 there have been noticeable improvements in Māori language proficiency levels within Te Waipounamu, as set out in tables 6 and 7.

TABLE 6: CHANGES IN SPEAKING AND LISTENING PROFICIENCY BETWEEN 2001 AND 2006.

Proficiency level	Percentage of Māori adults					
	Speaking			Listening		
	2001	2006	Shift	2001	2006	Shift
Well/Very well	0%	4%	+4	8%	9%	+1
Fairly well	10%	11%	+1	17%	27%	+10
Not very well	27%	38%	+11	28%	30%	+2
None	63%	47%	-16	47%	34%	-13

Source: HML 2001 Survey, HML 2006 Survey.



TABLE 7: CHANGES IN READING AND WRITING PROFICIENCY BETWEEN 2001 AND 2006.

Proficiency level	Percentage of Māori adults ⁶					
	Reading			Writing		
	2001	2006	Shift	2001	2006	Shift
Well/Very well	4%	8%	+4	0%	6%	+6
Fairly well	13%	25%	+12	12%	10%	+2
Not very well	32%	30%	+2	25%	40%	+15
None	53%	35%	-18	63%	44%	-19

Source: HML 2001 Survey. HML 2006 Survey.

The results indicate that since 2001 there has been an increase of:

- five percentage points in the number of Māori adults who can speak Māori fairly well, well or very well;
- eleven percentage points in the number of Māori adults who can understand spoken Māori fairly well, well, or very well;
- sixteen percentage points in the number of Māori adults who can read Māori fairly well, well, or very well; and
- eight percentage points in the number of Māori adults who can write Māori fairly well, well or very well.

Overall, Tables 6 and 7 show noticeable improvements in language proficiencies across all four language skill areas. The greatest increases have been seen in listening and reading proficiency levels (passive skills).

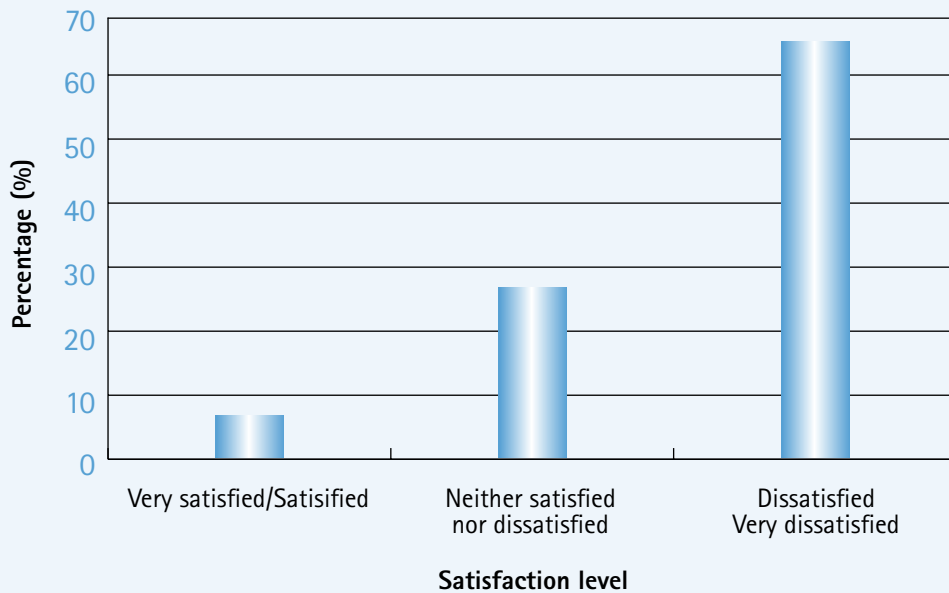
Satisfaction with Proficiency

The HML 2006 Survey also looked at how satisfied people were with their levels of proficiency in the Māori language. Overall the survey found that 66% of Māori adults were dissatisfied with their level of proficiency. Most of these people had low or very limited Māori language skills - only 4% of those with limited Māori language skills were satisfied with their skills. These findings point to the positive perception Māori language has across the local Māori community. Amongst people who could speak 'fairly well', 53% were dissatisfied with this.

These findings suggest there is likely to be a sizeable pool of people wishing to improve their Māori language skills in the region, containing people with very limited skills and people with moderate skills.



FIGURE 4: SATISFACTION OF TOTAL MĀORI ADULTS WITH MĀORI LANGUAGE SKILLS



Source: HML 2006 Survey

Findings relating to satisfaction with Māori language skills accord with national research on attitudes, values and beliefs about the Māori language. This national research found most Māori (98%) believe more Māori being spoken in the home or at the marae is a good thing, and that many Māori (66%) consider learning the Māori language is a high priority for them.⁷

These findings indicate a positive disposition toward the Māori language within the Māori community. Results of the Keen 2 Kōrero Survey also found a keen desire to learn te reo Māori and other cultural practices amongst respondents. The challenge ahead for language planners is to continue to create opportunities for people to actively pursue their desire to improve their language skills. It is continually important to ascertain the type of language that people wish to learn, for example: conversational or formal. Another important matter to consider is iwi dialect. Anecdotal evidence suggests that those people who already have Māori language skills place increasing value on knowledge of iwi dialect.

KEY FINDINGS FROM THIS SECTION

- The two measurements (Census and HML 2006 Survey) provide a Māori language rate for Māori adults that range from 4% through to 19%, with the lower end perhaps a more accurate indicator of strong proficiency.
- Out of the eight Te Puni Kōkiri regions, Te Waipounamu has the lowest Māori language rate.



- There are significant differences in the proportion of Māori language speakers across age groups. For those people aged up to fifty-five, the Māori speaking rate is 15%, whereas for those people aged fifty-five or over the rate is 25%. Yet the population of Māori speakers aged over fifty-five is small compared to the population in younger age bands. Older speakers are also more proficient in the Māori language than young adult speakers.
- Since 2001 there have been noticeable improvements in Māori language proficiency levels within the Māori population in these regions. In this region, passive skills (listening and reading) are stronger in terms of numbers of people and proficiency levels, than active skills (speaking and writing). This indicates a level of latent Māori language ability. To increase speaking proficiency levels in these regions, these passive skills will need to be ignited.
- Sixty-six percent of Māori adults are dissatisfied with their level of proficiency in the Māori language and desire to increase their language skill levels.

He Kainga Kōrerorero

In 2005, Te Ātaarangi began piloting a whānau language development programme called He Kāinga Kōrerorero nationwide. This programme provides mentoring services to whānau to promote and strengthen Māori language. Mentors work with families on a one to one basis as well as through collaborative activities such as sports days. The programme is well established in Christchurch and Dunedin communities, involving up to twenty whānau who have at least one adult te reo speaker and the time and energy to commit to the one year programme. Run by two Pouārahi (mentors) the programme is made up of whānau household visits and cluster activities. Some of the cluster activities in this region have included language planning sessions, group visits to public places and participation in local critical awareness hui run by Te Rūnanga o Ngāi Tahu. The Pouārahi have developed and maintained links with local kōhanga reo and kura kaupapa Māori, local marae and kapa haka groups, local Māori-owned businesses, Resource Teachers of Māori, Te Wānanga o Aotearoa, and Te Rūnanga o Ngāi Tahu. Many of the whānau involved in the programme are also part of the Kōtahi Mano Kaika initiative. Many also socialise together through waka ama and kapa haka where whānau are now more comfortable using their language skills. Another outcome for whānau has been the pursuit of language learning through formal education providers. Pouārahi report that one of the biggest changes can be seen in the shift of attitudes amongst whānau where critical awareness has been raised and the benefits of bilingualism realised.

MĀORI LANGUAGE WITHIN THE WHĀNAU

This section of the report looks at the use of te reo Māori at a whānau level. It describes the use of the language by the Māori speaking population in the home and in the community.

Language use is an important aspect in understanding the health of the language. International research on language revitalisation suggests that for minority languages like Māori to survive, intergenerational transmission is required. Intergenerational transmission is the passing on of Māori language skills from generation to generation through regular and normal use within families.⁸

MĀORI HOUSEHOLDS

Census 2006 data shows the Māori population of Te Waipounamu lives within 30,264 households. Many people, 55%, live in households comprising of one whānau with adults and children in the household⁹. A further 41% live in households with adults only, either as couples, sole occupants, or groups of adults (e.g. flatmates).¹⁰ The remaining 4% of Māori live in households comprising multiple whānau.

Households with Māori Speakers

Table 8 shows where the Māori speaking population is located within household groupings. As shown, 22% of Māori households have at least one Māori speaker (6,705 of the total 30,264 households). This means that within the remaining 78% (23,559) of Māori households there is no possibility of Māori language use in normal household life.

TABLE 8: MĀORI SPEAKERS IN HOUSEHOLDS

Household type	No. of households with a Māori speaker	Total number of households	% with a Māori speaker
Adults only	2,544	12,396	21%
Single whānau	3,765	16,671	23%
Multiple whānau	395	1,197	33%
Combined – all household types	6,705	30,264	22%

Source: Census 2006.

Census 2006 data also shows the percentage of Māori speakers who live with other speakers of the Māori language. This is important because in order to maintain the language through regular household use there needs to be at least two people able to converse in Māori within



a household. The data shows that for Te Waipounamu, 61% of Māori speakers do not live with other speakers, meaning there is no opportunity for interactive Māori language use in the normal home environment.

Household Compositions

Another way to look for potential opportunities for the intergenerational transmission of the Māori language is by considering households where there are younger and older speakers of the Māori language.¹¹

Census 2006 data shows that in households with adults and children/young people, 23% (6,207) of adults can speak Māori. Or from another perspective, 17% (4,146) of children or dependants live in a household with at least one adult speaker of Māori. This indicates some children and young people may have an opportunity to acquire the Māori language through intergenerational transmission from parents or other adults.

Table 9 brings together data for whānau households (but excludes adult only households), to show those households with Māori speakers aged 18 and over, and those under 18.

TABLE 9: MIX OF ADULT AND CHILD SPEAKERS OF TE REO MĀORI IN HOUSEHOLDS

	Young people (less than 18) able to speak Māori language in the household	No young people (less than 18) able to speak Māori language in the household
Adult speakers of Māori language in the household	4%	12%
	720	2,145
	households	households
No adult speakers of Māori language in the household	5%	79%
	966	14,037
	households	households

Source: Census 2006.

As shown in Table 9, 4% of these households have both children/young people and adults who are able to speak Māori. Also shown is the finding that in 12% of these households only adults can speak Māori. This may reflect that the adults able to speak the Māori language are not primary care-givers (perhaps grandparents), or that other adults (perhaps spouses) do not speak Māori, making it difficult to use the Māori language in household activities. A further finding in relation to household composition is that 5% of households have children/young people able to speak Māori, but no adults in the household who are able to reciprocate. This shows that some children/young people are learning the Māori language outside of their normal home environment, through formal education. How education provision supports acquisition of the Māori language is discussed in another section of this report.



CHILDHOOD ACQUISITION OF THE MĀORI LANGUAGE

The results of the HML 2006 Survey show there is a link between proficiency in Māori and learning the Māori language in childhood. For those people aged over fifty-five with high proficiency in the Māori language, all acquired their language skills in childhood; and for those under fifty-five, 67% with high proficiency acquired their Māori language skills in childhood. Related to this is the finding that nearly all highly proficient speakers acquired their Māori language skills from their parents or other family members, with other inputs (i.e. hui, schooling) being much less influential. These findings again show the importance of intergenerational transmission as the key to language acquisition and quality.

USE OF THE MĀORI LANGUAGE

Speaking Māori in the Home

The HML surveys also looked at who speaks Māori to whom, and how often. This is called the interlocutor relationship. That is, how many Māori people speak to parents, spouses, children, and friends in the Māori language, and how regularly compared to English.

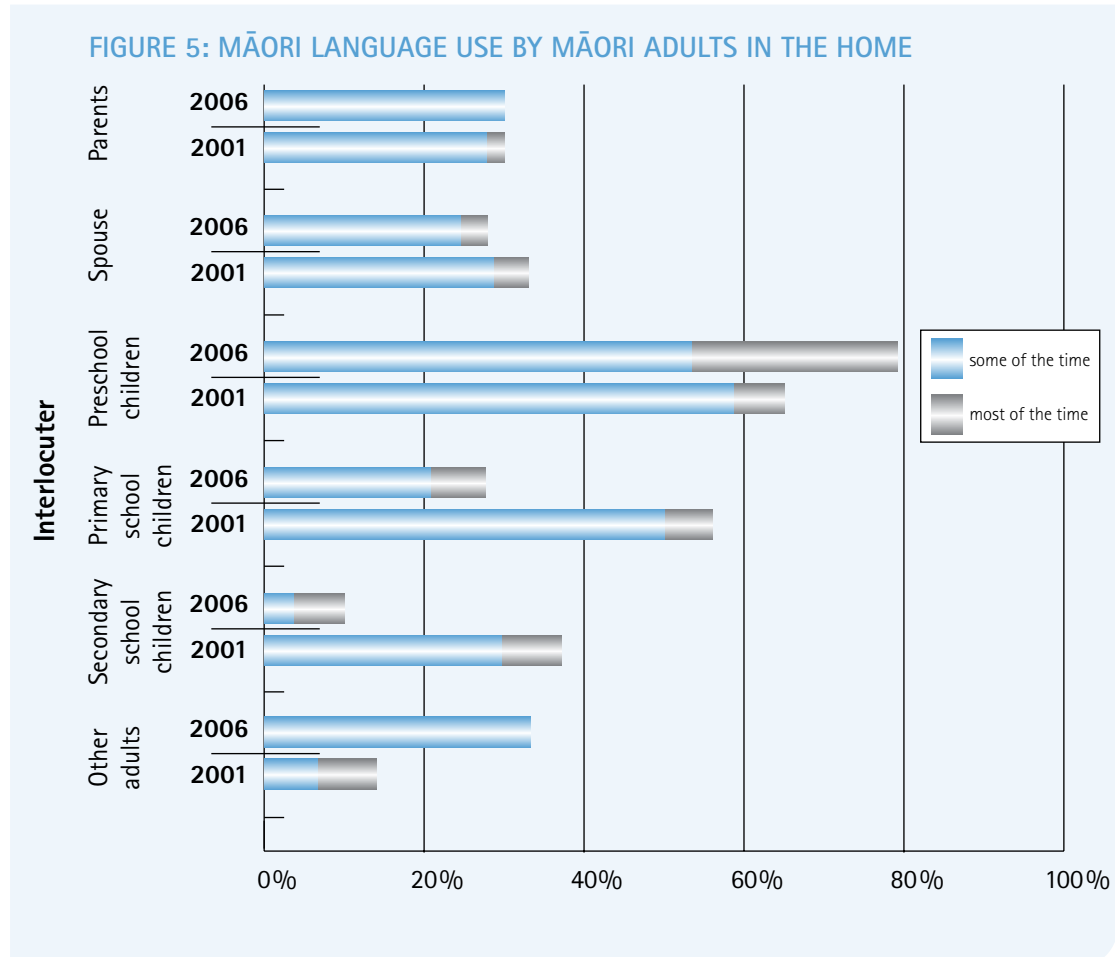
The HML surveys sought to identify three categories of household usage:

- whānau settings where no Māori language is used with various interlocutors;
- whānau settings where some Māori language is used with various interlocutors (but it is not the prevalent household language, and is used in less than 50% of household communications); and
- whānau settings where the Māori language is used in most, (50% or more), or all communications with various interlocutors.

Results of the HML surveys indicate that since 2001 Māori language use within household settings overall has not improved (see Figure 5). While increases have been seen in the amount of Māori language use by adults with infants, and with other adults in the home, usage between adults and older children has declined, as follows:

- In 2001, 6% of Māori adults used the Māori language as a significant language of communication with their primary school-aged children. A further 50% made some use of the Māori language in their interaction with their children. Results from 2006 show this is an overall decrease of 28 percentage points.
- In 2001, 7% of Māori adults used the Māori language as a significant language of communication with their secondary school-aged children. A further 30% made some use of the Māori language in their interaction with their secondary school-aged children. Results from 2006 show this is an overall decrease of 27 percentage points.

These findings indicate a very low likelihood of establishing intergenerational transmission. Language planners will need to look at the reasons behind these decreases and the consequences for language revitalisation in Te Waipounamu.



Source: HML 2001 Survey, HML 2006 Survey.

Speaking Māori in the Community

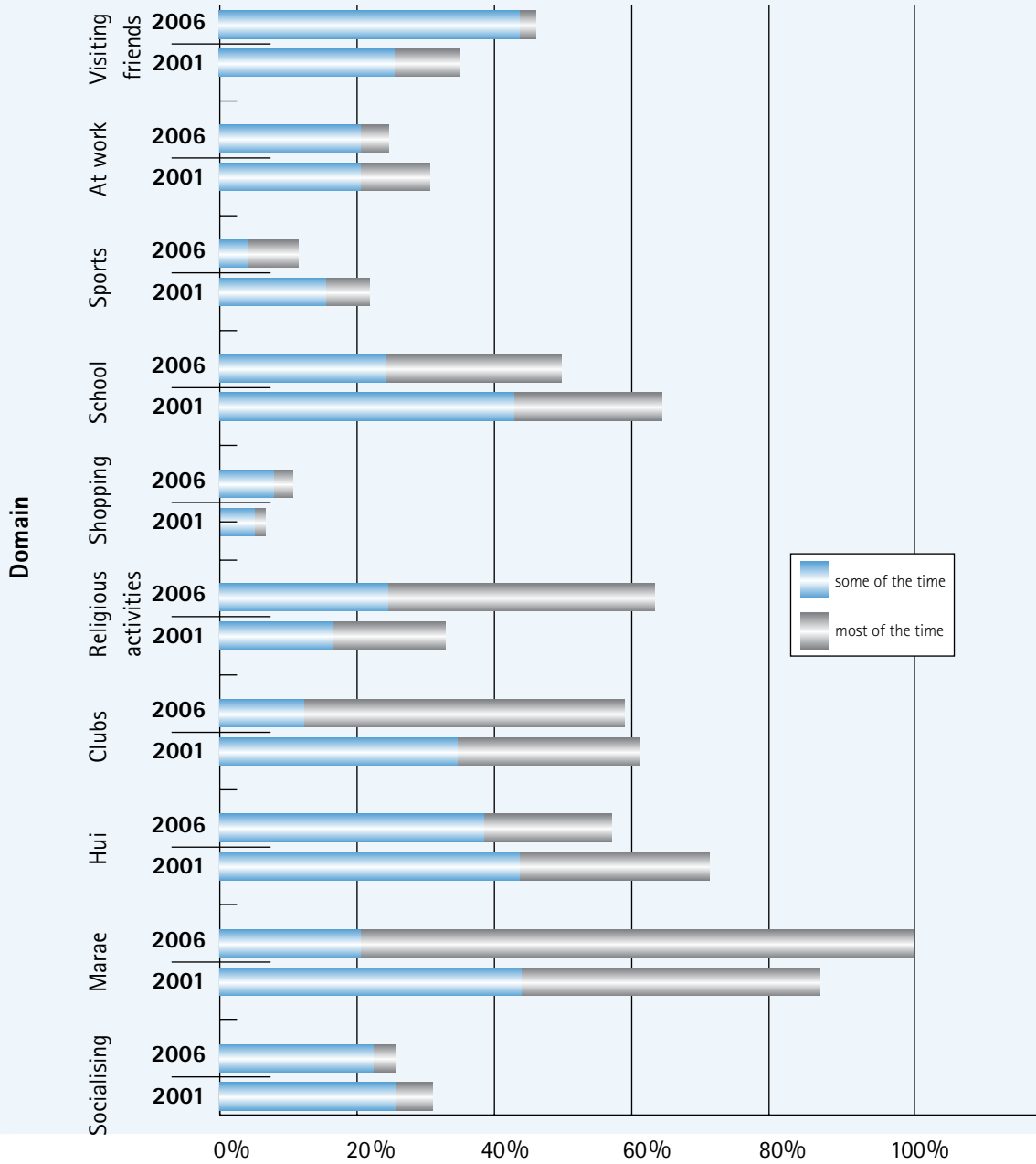
Outside of the home, less Māori language is being spoken overall in community domains within Te Waipounamu in 2006 than in 2001, as shown in Figure 6. As in 2001, the HML 2006 Survey indicated high levels of Māori language usage in domains where Māori culture and protocols are dominant (such as at marae, during hui, or religious activities) than in other domains. For example, in 2006:

- 38% of people with Māori language abilities spoke Māori half or more of the time while taking part in religious activities.
- 79% of people with Māori language abilities spoke Māori half or more of the time while attending other activities at the marae.

In contrast to the activities above, in 2006 fewer people spoke Māori for half or more of the time while shopping (2%), at sports (7%), while socialising (3%), at work (4%), and while visiting relatives, friends or neighbours (2%). In addition, the Keen 2 Kōrero survey found that a proportion of te reo speakers don't use their reo in conversation. This information suggests that the most use of the Māori language in community settings is in cultural practices and on formal occasions. More instances of Māori language use outside of these settings are needed until normalisation of the language is achieved, a finding echoed in the results of the Keen 2 Kōrero survey.



FIGURE 6: MĀORI LANGUAGE USE OF MĀORI ADULTS BY COMMUNITY DOMAINS



Source: HML 2001 Survey, HML 2006 Survey.



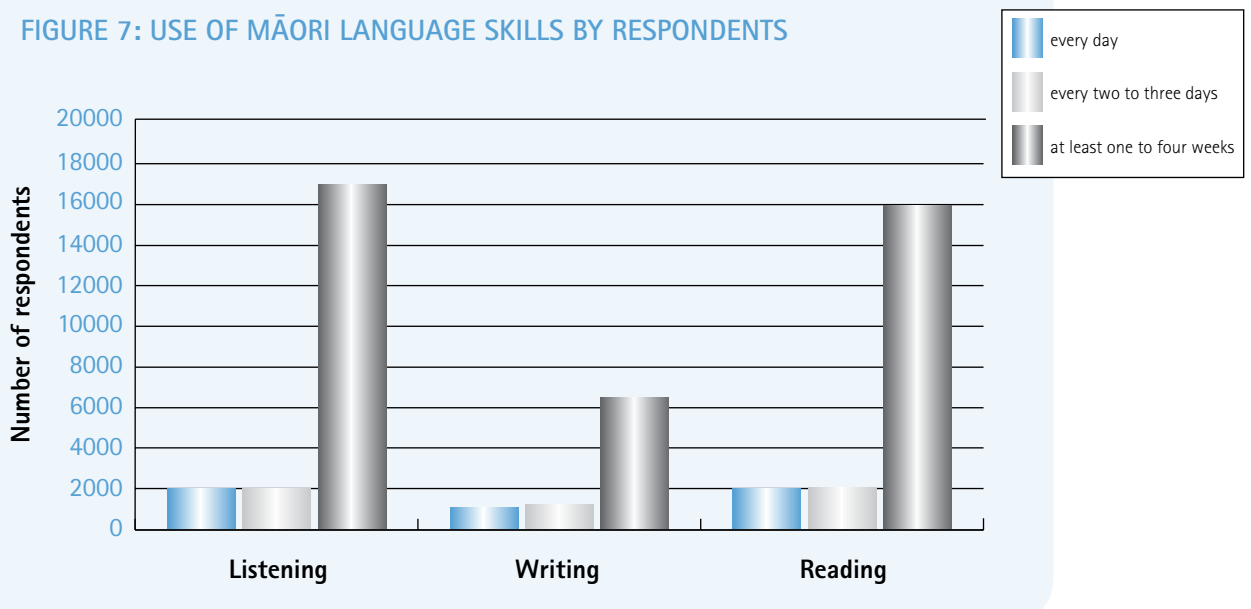
Reading, Writing, and Listening in Māori

Alongside speaking Māori, many people also draw upon their listening, writing and reading skills on a regular basis.

Of these language skills, listening is the most frequently used skill, with an estimated 20,700 people listening to the Māori language at least once a month, and of these, 1,900 listening to the Māori language every day. This possibly reflects the easy opportunities to listen to the Māori language on television and radio.

An estimated 19,700 people read in Māori regularly, although only 1,900 read in the Māori language every day. Writing is the least used skill, with only around 8,200 people using this skill at least once a month.

FIGURE 7: USE OF MĀORI LANGUAGE SKILLS BY RESPONDENTS



Source: HML 2006 Survey

KEY FINDINGS FROM THIS SECTION

- International research on language revitalisation suggests that for minority languages like Māori to survive, intergenerational transmission is required.
- Māori speakers are clustered together and are not spread evenly throughout the Māori population. Twenty-two percent of Māori households have at least one Māori language speaker. In 61% of these households there is only one speaker, limiting the possibility of language use in the home.
- Seventeen percent of children or dependants live in households where there is at least one adult speaker of te reo, meaning that acquisition through intergenerational transmission is possible.



- For people with Māori language skills, use of te reo Māori in the home has increased since 2001, in communications with preschool children but declined with primary school and secondary school aged children. These findings indicate a very low likelihood of the establishment of intergenerational transmission.
- The use of the Māori language in the community remains most common in cultural domains. Levels of communication in other domains have decreased since 2001 in some domains.

Kotahi Mano Kaika, Kotahi Mano Wawata

Ngāi Tahu has had the greatest language loss of all iwi. In 2000, in recognition of the impoverished state of te reo Māori within Te Waipounamu, it was decided that the revitalisation of Ngāi Tahu reo had to be prioritised. Launched in 2001 by Te Rūnanga o Ngāi Tahu, 'Kotahi Mano Kāika, Kotahi Mano Wawata – One thousand homes, One thousand aspirations' is part of a 25-year te reo vision. The aim of Kotahi Mano Kāika (KMK) is to have one thousand Ngāi Tahu homes speaking te reo as a natural language of communication by the year 2025. To do this, KMK creates opportunities and strategies for whānau members to engage in learning and using Ngāi Tahu reo, including web-based resources, funding, events that support Ngāi Tahu language use and Māori-language resource packs for the home – including posters and labels. KMK focuses on the intergenerational transfer of language in homes, giving Ngāi Tahu parents the tools to raise their tamariki speaking te reo Māori as their first or dually acquired language. To date, 1,000 whānau have registered and are engaged in language planning.

THE PROVISION OF MĀORI LANGUAGE SERVICES

The ability of people to use and develop their Māori language skills depends not just on their desire to do so, but also on the availability of opportunities to access the Māori language. This section looks at provision of the Māori language in Te Waipounamu, and opportunities to learn the language.

MEDIA SOURCES OF MĀORI LANGUAGE

Māori-Medium Radio and Television

The HML 2006 Survey gathered information on Māori-medium radio and television. The survey findings show that access to Māori radio in Te Waipounamu is high, with around 61% of Māori adults in the region having access to a Māori radio station. With the establishment of the Māori Television Service in 2004 and free digitally-based television in 2006, all New Zealand households (with the right receivers) can receive Māori language television. Data from the HML 2006 Survey finds that these services are well used, with an estimated 68% of Māori (with access) listening to Māori radio, and 53% of Māori viewing Māori television programming.

OPPORTUNITIES TO LEARN THE MĀORI LANGUAGE

Opportunities for Adults

Of the adult Māori population in Te Waipounamu, the HML 2006 Survey found 19% (7,800 people) were learning the Māori language in some form. This is an increase of eight percentage points since 2001. People were undertaking a wide mix of programmes, from very short programmes of a few hours, to full-time programmes lasting over 12 months.

It is difficult to estimate the number and location of adult opportunities to learn the Māori language because of the variety in provision available. That is, Māori language learning is provided by a mix of formal and informal learning institutions and people. Formal locally-based providers include Aoraki Polytechnic, Christchurch Polytechnic, Otago Polytechnic, Southern Institute of Technology, University of Canterbury, University of Otago, and a number of Private Training Establishments including Ngā Peka Mātauranga o Waitaha.

In addition to these nationally recognised providers, there are also a number of other organisations and individuals providing Māori language learning opportunities to adults in Te Waipounamu – for example Te Ātaarangi, and marae-based activities funded through the 'Mā Te Reo' fund administered by Te Taura Whiri i te Reo Māori. Results from the Keen 2 Kōrero Survey noted that there was a preference for a more naturalistic mode of learning, such as on the marae.



Opportunities for Children

Outside of the whānau, children can learn the Māori language through immersion or bilingual education in early childhood education and through schooling.

In Te Waipounamu there are 29 Māori language immersion early childhood services (mainly kōhanga reo) caring for and educating approximately 300 infants (aged from zero to five).¹² There are eight less Māori language immersion early childhood services in 2006 than there were in 2001, and 180 less children participating in this type of education.

There are 26 schools (up from 21 schools in 2001) in Te Waipounamu that provide opportunities for students to undertake some of their education through the Māori language. Schools with students learning through the Māori language range from full immersion kura kaupapa Māori where all teachers and children use the Māori language (4 schools), to bilingual classes in mainstream schools where a minority of students are taught in Māori (22 schools)¹³.

Schools in Te Waipounamu provide for 1,000 Māori students learning through the Māori language, which is 6% of Māori students in this region. In 2001, 954 students were learning through the Māori language which was 7% of all Māori students.

Most school students learning in Māori do so for a minority of their time in school. Ministry of Education data shows only 3% of all Māori students (500 students) learn in the Māori language for over 80% of the time during the regular school year. A further 2% learn in the Māori language for 51-80% of their time at school during a regular school year. These 2006 figures are slightly higher than the 2001 figures.

Students who learn in Māori are also unlikely to do so for every year of their schooling. Learning in the Māori language is more popular in the younger years of schooling. Of those learning Māori, 72% were enrolled in the school year levels 1 – 8 (approximate age ranges of 5 to 12 years). Anecdotal evidence suggests that a shift to English-medium education is due to increased opportunities at secondary level schooling in subject areas and sports, a lack of quality and accessible Māori-medium education pathways in some communities, and is also dependent on the ability of parents to support the level of Māori language required of secondary school-level schooling.

The shift to English-medium education means that while the Māori language is now used for part of formal schooling, it is not used exclusively by whānau and learners – a significant number of Māori language learners will necessarily need to learn through English as well, meaning they will need to be bilingual to succeed in schooling



KEY FINDINGS FROM THIS SECTION

- The ability of people to develop their Māori language skills depends in part on opportunities to access te reo. The HML 2006 Survey gathered information on Māori radio and television, which shows that access rates and listening rates are high. Nearly all Māori adults have access to Māori radio and television.
- Nineteen percent of Māori adults are learning te reo to some degree. This is a high percentage, and reflects the positive disposition Māori have towards the language.
- There are around 300 Māori children attending te reo based early childhood services.
- Schools in the region provide for around 1,000 Māori children learning in te reo to some degree. This is 6% of the Māori student population

Total Immersion Early Childhood

Nōku Te Ao is the first total immersion Māori early childhood centre to open in the South Island. A community based centre that opened in June 2002, Nōku Te Ao was originally initiated in response to an identified need and gap within early childcare services in Christchurch. This initiative was driven by a group of Māori parents from the kapa haka group 'Te Ahikaaroa' who have the vision of "preserving and fostering the knowledge they had attained collectively and individually". The programme at Nōku Te Ao includes structured activities and free play based on the national Te Whāriki curriculum. A special character of the centre is the focus on learning through the medium of Māori performing arts and songs. Nōku Te Ao offers te reo and quality early childhood education in a safe and stimulating environment, is staffed by qualified early childhood teachers who have and/or are dedicated to te reo and operates with a Māori kaupapa.

SUMMARY AND CONCLUSION

The purpose of this report is to assess the health of the Māori language in Te Waipounamu in 2006. A variety of research has been drawn upon to provide a composite picture of the Māori language in the region; including Census data, HML survey data, education statistics, observations from national research, and information from language planners and community representatives working in Te Waipounamu. This section of the report summarises the key findings.

MĀORI LANGUAGE KNOWLEDGE AND PROFICIENCY

- The two measurements (Census and HML 2006 Survey) provide a Māori language rate for Māori adults that range from 4% through to 19%, with the lower end perhaps a more accurate indicator of strong proficiency.
- Out of the eight Te Puni Kōkiri regions, Te Waipounamu has the lowest Māori language rate.
- There are significant differences in the proportion of Māori language speakers across age groups. For those people aged up to fifty-five, the Māori speaking rate is 15%, whereas for those people aged fifty-five or over the rate is 25%. Yet the population of Māori speakers aged over fifty-five is small compared to the population in younger age bands. Older speakers are also more proficient in the Māori language than young adult speakers.
- Since 2001 there have been noticeable improvements in Māori language proficiency levels within the Māori population in these regions. In this region, passive skills (listening and reading) are stronger in terms of numbers of people and proficiency levels, than active skills (speaking and writing). This indicates a level of latent Māori language ability. To increase speaking proficiency levels in these regions, these passive skills will need to be ignited.
- Sixty-six percent of Māori adults are dissatisfied with their level of proficiency in the Māori language and desire to increase their language skill levels.

These findings suggest that, with the inevitable passing of kaumātua who are more likely to have higher proficiency in their tribal dialects, it will be important to capture and archive authentic exemplars of these tribal dialects over the next five years, to create a permanent record that can contribute to the Māori language knowledge of future generations.

The Māori language is valued among the Māori communities within the Te Waipounamu region. Research shows that for many people the desire to learn Māori is strong, but due to competing commitments, that desire is not always able to be realised. There are also higher levels of passive Māori language skills, than active, in Te Waipounamu (for example, one third of the Māori population can read Māori 'fairly well' or better). This indicates a large latent pool of Māori language ability that could be unlocked.

The challenge for language planners is twofold; it is necessary to raise the critical awareness among whānau about their role in Māori language revitalisation, and strategies they can use to support this; and it is necessary to create opportunities for whānau to practice and use their Māori language skills in 'safe' situations. Te Rūnanga o Ngāi Tahu has recognised this and is implementing its 25 year language strategy to revive te reo in Te Waipounamu. Anecdotal evidence also suggests that the Kāinga Kōrerorero programme is yielding positive results in this regard.



MĀORI LANGUAGE USE

- International research on language revitalisation suggests that for minority languages like Māori to survive, intergenerational transmission is required.
- Māori speakers are clustered together and are not spread evenly throughout the Māori population. Twenty-two percent of Māori households have at least one Māori language speaker. In 61% of these households there is only one speaker, limiting the possibility of language use in the home.
- Seventeen percent of children or dependants live in households where there is at least one adult speaker of te reo, meaning that acquisition through intergenerational transmission is possible.
- For people with Māori language skills, use of te reo Māori in the home has increased since 2001, in communications with preschool children but declined with primary school and secondary school aged children. These findings indicate a very low likelihood of the establishment of intergenerational transmission.
- The use of the Māori language in the community remains most common in cultural domains. Levels of communication in other domains have decreased since 2001 in some domains.

These findings suggest that ongoing work is required to stimulate intergenerational transmission among whānau and throughout community domains. Given the relatively low starting levels, it will be important to a) promote an incremental approach that values and supports the contributions of all whānau, no matter how small or large; and b) target some key domains and relationships to develop a critical mass of Māori language use. Initiatives implemented by Te Rūnanga o Ngāi Tahu, specifically designed to encourage intergenerational transmission, will provide guidance in this work.

PROVISION OF MĀORI LANGUAGE SERVICES

- The ability of people to develop their Māori language skills depends in part on opportunities to access te reo. The HML 2006 Survey gathered information on Māori radio and television, which shows that access rates and listening rates are high. Nearly all Māori adults have access to Māori radio and television.
- Nineteen percent of Māori adults are learning te reo to some degree. This is a high percentage, and reflects the positive disposition Māori have towards the language.
- There are around 300 Māori children attending te reo based early childhood services.
- Schools in the region provide for around 1,000 Māori children learning in te reo to some degree. This is 6% of the Māori student population.

There is a high level of take-up of Māori language services among the people of Te Waipounamu, particularly among Māori adults, where almost one in five is receiving some education in te reo Māori. Over the next five years, it will be important to ensure that these services are targeted towards, and tailored for, the interests and circumstances of local iwi and local Māori. There are particular opportunities to promote the use of tribal dialects through these services. This requires service providers to engage and support tribal authorities and Māori communities within Te Waipounamu. The Nōku Te Ao early childcare centre is one example of a local Māori education initiative.



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ENDNOTES

1. Further information about these information sources is available in The Health of the Māori Language in 2006, www.tpk.govt.nz
2. Ahuriri-Driscoll, A. 2007. Keen 2 Kōrero: Survey Findings and Comparative Analysis. (unpublished report for Te Rūnanga o Ngai Tahu).
3. Census respondents were asked, "In which language(s) could you have a conversation about a lot of everyday things:
 - English;
 - Māori;
 - Samoan;
 - NZ Sign Language;
 - Other languages.

All Census language data for Māori speakers is derived from this core question. It is also important to note that the data used for this report refers to those people resident in this region on Census night.

4. For more information about the questions and methodologies of the survey refer to the reports published in 2002 and 2008 at www.tpk.govt.nz
5. Overall proficiency is an aggregate of proficiency levels for speaking, reading, writing and listening in Māori.
6. Component percentages do not add up to 100% because of rounding.
7. Refer to Te Puni Kōkiri, 2006.
8. For example refer to Fishman, J. 1999. *Handbook of Language and Ethnic Identity*. Oxford University Press: Oxford.
9. Includes sole-parent households.
10. Note a very small number of persons less than 18 are recorded in this group.
11. For this part of the report children or dependants are those younger than 18 living in a household with adults.
12. There may also be a small number of te reo based early childhood centres in the general stream of providers. Enrolments in early childhood services are not exclusive or full-time, so the 1,000 enrolments may actually comprise a smaller group of children and/or a group of children who spend a relatively limited amount of time in kōwhiri.
13. The Ministry of Education classifies students according to the amount of te reo immersion education they receive. The categories are:
 - Level 1: 81%-100% in te reo;
 - Level 2: 51% - 80% in te reo;
 - Level 3: 31% - 50% in te reo;
 - Level 4(a): up to 30% in te reo;
 - Level 4(b): at least 3hrs in te reo;
 - Level 5: Less than 3 hours;
 - Level 6: Taha Māori.

In the classifications in this report, students participating in te reo levels 4a and above are included as students learning Māori.





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