




Te Puni Kōkiri
Ministry of Māori
Development

Kei Roto i te Whare





For ease of reference, the booklet has been divided into coloured sections.

WHERO (RED): contains information about the big picture of Māori language revitalisation and the importance and benefits of speaking Māori in the home.

KARAKA (ORANGE): contains information for people just starting out with te reo.

KŌWHAI (YELLOW): contains information for people with some Māori language skills.

KĀKĀRIKI (GREEN): contains strategies that may help you and pitfalls to look out for.

KAHURANGI (BLUE): contains information for fluent speakers of te reo.

WAIPOROPORO (PURPLE): contains an action list including phrases for use in family settings and further information and resources

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Research participants from Porirua, Wellington, Christchurch and Ōpōtiki took part in our focus groups and interviews with honesty and goodwill. Thank you all for your willingness to share your thoughts and experiences with us. Some of the things that you shared, although expressed in humour, hid elements of pain, sorrow and anger. However, through your honesty and openness, we are in a better position to understand how to increase the use of Māori in our families and to overcome the barriers that exist.

Nō reira, e hika mā, tēnā rawa atu koutou.

Foreword

E ngā iwi, e ngā mana, e ngā reo, tēnā koutou, tēnā koutou, tēnā koutou katoa i ngā tini āhuatanga o te wā.

The future of the Māori language lies with the new generations of Māori speakers who are now coming through kōhanga reo and kura kaupapa Māori. We must support these young people to achieve their full potential in education and te reo.

When we use our Māori language skills in our homes and communities, we help our children to acquire te reo and the values that are embedded in our language. You don't have to be a fluent speaker to start using te reo. Everybody can support this process by using their existing skills and by making the commitment to increase those skills.

The key message in this booklet for me is that to help our children achieve their potential we need to help ourselves as parents and whānau.

This book will give you some tools to start the process and to support you on your journey. It is based on the real-life experiences of Māori parents who have engaged in that journey. I acknowledge them because they have provided a taonga for our kete.

Mā tōu rourou, mā tōku rourou ka ora te reo.

Nāku nei
Leith Comer
Chief Executive
Te Puni Kōkiri

He Kupu Whakataki

Hei ngā iwi, hei ngā mana, hei ngā reo, tēnā koutou, tēnā koutou, tēnā koutou katoa i ngā tini āhuatanga o te wā.

Ko te oranga o te reo Māori, kei ngā whakatipuranga kōrero Māori o ēnei rā, otirā, a rātou mā e puta ana i ngā kōhanga reo me ngā kura kaupapa Māori. E tika ana me tautoko tātou i te hunga rangatahi e aha ai, e eke ai rātou ki ō rātou ake taumata i roto i te mātauranga me te reo.

Ka whakamahia e tātou ō tātou pūkenga kōrero Māori i roto i ō tātou kāinga me ō tātou hapori, he āwhina nui tēnei mā ā tātou tamariki ki te hopu i te reo me ōna tikanga. Ehara i te mea me matatau te tangata ki te kōrero Māori ina tīmata ia ki te whakamahi i te reo. Ka taea e te katoa te āwhina i te kaupapa mā te whakamahi me te whakapakari a tēnā, a tēnā i ōna pūkenga reo Māori.

Ko te kōrero matua ia i roto i te pukapuka iti nei, ki te eke ā tātou tamariki ki ō rātou pūmanawa nohopuku, me tahuri tātou ngā pakeke me ngā whānau ki te awahi i a tātou anō.

Kei te pukapuka iti nei ētahi rauemi hei tīmata i te hātepe, hei tautoko hoki i a koe i tāu hīkoitanga. I takea mai ngā kōrero o roto nei, i ngā wheako o ētahi pakeke Māori kua tīmata kē tā rātou hīkoi. Ka mihi ahau ki a rātou mō ā rātou taonga kua whakaurua ki tā tātou kete.

Mā tāu rourou, mā tāku rourou, ka ora te reo.

Nāku noa
nā

Leith Pirika Comer
Tumuaki
Te Puni Kōkiri



TWO KEY THEMES IN THIS BOOKLET

- 1. The importance of speaking Māori within the home and whānau*
- 2. Providing information, possible guidelines and strategies to assist whānau who choose to increase the use of Māori in the home.*

INTRODUCTION

Around the world, it is recognised that homes and communities have key roles in keeping languages healthy and vital. It is important for the future of the Māori language that it becomes a language spoken in our homes and communities again.

Recognising the importance of using Māori in the home, Te Puni Kōkiri conducted research in 2001 to look at those factors that helped or hindered people speaking Māori in their homes and among their whānau.

Two reports about this research have already been published to provide information about the research methodology and findings to academics, policy makers and language planners (refer section on “Further information”).

However, this booklet specifically targets you and your whānau because you are the key decision-makers in terms of what happens within your households. You decide what language(s) you speak in your homes; you control your televisions; you make decisions about where your children go to school. This booklet will provide some information and guidance to assist whānau, and parents in particular, with decisions about learning and speaking Māori.

This booklet may repeat strategies that you already know, or refer to problems that you have faced at some time. While this information may not be new, it can still re-affirm your experiences and confirm that you are on the right track.

The quotes referred to in this booklet are direct quotes from participants in the research, unless otherwise stated. We have provided limited details of gender, age and the community they live in to protect the confidentiality of the participants.





“Whatever is accomplished in other sectors is merely ‘buying time’ until home and community use has been firmly established”. (Joshua Fishman 1991:161).



“Maybe the effort needs to go into people in their [adult years] ... it would save us a hell of a lot of money. Instead of trying to educate five children, you put it into one person, or the two parents. It’s the parents...” (Father, 60-64 yrs Christchurch).



“You’ll do more for your children if you can converse with them, rather than not. You know, you can give them the gift of seeing them to a place where they can learn it, but if you don’t do it in the home, it’s not going to be as good as it could be” (Father, 25-29 yrs, Christchurch).

MĀORI LANGUAGE REVITALISATION: WHEN WHĀNAU USE IT WE WON’T LOSE IT.

Māori families have a key role in revitalising the Māori language in our homes and communities. Our families sit at the centre of language transfer to our children; while many successes have been achieved in kōhanga and kura, these institutions can’t replace the benefits of speaking Māori in the home and among whānau. For example, in any year, children are at kōhanga and kura for about 25% of their waking time; for the other 75% they are with their whānau.

The whānau context is where ‘intergenerational language transmission’ takes place. This is the technical name for the process where parents pass their language onto their children and the tikanga that go with the language. This process takes place when parents and whānau talk Māori to their children, and use te reo around them. This helps te reo Māori become part of everyday life.

Once this handing down of the language from generation to generation is established, we will have ignited a tool that, with the appropriate support, will be able to sustain itself. It is this process of intergenerational transmission of language which has allowed the English language to keep itself alive and well in New Zealand for the last two centuries!

Speaking Māori in the whānau, at home and in the community:

- helps to re-establish the process of children learning Māori as a natural part of whānau life in the home. This process of ‘intergenerational language transmission’ is the key foundation for the future health of the Māori language;
- normalises the use of Māori so that it is natural to speak Māori among whānau members. This will help to ensure that te reo is not just a language for school or marae hui; and

“In many cases, members of the target population do not make explicit choices between alternatives. Frequently this is because they are not aware of the issues and options that exist ... the majority language has become a default option for the target population”
Chrisp (1997:10).



“We don’t even start in Māori. We lapse into Pākehā. If you were raised in English, that’s kind of it. There’s a kind of thing that is around you. It’s much, much, much harder to do it [i.e. speak Māori]”. (Father, 40-44 yrs, Wellington)



- assists in raising bilingual children. Having two languages at their command can have benefits for the education of our children. It also means that your children will face less dilemmas about learning or improving their Māori language skills as adults and overcoming the ‘habit’ of speaking English.

For many people, however, establishing Māori as the language of your whānau may require considerable time, energy, support and commitment. It can feel quite unnatural to speak Māori if English is your first language with your whānau and close friends. Beating the habit of speaking English is a major hurdle and it is easy to slip back into your first language without being aware of it. You should be realistic about the time that will be required, too. Learning Māori, like learning any language, takes several years. Don’t be disheartened if you think that your progress with te reo is slow; you will have plenty of time and opportunities to practice your skills with your whānau.

So, if speaking Māori is a goal for you and your whānau, how do you go about making te reo a habit?

There are four factors that influence how much Māori you choose to speak:

1. Your knowledge of te reo Māori
2. Your motivation and levels of commitment to learn and use Māori;
3. Your home/whānau environment; and
4. Your awareness of the choice you have to use Māori or English, your awareness of the best way for you to learn a language, and your awareness of strategies to assist you speaking Māori.

Your starting point will determine how long it could take you to achieve your goals and form new habits.

“If someone speaks to me in Māori when we are having a conversation, I’ll stay in Māori. But if somebody comes in and speaks English, then I’ll just break into English” (Father, 40-44 yrs, Ōpōtiki).



“So we’d be in the kitchen, just cooking and talking. Our Māori was all mixed up, upside down, but it didn’t matter” (Mother, 50-54 yrs, Wellington).



“I’m trying my best through what I do at university, and to try and encourage the kids to speak it at home. But I don’t think that kids have the tolerance that adults have. They get sick of endlessly correcting [me]. So, at the end of the day, they just say ‘Kōrero Pākehā, Dad’” (Father, 30-34 yrs, Wellington).

Of the four factors, perhaps the most influential is awareness. If you are aware of the choices that you have, why you are making your choices, and strategies to implement your choices, you can develop the other factors. There are many people who have a significant amount of Māori language knowledge but don’t use this knowledge because they are unaware of their choices. There are also many people who are motivated to learn and speak Māori but don’t know the best way to learn and may actually be doing it in a way that doesn’t really suit their needs.

What can you do?

- Become aware of what your Māori language goals are. Talk with family members about the role of the Māori language in your whānau and why it is important to you. Make a list of what you would like to achieve with te reo. Explain to other family members about the importance of speaking Māori and the benefits that can be gained from doing this. You can talk about why you would like to speak more Māori so that everyone feels comfortable when you do start using Māori phrases or words with them.
- When you set your goals, think about what you are aiming towards in the future. What do you want for your children in terms of te reo? The Māori language skills of your children will depend on your language skills in Māori and the way in which you choose to transfer it to them, and your commitment. Clear goals can help you to develop a consistent and appropriate strategy.



“Don’t really speak it at home. My husband is English, and when I answer the phone ‘kia ora’, he kind of looks at me sideways and says ‘what are you doing’, I mean, he’s not strictly supportive” (Mother, 50-54 yrs Christchurch).



“My baby ... he knows how to kōrero, but every time I kōrero he just [says] talk English to me” (Mother, 40-44 yrs, Ōpōtiki).



“If you could get people to ... work amongst the families, I think it would be much more successful than the way we’re doing it now. Get them strategically placed throughout Te Waipounamu, right, and those people that had the relationships with all those whānau, they’re as good as teachers ...like a mentor programme or something” (Father, 60-64 yrs, Christchurch).

- If you have a partner who doesn’t speak any Māori, it is important to discuss your goals with him/her to ensure that they are included. Their positive attitudes towards family members speaking Māori can play an important role in the process. Everybody has a role to play, regardless of how much Māori they can actually speak.
- If your children are learning Māori, you can discuss your ideas with them. This will encourage them to help you and participate in the whānau goal. Note: it is important that your children play an assisting role only. You shouldn’t expect them to teach you Māori! This booklet is focused on how YOU as a parent/adult can speak Māori within your whānau.
- Understanding your motivation to learn and speak Māori can help you to realise your own “awareness indicators”. For example, new parents usually have a heightened level of awareness about the language they speak to their new babies. Every time they look at their baby they are reminded of their “goal”. This helps to maintain high motivation levels. Setting goals like seeing and hearing your children speak Māori helps to refresh your motivation levels.

Set out in the following sections, there is information about the issues that you may face, and possible guidelines and suggestions to overcoming the many barriers should you decide to learn and increase your use of Māori in your home.

Finally, it is important to stress the point that it takes time to learn a language. Don’t be disheartened if your goal is to be a proficient speaker of Māori and you haven’t achieved this in twelve months. It takes time to learn a language even when you are immersed in it!

“We spent a lot of time at various marae, on the peripheral ... so, we spent a lot of time sitting at the back of rooms, observing and watching and listening. So, I could actually understand a lot more than I could speak it”
(Female, 30-34 yrs, Christchurch).



“I didn’t learn any Māori at school. That’s the honest truth. I passed School C Māori, I don’t know how. I got a B2 but I think that was just through memorizing”
(Mother 25-29 yrs, Wellington).



“People like us who are learning [Māori] as a second language, we find it quite complicated. It’s a confidence thing. You don’t want to make mistakes or embarrass yourself, so you don’t do it” (Father, 40-44 yrs, Wellington).

TE ARA TUATAHI - BEGINNING THE JOURNEY

How much Māori do you know?

If you stopped and thought about it, you might be surprised by how much Māori you already know. You might be able to count in Māori to 100, to give some simple instructions, and to name the colours and various parts of the body.

Also, you may have heard Māori spoken when you were growing up. This is called ‘passive exposure’ and it could mean that you understand more Māori than you realise. There is a tendency to think about te reo in terms of speaking ability alone. Remember, there are four language skills; speaking, listening, reading and writing. You shouldn’t underestimate the value of being able to understand Māori. This is valid and valuable knowledge that will ultimately assist you in increasing your speaking ability. Comprehension always comes before being able to speak fluently.

You can use these Māori language skills immediately. You don’t have to be a fluent speaker to start speaking Māori in your whānau. Knowing 50 words and using all of them regularly with your whānau can set the platform for growth; you can add one new word or phrase to your ‘vocabulary bank’ every day. This can be more influential than being a fluent speaker and not using those skills on a daily basis.

The key is to realise how much you do know and understand and to use these skills at every opportunity. Remember: it is the constant repetitive use of language that assists children to acquire their first language and adults to learn new language skills.

Confidence

It is normal for people to feel whakamā to use the Māori words and phrases you already know. You don’t want to make mistakes, especially in front of kaumātua or people who might be better than you at speaking Māori. Some learners have had terrible experiences of people correcting their Māori. This

“I get quite intimidated when I know there’s other people around that really know their Māori because I know that I talk Māori but I also know that a lot of what I say is wrong” (Mother, 25-29 yrs, Wellington).



“I only know a little. I do help myself and my children ... at home, I name parts of the house and cupboards and all that ... I use that and that helps me and my kids” (Mother, 30-34 yrs, Porirua)



“At home, I’m a little bit hesitant to try and put sentences together because I don’t want to get it wrong. Kids pick up on anything you say, especially with younger ones. I don’t want them to start saying things wrong” (Father, 25-29 yrs, Porirua)

has left learners feeling more embarrassed and unwilling to speak, than enlightened and assisted.

One way to combat a lack of confidence is to practice in the safety of your own home with your whānau and friends. Once you feel comfortable with the phrases and words, you can try them out when you are in public. Many participants in the research said they didn’t mind practising if there were no other Māori speakers around. This way, they weren’t afraid to make mistakes and risk being corrected in public.

Many people want their te reo to be 100% correct before they start using it. This is an unrealistic expectation. You might be surprised at how much English we speak that is not ‘grammatically correct’. For example do you know the correct use of who and whom? Do you know when to say “Hemi and me” instead of “Hemi and I”? Not knowing the ‘correct grammar’ doesn’t stop you from speaking English and communicating your message. And so it can be the same with speaking Māori or other new languages. The emphasis should be on communicating; the finer grammatical points will come in time. With continued practice, learning and listening it will come. In fact, many language teachers say that making mistakes is a very important part of the learning process.

COMMON QUESTIONS AND CONCERNS

How can I help my child to speak Māori when I don’t know enough? I may make mistakes and teach my children “bad” Māori?

Use what you already know and aim to gradually increase it. You will be helping your children to learn Māori by making it a normal part of family life. Your children can have access to other Māori language role models in their education to ensure that they are learning language patterns and usages. Through this, the impact of any mistakes will be minimised.

“His aunty came across the city and tono’d for our baby to go to their kōhanga. The Ngāti Porou one, of course . . . the nanny in the kōhanga was absolutely superb. She helped the parents feel comfortable, she had Māori words written on the wall for the parents . . . Just repetition all the time of just simple phrases gave us confidence and broke down the barrier of speaking the reo”
(Mother, 50-54 yrs, Wellington).



Won't the kōhanga and kura teach my child(ren) to speak Māori? Isn't that the best place for them to learn?

While your children will learn Māori at kōhanga and kura, there are limits to what these institutions can do for your children because of the nature of the environment (focused on school work rather than family life) and the limited amount of time children spend there. Children spend approximately 25% of their waking time at kōhanga and kura; for the rest of the time they are with whānau and friends. If you rely on kōhanga and kura to teach your children to speak Māori, you are only using one quarter of the potential opportunities available to raise your children to speak Māori and English.

My partner doesn't speak Māori though, will it confuse my children?

Some families adopt a rule of one parent speaking in one language and the other parent speaking in another. This is quite a common practice amongst families who want to raise bilingual children.



ACTION POINTS

- Make a list of Māori words and phrases you know.
- Practise using your Māori skills in the safety of your own home.
- Put up post-it note for the different Māori names of your household items.
- Talk with the other members of your whānau about the importance of speaking Māori in the home and how you are going to try and increase how much Māori you speak.
- Watch and listen to Māori language programmes (TV and radio) and listen to Māori music.
- Have Māori speaking zones or times eg. kai time in te reo.

Add your own Action Points here _____

“I’m a hands on person, and the best thing for me was Te Ātaarangi. That was just kōrero, and I picked it up straight away. Out of all the things I’ve gone through that was my best learning for me. You spoke it straight away ... you could see it” (Father, 35-39 yrs, Porirua).



“Want to learn to kōrero, not to get a degree ... don’t want to do thirty assignments” (Mother, 35-39 yrs, Porirua).



“Yeah, that’s been an instrument for me to learn te reo because part of the tikanga for mau taiaha is to learn. That is the key. Taiaha was just an enticement, a hook and through te reo you learn tikanga” (Father, 35-39 yrs, Porirua).

HE KUPU HOU, HE KŌRERO HOU- LEARNING MĀORI

Excellent, you have begun to use all your Māori language skills, what now? You need to increase your knowledge.

There are number of options available for increasing your Māori language knowledge. The first step is to realise and appreciate how you do your best learning.

- Do you learn best through listening and repeating? Perhaps you didn’t enjoy school the first time around and don’t like classroom learning. Try Te Ātaarangi courses or get involved with your local kōhanga.
- Do you prefer to see things written? Have you already learnt another language and therefore relate better to the grammar-translation method? Try community college, polytechnic or university courses. When looking around for courses:-
 - ask for a description of course objectives (this way, you will know exactly what to expect)
 - ask how much writing is required (eg: how many written assignments?) Is this how you like to learn?
 - ask about the set texts and have a look at the style used in the textbooks.
- Do you feel too shy about learning te reo and would like to gradually ease yourself into it at your own pace? Participate in cultural activities, or seek out a friend or whānau member who will teach you little bit by little bit. Borrow a book from the library and set yourself a number of phrases to learn and use each week. Keep a Māori language dictionary handy, where it’s easy to reach for and check new words.
- Ask whānau or a friend to tape some Māori waiata for you to learn and get them to explain the meaning. If you have small children, you can learn Māori songs and kōrero similar to nursery rhymes in English.

“I learnt most of my Māori here. Not home at Te Arawa where I should have learnt”
(Mother, 50-54 yrs, Wellington).



You can sometimes be held back by thinking, “I need to go home to learn” or “I should learn it off the old people”. These ideas are excellent if moving home or spending time everyday with your old people is a reality for you at the moment. But don’t let wishful or idealistic thinking determine or delay your choice for learning and speaking Māori now.



“We speak te reo Māori as much as we can ... even with my limited te reo, we just try and kōrero as much as we can. When I’m not, I’m aware that I’m not speaking Māori around him and I feel guilty about that”
(Father, 25-29 yrs, Chch).



“When I go out alone with the kids, I talk Māori galore. When we’re out and about, and there’s no Māori speakers about, I go for it” (Mother 25-29 yrs, Wellington).



“I put my kids in this kura ‘cause it would provide an opportunity to talk with other parents” (Mother, 40-44 yrs, Wellington).



KŌRERO, KŌRERO, KŌRERO - SPEAKING MORE MĀORI

It may not be practical to speak Māori “i nga wā katoa” (all the time); however there are things that you can do to increase the levels of Māori within your home and whānau.

- Borrow Māori books from the library and read them to your children (Note: teenagers may not be keen on this activity!) Ask them simple questions in Māori as you go along about the story and characters/pictures in it.
- Use your television. If you have access to a video recorder, videotape Māori programmes off the television, so that you can create a Māori language environment whenever you want. This could be particularly useful for pre-schoolers who are at home during the day and who would normally watch television anyway. To maximise the benefits from television programmes, it is important for the viewers to interact with what is being said ie. asking each other questions about what’s happening on the programme. Otherwise, sitting in front of television counts more as passive exposure to Māori, which is useful as a support, but should not be depended on as a means of direct language learning.
- If your children are in some form of Māori medium education, get involved with activities being run by the school. You can practice your language skills with other parents and teachers. Don’t be afraid that you may be the only parent there who is not fluent. You will probably find that there are other parents at the same level as you.
- Think about the words and phrases that you use all the time and ask how to say it in Māori.
- Participate in Māori cultural activities, such as kapa haka and mau taiaha, as much as possible. Participation will increase your chances for speaking Māori.

“There’s a deep sense of whakamā amongst my whānau about starting up again with te reo, about getting it wrong, about looking stupid in front of others” (Father, 25-29 yrs, Christchurch).



“I say when you talk to people that are a bit fluent in te reo, [tell] them that you are learning. ‘Kei te ako au i te reo. Kaua e huri ki te reo tauīwi. Me kōrero koe i te reo i nga wā katoa’, ‘cause I’m learning and I want to listen’. I find it changes the attitudes of the tutors, eh” (Father, 40-44 yrs, Ōpōtiki).



“So we went in. We had no reo, and the first thing was getting through the threshold [of] whakamā. It was the biggest thing” (Father, 40-44 yrs, Ōpōtiki).

HE HIPA, HE TAIEPA..ME HAERE TONU...POSSIBLE BARRIERS AND PITFALLS...

Whakamā

As mentioned earlier, whakamā is the major barrier that many people will need to overcome. Young children have less fear than adults about making mistakes. They try out all their new words and phrases and learn through this process. However, the fear of making mistakes and looking stupid stops adults from trying their language skills.

The feeling of whakamā is increased because your language is a part of your identity. You are learning YOUR language. The desire and passion to speak Māori can be extremely motivating and extremely frightening at the same time. It can be frightening because of the nagging questions, ‘what if I don’t succeed? How does this reflect on me as a Māori?’ Some research participants talked about Māori classes they had taken. They said that they didn’t do well in the classes and felt dumb.

The sense of whakamā can be increased when there are other more proficient speakers of Māori around, who may (or may not) know you are making mistakes. This is often sufficient to stop people from saying anything at all!



*“I thought, oh yeah,
I’m gonna try this
Māori. So, I went down
the pub and started
talking away. Uncle X,
he came up and said,
“If you can’t talk
bloody Māori, bloody
shut up”. I reminded
him, too, twenty years
later. I said, “It was
you, you deterred me
from learning”*

(Father, 40-44 yrs,
Ōpōtiki)



*“I guess I get a little
impatient with those
that are just learning. I
wonder, ‘did they get
the message or not’. I
haven’t got time to
waste, I’m gonna make
sure that I get my
message across so I
break into English”*

(Mother, 40-44 yrs,
Ōpōtiki).



Whakamā busters

- Although it is a natural feeling, you can overcome whakamā by practicing in those environments where you feel safe, and with people you trust and feel comfortable with, until you gain confidence.
- At some stage, you will need to take the plunge and go beyond your comfort zone. Keep your goals and your motivations in mind.
- If a more proficient speaker corrects you, accept the new knowledge offered and don’t worry about the manner in which it was delivered. Remember, just because someone is knowledgeable in the language doesn’t mean that they are also knowledgeable in ways of assisting and teaching others about the language.
- Tell people that you are a learner; this will usually produce a more positive and helpful attitude.
- If you have had trouble learning te reo in classes, remember that this is not a reflection on YOU. Think about the way that you prefer to learn things, and look for opportunities to use those techniques. Be realistic, too, about the amount of time that it takes to learn a language.

“I feel blessed that another whānau has taken me and my brother’s under their wing and nurtured us and encouraged us and inspired us to what we’re doing now. So, I feel quite privileged”
(Female, 30-34 yrs, Chch).



“I think a big part in our whānau is actually just a one-on-one thing with someone you trust and you know is not going to bum me out”
(Father, 25-29 yrs, Chch).



“I could learn off my aunties [and] my uncles. Especially my history, my ancestors, my people and who my hapū is . . . It’s not just the language, it’s everything else that goes with the language” (Father, 30-34 yrs, Porirua)



ME PĒHEA KOE E ĀWHINA AI?

How can fluent speakers help?

Little support and information has been made available to native and fluent speakers of Māori in terms of how they can help other people and what their role is in Māori language revitalisation. It is sometimes assumed that native and fluent speakers of Māori will automatically “know” how to teach or assist learners. This is not always the case. This section provides some general background information about what second language learners are going through and some possible ways in which native and fluent speakers can assist.

Appreciate the difficulties

If Māori is your first language and you had to learn English at school then you can appreciate some of the difficulties that second language learners of Māori are going through. There are issues like: the fear of making mistakes and looking dumb; the inability to communicate your message, the feelings of frustration and isolation about not being able to participate in conversations. However, there are some slight differences that you might not be aware of.

Māori learners are learning their “own” language as a second language. This can create a lot of pressure and anxiety for learners as failure can be interpreted as a failure to be Māori. Māori language is such an intimate part of our identity that many people who had negative experiences with te reo shunned the language, and anything to do with being Māori.

Providing the lead

If you speak Māori, you can provide the lead for people that are learning by giving them practice and creating space where they feel safe to speak Māori and where it is okay to make mistakes.

Being a ‘lead’ entails using your Māori language skills as much as possible around people who are learning. This can require patience as there may be times when you are tempted

“Last week, I had one of my cousins over. He was saying, ‘oh bro, can you help me with a few kupu. I’ve been going to kura with the kids’. But, then they won’t speak to him. He tries to talk to them ... so he come over about 7 o’clock, and he didn’t leave till about half past ten. I said to him ... ‘if you want to come round, come round’” (Father, 25-29 yrs, Ōpōtiki).



“I went back to Uncle, so I had someone ... I was really confident because once he spoke to me, [he] more or less put me under his armpit” (Father, 35-39 yrs, Porirua).



“We do try to speak it [i.e. Māori] ... I talk to her, but she gets real hōhā because she hates to repeat herself and I don’t listen very well. So, we both end up arguing” (Mother, 40-44 yrs, Wellington).

to revert to English. If possible, wait for clues that you need to switch to English. These clues may not be verbal, because few adults want to admit that they don’t know what is happening or understand what is being said.

When you talk with learners, try and pitch your Māori to a level that learners will understand. This will develop their sense of confidence in the language. It can also lessen their fear to engage in spoken Māori, even if they only engage with you. Trust is a huge factor. They need to trust you not to make them feel stupid.

Safe environments

The provision of a safe learning and speaking environment is essential to assist learners to overcome whakamā. This can be achieved by letting people try out new words and phrases and make mistakes. When there are mistakes, you can help the learner by modelling the correct way to say something without directly pointing out their errors.

Second language learners learn different phrasings, words and punctuation from different teachers. If you hear one of your whānau use a word or phrase from another iwi, tell them about the expressions used by your iwi. Just telling learners that they are wrong, and that they should learn to speak a certain way, could result in them shying away from future use of the language.

ACTION POINTS

- Be aware of the difficulties that second language learners are going through when they practice their Māori language skills with you.
- Be patient. You may need to repeat yourself more than once. By speaking targeting your language to a level suitable to the learner you can assist the learner to understand you which has a flow on effect for the learners level of confidence. This does not necessarily mean you have to simplify what you say and use “baby-talk”. Elaborating with different examples can assist with helping learners to understand.
- Patience is also required with people who seem to continually make the same mistake all the time. It takes time to learn/acquire a language so if some of your whānau and friends seem to be taking a long time, don’t give up on them.
- Try not to be critical as many second language learners can be put off from further learning and speaking of Māori if they feel humiliated.
- Be aware of a possible difference in attitude between yourself and learners towards the use of transliterated words and new Māori words. Miscommunication can occur both ways through usage of words that you may have never heard of.

Add your own Action Points here _____

WRITTEN RESOURCES

- Te Puni Kōkiri. P.O.Box 3943 Wellington, (04) 922 6000

2001 The Use of Māori in the Family (summary report).

2001 The Use of Māori in the Family: (full report)

- Te Taura Whiri i te Reo Māori P.O. Box 411, Wellington, (04) 4710244 (Māori Language Commission).

Using Māori in the home: some common questions and answers.

Using Māori in the home: what can I do? where can I start?

Using Māori in the home: having fun with Māori.

Ko Te Whānau. A quarterly newsletter designed to support parents to use Māori with their children in domestic and community situations.

He Muka.

COMMUNITY RESOURCES

Remember there are many people, groups and activities already around you who are learning and speaking Māori already or who have Māori language books and resources, which you can access:

- Whānau and friends
- Local kōhanga, kura, wānanga
- Marae activities
- Local groups such as kapa haka, mau taiaha, waka ama
- Library
- Community colleges/polytechnic/other tertiary institutions - look under “University, Colleges and Polytechnics” in your local Yellow Pages.

COMMUNITY FUNDING

Te Taura Whiri manages the “Mā Te Reo” fund, which is aimed especially at Māori language projects that assist whānau and community. Contact Te Taura Whiri (04) 471 0244 or look up the fund on their website for more information.

WEBSITE RESOURCES

These websites have information about Māori language issues, as well as Māori language materials and activities. All of them have links to other Māori language sites.

- Te Puni Kōkiri www.tpk.govt.nz
- Te Taura Whiri www.tetaurawhiri.govt.nz
- Te Kete Ipurangi www.tki.govt.nz
- Kimikupu Hou - Māori word database
..... www.nzcer.org.nz/search/kimikupu.htm
- English to Māori and Māori to English
..... www.learningmedia.co.nz/nd
- Toi te Kupu/Introduction-Database written in Māori that catalogues /describes published Māori language resource material.
..... www.toitekupu.org.nz/Eindex.html

ACTION LIST

- Be aware of the important role that the whānau plays in keeping the Māori language alive and healthy;
- Be aware of your own role in speaking Māori within your whānau and the many benefits that this can provide;
- Talk with the other members of your whānau about the importance of speaking Māori in the home and how you are going to try and increase how much Māori you speak. Talk about a language plan for you and your whānau in which everyone can participate (through either speaking Māori or supporting others who speak it);
- Make a list of words and phrases you know and practice using them in the safety of your own home.
- Put up post-it notes around your home for the different Māori names of household items.
- Watch and listen to Māori language programmes (TV and radio) and listen to Māori music.
- Have Māori speaking zones or times eg. kai time
- Learn waiata and nursery rhymes in Māori
- Look at what your children like doing and modify the activities slightly by using Māori words eg card games/scrabble etc.

SOME QUICK POINTERS

- Every time you speak Māori to your child, you are teaching them two things. You are teaching them *te reo*, and you are also teaching them that *te reo* is an important part of home life.
- You don't have to be a fluent speaker to teach your children *te reo*. Every little contribution that you can make will help them.
- If you learn one new phrase in *te reo* every day, you will have 365 phrases that you can use after one year.
- Children learn by repetition. Therefore, it is good to use the same phrases in *te reo* with them on a regular basis. This also means that you can be learning at the same time.
- Don't give up if your child speaks English back to you. They are still learning by listening to you use *te reo*.
- The more exposure that your children get to *te reo* at home, the better they will do at Kōhanga Reo/ Kura.
- Speaking *te reo* at home won't harm the ability of your child to learn English.
- Enrolling at Māori language classes is a good way to extend your use of *te reo* at home.
- Don't feel bad if you slip back into English. It is natural to speak our main language sometimes, especially when we are sick or stressed out.

PHRASES TO USE

This phrase section is designed to support parents who want to speak Māori to their children. We have made the pages detachable to allow you to pull them out and put them in a more accessible or visible spot in your home. The first section provides a quick reference for parents to phrases that are frequently used with infants and young children (aged 0-5 years). It is organised by theme, in an easy-to-access format.

The second section is more for use with older children. Due to the increasing independence of older children, who associate more with friends than their parents, the list is briefer and more instructional in nature.

Use these phrases as a stepping stone to using Māori with your children. This is not a comprehensive list and should not be regarded as an “end” to your learning. If you can learn one new phrase in *te reo* every day, you will have 365 phrases that can be used with children after one year.

If there are phrases that you use regularly but aren't listed here, add them to the list and get assistance with translating them from friends and whānau.

PHRASES FOR FAMILY USE

Waking Up in the Morning

Are you awake?

Te Oho Ake i te Ata

Kei te oho koe?

How was your sleep?

I pēhea tō moe?

Did you have a sound sleep?

I au tō moe?

What dreams did you have?

He aha ō moemoeā?

Wake up!

E oho!

Get up (out of bed)!

Maranga!

Take off your pyjamas

Tangohia ō kākahu moe.

Let's take off your pyjamas.

Me tango tāua i ō kākahu moe.

Stand up

E tū.

Arms up.

Ō ringaringa ki runga.

Now, let's put your shirt on.

Nā, me whakamau i tō hāte.

Let's put your trousers on.

Me whakamāu i tō tarau.

We'd better wash your face.

Me horoi i tō kanohi.

Your face is all clean now.

Kua mā tō kanohi ināianeī.

Do you want some breakfast?

Kei te pīrangī koe ki te parakuihi?

Eat nicely.

Āta kai.

You should brush your hair.

Me paraihe koe i ō makawe.

Where's the comb?

Kei hea te heru?

You should brush your teeth.

Me paraihe koe i ō niho.

You look beautiful.

Nā, he ātaahua koe.

Put your shoes on.

Whakamāua ō hū.

Add your own phrases here _____

PHRASES FOR FAMILY USE

Feeding your baby

Do you want to have a
kaikai, baby?

Are you hungry?

Here you are. Eat up.

Open up your mouth.

Eat up.

Ouch. Don't bite.

Have you had enough to
fill you up?

That's enough.

You're a little fatty.

Do you want more?

Do you want this side too?

Slow down. Don't be greedy.

We'd better bring up
your wind.

I'll rub your back.

You've hiccupped.

You just threw up on Daddy.

That's better, now.

What do you want to eat?

I'll get the kai ready.

Te Whāngai i tō pēpi

Kei te pīrangi kaikai koe,
pēpi?

Kei te hiakai koe?

Anei. E kai.

Huakina mai tō waha.

Kia kaha te kai.

Ei. Kaua e ngaungau

Kua ngata tō hiakai?

Ka nui tēnā.

He mōmona hoki koe.

He kai anō?

Kei te pīrangi koe ki tēnei
taha?

Āta kai. Kaua e hao.

Me whakaputa tāua i tō hau.

Ka mirimiri au i tō tuarā.

Kua tokomauri koe.

Kua ruaki koe ki runga
i a Pāpā.

Nā, ka pai tēnā.

He aha tō pīrangi hei kaikai?

Māku e mahi ngā kai.

PHRASES FOR FAMILY USE

Putting on a Fresh Nappy

Te Whakamau atu i te Kope Mā

What's that smell?

He aha tēnā haunga?

Have you got a smelly bum?

He haunga tō kumu?

Have you farted?

Kua patero koe?

Are you wet?

Kei te mākū koe?

You mimi'd your nappy.

Kua mīia e koe tō kope.

Your nappy is full of mimi.

Kī pai tō kope i te mimi.

You filled your nappy.

Kua tikona e koe tōu kope.

Did all that come out of you?

I puta katoa mai tēnā i a koe?

Gosh.

E hika mā.

Where are the wet wipes to wipe your bum?

Kei whea ngā tihi mākū hei ūkui i tō kumu?

We'd better wipe the tiko off.

Me ūkui atu i te tiko.

Let's put on a clean nappy.

Nā, me whakamāu he kope mā.

I'll lift up your legs.

Ka hiki au i ō waewae.

I'll put a fresh nappy on.

Ka whakamāu atu au i te kope mā.

Let's put your pants back on.

Me kuhu anō tō tarau.

Add your own phrases here _____

PHRASES FOR FAMILY USE

Washing your Baby

Te Horoi i tō Tamaiti

Take off your clothes.

Tangohia ō kākahu.

I'll take off your clothes.

Ka tango au i ō kākahu.

Get in the bathtub.

Me kuhu atu koe ki te tāpu.

How is the water?

E pēhea ana te wai?

This water is hot.

He wera tēnei wai.

This water is cold.

He makariri tēnei wai.

This water is just right.

He pai noa tēnei wai.

I'll wash your eyes.

Ka horoi au i ō whatu.

Start on the inside,
and move out.

Ka tīmata i roto,
ka haere ki waho.

I'll wash your head
and your hair.

Ka horoi au i tō upoko me
ō makawe.

Where's the soap?

Kei whea te hopi?

Here's the soap.

Anei te hopi.

Gosh. That's not soap.

Aue. Ehara tēnā i te hopi.

You're all clean now.

Kua mā katoa koe ināianeī.

You smell so good.

Tō kakara hoki.

Let's wrap you up in
your towel.

Nā, me pōkai i a koe ki te
taora.

I'll dry you off.

Ka whakamāroke au i a koe.

Give me your arm.

Homai tō ringaringa.

Give me your leg.

Homai tō waewae.

You're all dry now.

Kua maroke pai koe ināianeī.

Let's sprinkle some
powder on you.

Me ruirui he paura ki runga
i a koe.

PHRASES FOR FAMILY USE

Travelling in the Car

Te Haere mā runga Motokā

I'd better sit you into the car.

Me whakanoho au i a koe ki roto i te motokā

Get in and sit on your carseat.

Kuhu atu koe, ka noho ki tō tūru.

Put your seatbelt on.

Whakamaua tō tātua.

Have you got your seatbelt on?

Kei te mau i a koe tō tātua?

Let's put your seatbelt on.

Me whakamāu tāua i tō tātua.

Sit down.

E noho.

Sit still. Don't fidget.

Āta noho. Kaua e oreore.

Don't play with the window, eh.

Kaua e raweke i te wini, ne.

Don't play with the gearstick.

Kaua koe hei tutū ki te rākau nei.

Shall we sing a song?

Me waiata tāua?

What does the red light mean?

He aha te tikanga o te raiti whero?

Stop.

E tū!

What does the green light mean?

He aha te tikanga o te raiti kākārīki?

Go.

Haere.

We've made it. We're here.

Anā, kua tae mai tāua.

Get out.

Putu atu koe.

Close the car door.

Katia te kuaha o te motokā.

Add your own phrases here _____

PHRASES FOR FAMILY USE

Looking after Sick Children

Don't cry.

Have you got a sore puku?

Are you sick?

Have you got a headache?

Bless you (after sneezing).

You've got a snotty nose.

Blow your nose.

Here's a tissue.

Where's your sore?

Have you got a sore throat?

Have you got a sore ear?

You've cut your finger.

I'll kiss your sore better.

Here's your medicine.

Drink it up.

That's a bad cough.

Cough. Then you'll bring up the phlegm.

You should go to sleep.

You'll feel better tomorrow.

Mummy will come back later.

Te Māuiui

Kaua e tangi

Kei te ngau tō puku?

Kei te māuiui koe?

Kei te ānini tō upoko?

Tihē!

Kei te hūpē tō ihu.

Whengua tō ihu.

Anei te tihi.

Kei whea te mamae?

Kei te mamae tō korokoro?

Kei te mamae tō taringa?

Kua motu koe i tō matimati.

Māku e kihi tō mamae.

Anei tō rongoā. Inumia.

He kino tō maremare.

Maremare. Ka puta te huare.

Me moe koe.

Hei āpōpō, ka ora ake koe.

Mō muri a Māmā ka hoki mai.

Add your own phrases here _____

PHRASES FOR FAMILY USE

<i>Instructions</i>	<i>He Reo Tohutohu</i>
Come here.	Haere mai.
Sit down.	E noho.
Stand up.	E tū.
Look over here.	Titiro mai.
Listen here, please.	Tēnā, whakarongo mai.
Lie down.	Takoto.
You'd better go to the toilet.	Me haere koe ki te wharepaku.
Eat up.	E kai.
Have a mimi.	E mimi.
Pick your ideas up.	Me whakapai koe i tō āhua.
Leave that alone. Please.	Waiho tēnā.
Give that (thing) here.	Homai tēnā.
Take this to Daddy.	Haria atu tēnei ki a Pāpā.
Stop doing that.	Me mutu tēnā mahi.
Stop screaming.	Kāti te hāparangi.
Hush.	Turituri.
Don't cry.	Kaua e tangi.
Don't fight.	Kaua e whawhai.
Turn around (towards me)	Huri mai.
Turn around (the other way)	Huri atu.
Be careful.	Kia tūpatō.

Add your own phrases here _____

PHRASES FOR FAMILY USE

Playing Word Games

He Reo Tākaro

Where are your ears?

Kei hea ō tāringa?

Where is your nose?

Kei hea tō ihu?

Where are you?

Kei hea koe?

What is this?

He aha tēnei?

This is a nose.

He ihu tēnei.

This is a mouth.

He waha tēnei.

How many fingers
do you have?

E hia ō matimati?

You've got ten fingers.

Tekau ō matimati.

How many feet do you have?

E hia ō waewae?

You've got two legs.
One, two. One, two.

E rua ō waewae. Tahi, rua.

Close your eyes.

Katia ō whatu.

Lets count to ten.

Me kaute tāua ki te tekau.

What is inside the box?

He aha kei roto i te pouaka?

What is inside the bag?

He aha kei roto i te pēke?

Who is this?

Ko wai tēnei?

Who is your Mum?

Ko wai tō māmā?

Who is your Dad?

Ko wai tō pāpā?

You'd better tidy up
your room.

Me whakatika koe i tō rūma.

Add your own phrases here _____

PHRASES FOR FAMILY USE

Praising and Scolding

He Reo Mihi, He Reo Kohete

You're very good.

He tino pai hoki koe.

Awesome.

Ka rawe.

You've done a good job.

He tino pai tō mahi.

That's beautiful.

Te ātaahua hoki.

What a clever child you are.

Kātahi nā te tamaiti mōhio,
ko koe.

You're the best.

Kei runga noa atu koe.

That's amazing.

Ka mau te wehi.

What an excellent job.

Kei whea kē mai te pai
o te mahi nei.

You look beautiful.

He ātaahua hoki koe.

Leave that alone.

Waiho tēnā.

Don't do that.

Kaua e mahi pēnā.

Don't do that yet.

Taihoa e mahi tēnā mahi.

That's bad.

Ka kino tēnā.

That is a naughty thing to do.

He mahi hīanga hoki tēnā.

I don't like it when you
do that.

Kāore au i te pai ki tēnā mahi.

Goodness me.

Auē, e hika mā.

Be quiet.

Turituri tō waha.

By golly!

Pai kare!

Add your own phrases here _____

PHRASES FOR FAMILY USE

Bedtime

Te Haere ki te Moe

Go to bed, please.

Tēnā koa, haere koe ki tō moenga.

Let's put your pyjamas on.

Me whakamāu tāua i ō kākahu moe.

Take off your clothes.

Tangohia ō kākahu.

Get in your bed.

Kuhu atu ki roto i tō moenga.

Is your bed warm?

He mahana tō moenga?

Give me a kiss.

Homai te kihi.

Give me a cuddle.

Homai te awahi.

Do you want a book?

Kei te pīrangi koe ki te pukapuka?

Shall I read you a story?

Māku e pānui tētahi kōrero ki a koe.

Do you need a mimi?

Kei te pīrangi koe ki te mimi?

Close your eyes to sleep.

E moe ō whatu.

I love you very much.

Tino nui tōku aroha mōu.

Go to sleep.

E moe.

I'll leave the light on

Ka waiho au i te raiti kia kā.

I'll turn the light off.

Ka whakaweto au i te raiti.

Add your own phrases here _____

PHRASES FOR FAMILY USE

Get up

Good morning!

Have you had a wash?

Have you had your
breakfast?

Have you done the dishes?

Is this dirty?

Can you put your
clothes away?

Clean up your room

Take your shoes off inside

What are you up to today?

Where are you going?

Who are you going with?

Are you going out dressed
like that?

I don't care if everyone
else thinks its cool, you're
not doing that!

How much money do
you need?

What's it for?

What is this?

Maranga mai

Mōrena

Kua horoi koe?

Kua kai koe i tō parakuihi?

Kua horoi koe i ngā pereti?

He paru tēnei?

Whakahokia ō kākahu
ki te kāpata

Whakatikahia tō rūma

Tangohia ō hu i roto nei

Kei te aha koe i tēnei rā?

Kei te haere koe ki whea?

Ko wai mā kei te haere?

Kei te puta koe i ēnā
kākahu?

Kāore he aha tahi ki au ngā
whakaaro o ētahi atu, kāore
koe mō tēnā mahi!

E hia te moni e pīrangi
ana koe?

Hei aha tēnei?

He aha tēnei?

Add your own phrases here _____

