

TE TIROHANGA I TE KŌRĒROTANGA O TE REO RANGATIRA I ROTO I NGĀ KĀINGA MĀORI ME NGĀ ROHE

Survey of Language Use in Maori Households
and Communities

PĀNUI WHAKAMŌHIO
INFORMATION BULLETIN

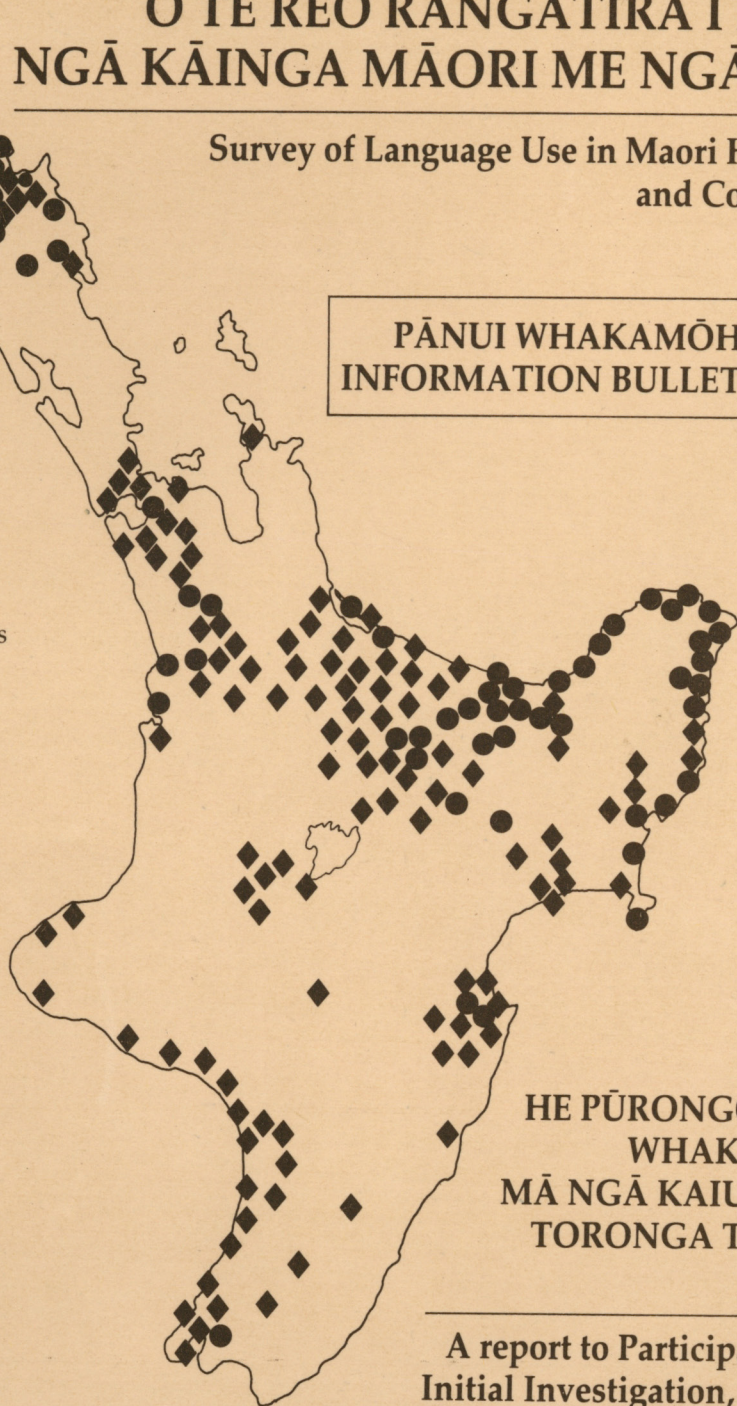
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Localities in which
ten or more households
were visited

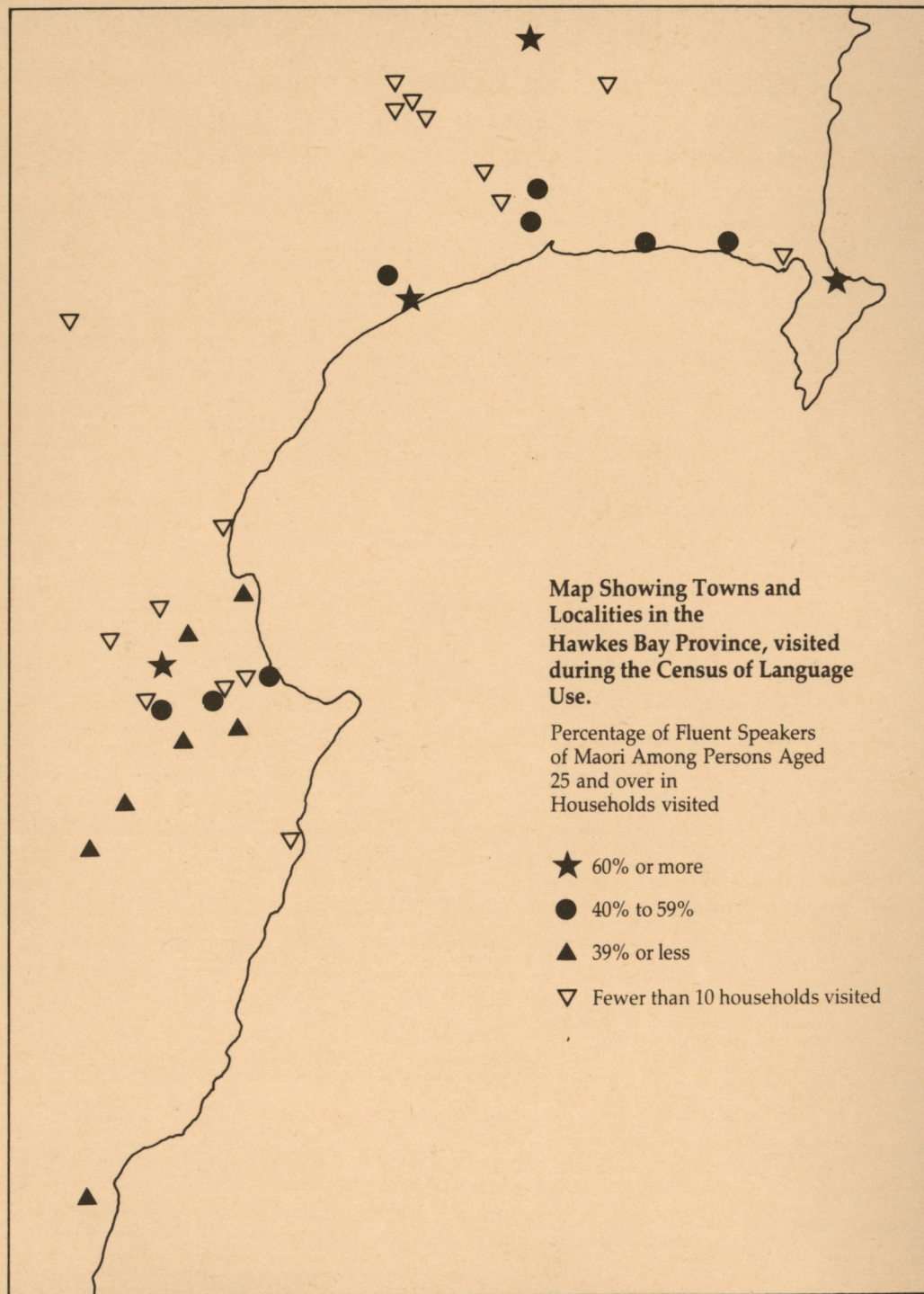
● Two thirds or
more of adults were
fluent speakers of
Maori

◆ Less than two
thirds of adults were
fluent speakers of
Maori



HE PŪRONGORONGO
WHAKAMŌHIO
MĀ NGĀ KAIURU KI TE
TORONGA TUATAHI,
1973-1978

A report to Participants in the
Initial Investigation, 1973-1978



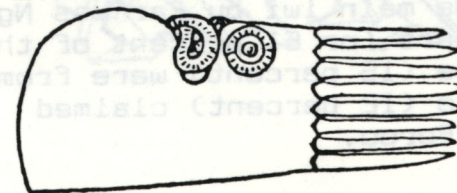
THE MAORI LANGUAGE IN PUKEHOU

Fieldwork for the survey of language use in Maori communities was carried out in 18 households in Pukehou in December 1977 and January 1978.

The interviewers were Patricia Parata (Ngati Porou/Ngai Tahu), Ian Tawhiro Maxwell (Ngai Tai), Sharon Moerkerk (Maniapoto), Tawini Rangihau (Tuhoe) and Taari Nicholas (Ngati Ranginui/Ngaiterangi /Ngapuhi).

The households visited had a total population of 89 - 88 of whom were of Maori descent. This was nearly half Pukehou's total Maori population at that time.

Two of the interviews were carried out entirely in Maori, one in both Maori and English and the remaining 16 entirely in English.

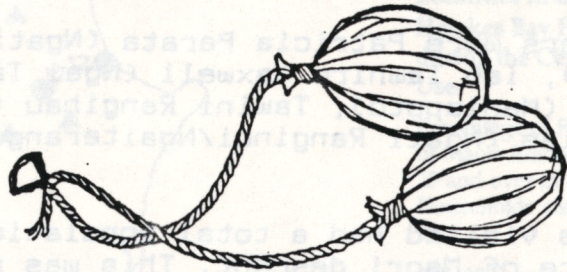


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Knowledge of Spoken Maori in Pukehou (1977/1978)

Age Group	Fluent Speakers	Understand Easily	Limited Understanding	No Knowledge
45 years & over	6 (46%)	9 (69%)	2 (15%)	2 (15%)
25-44 yrs	3 (17%)	5 (28%)	3 (17%)	10 (56%)
15-24 yrs	0 (0%)	3 (14%)	10 (48%)	2 (6%)
2-14 yrs	0 (0%)	9 (25%)	2 (6%)	25 (69%)
Overall	9 (10%)	26 (30%)	17 (19%)	45 (51%)

(Figures refer to members of households visited; percentages have been rounded to nearest whole number)



Results of the Linguistic Survey

Iwi Affiliation

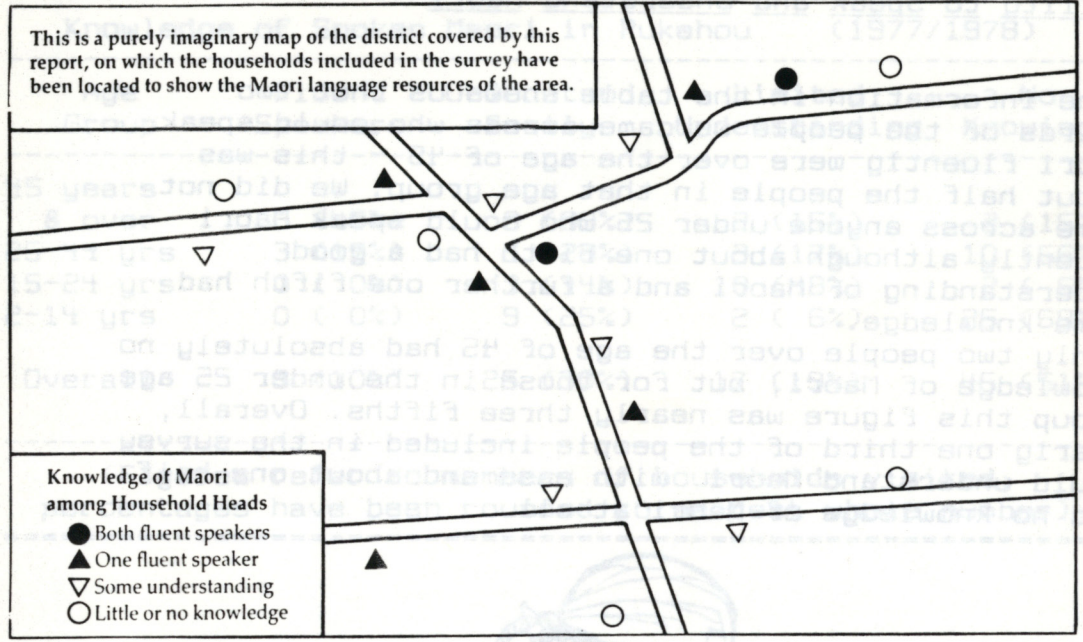
The people interviewed mentioned a total of five major iwi to which they or the members of their household belonged. The main iwi by far was Ngati Kahungunu with 54 members (or 61 percent of the total). Thirteen people (15 percent) were from Ngati Raukawa while 11 people (12 percent) claimed affiliation with Ngati Porou.

Ability to Speak and Understand Maori

The information in the table shows us that two thirds of the people we came across who could speak Maori fluently were over the age of 45 - this was about half the people in that age group. We did not come across anyone under 25 who could speak Maori fluently although about one fifth had a good understanding of Maori and a further one fifth had some knowledge.

Only two people over the age of 45 had absolutely no knowledge of Maori, but for those in the under 25 age group this figure was nearly three fifths. Overall, nearly one third of the people included in the survey could understand Maori with ease and about one half had no knowledge of Maori at all.





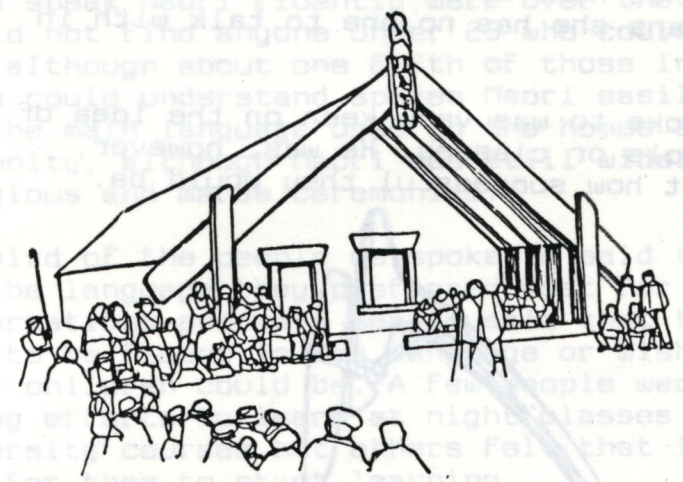
Use of the Maori Language in the Household

In 14 of the 15 households with dependent children visited, English or mainly English was the main language used. Maori and English were used equally in one household. English was used most or all of the time in two of the three childless homes included in the survey while Maori was used with visitors in the remaining childless household.

Maori Language in the Community

English was the main language used by our informants for everyday communication with neighbours, visitors and children. A few people reported using both Maori and English but on the whole English was the most widely used language. However, about two fifths said that Maori was the language used in certain religious ceremonies and a further one fifth said both Maori and English were used on such occasions. Maori was also the main language used on the marae in formal situations such as whaikorero.

If two people included in our survey in Pukehou were to meet unexpectedly and they were both adults, the chances that they would be able to have a conversation in Maori would be about one in eight. However, if one or both of the people were children, the chances would be practically nil as we did not come across anyone under 25 who could speak Maori fluently.



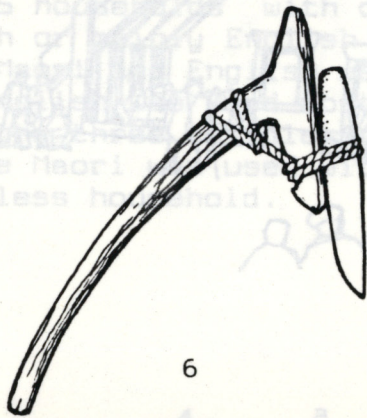
Attitudes Towards the Maori Language

Maori was the first language understood by about one third of our informants and was the language two fifths preferred to use for everyday conversation. Several others who could not speak Maori said that they wished they could. The parents of some of these people had both been fluent speakers of Maori but had not taught their children the language. A few people deeply regretted this fact.

Some people also expressed the wish that their own children learn Maori. One woman who knew no Maori although her parents had both been fluent speakers, said that she wanted her children to learn Maori so that "they would not be the same as her."

Two people spoke of difficulties of learning the language or even of finding opportunities to use it because of the scarcity of fluent speakers in the community. One man told us that although he can speak Maori his wife cannot so his children have never had a chance to learn. Another woman commented that she was very sad that none of her workmates can speak Maori as it means she has no one to talk with in Maori.

One man we spoke to was very keen on the idea of bilingual schools or classes. He was, however, sceptical about how successful they would be.



Conclusion

The majority of people we came across in Pukehou who could speak Maori fluently were over the age of 45. We did not find anyone under 25 who could speak Maori well although about one fifth of those in this age group could understand spoken Maori easily. English was the main language used in the homes and in the community, although Maori was still widely used in religious and marae ceremonies.

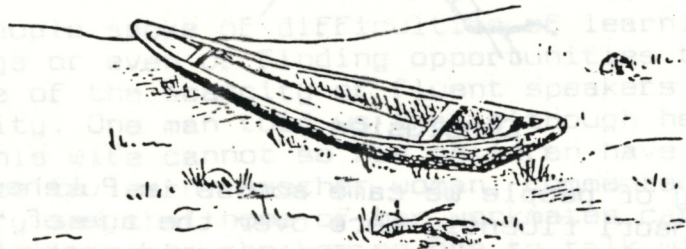
A third of the people we spoke to said that Maori was the language they preferred most for everyday conversations and many people said that they would like to be fluent in the language or wished that their children could be. A few people were already making efforts to learn at night classes or through university courses but others felt that it was too late for them to start learning.

Attitudes Towards the Maori Language

There was much good will towards the language, and a desire that it should be spoken by the next generation, despite the doubts expressed by some that this would be possible. Even those who were inclined to be pessimistic will have been encouraged by such developments as the kohanga reo, the ataarangi movement, and steps being taken to make Maori and official language of New Zealand.

Some people also expressed the hope that their own children learn Maori. One woman who knew no Maori, although her parents had been fluent speakers, said that she wanted her children to learn Maori so that they would not be the same as her.

Two people expressed the hope of learning the language to use it in their own homes. One man who had never had any Maori in his home said that he would like to have his children learn Maori so that they could speak it at home. Another man said that he would like to have his children learn Maori so that they could speak it at home.

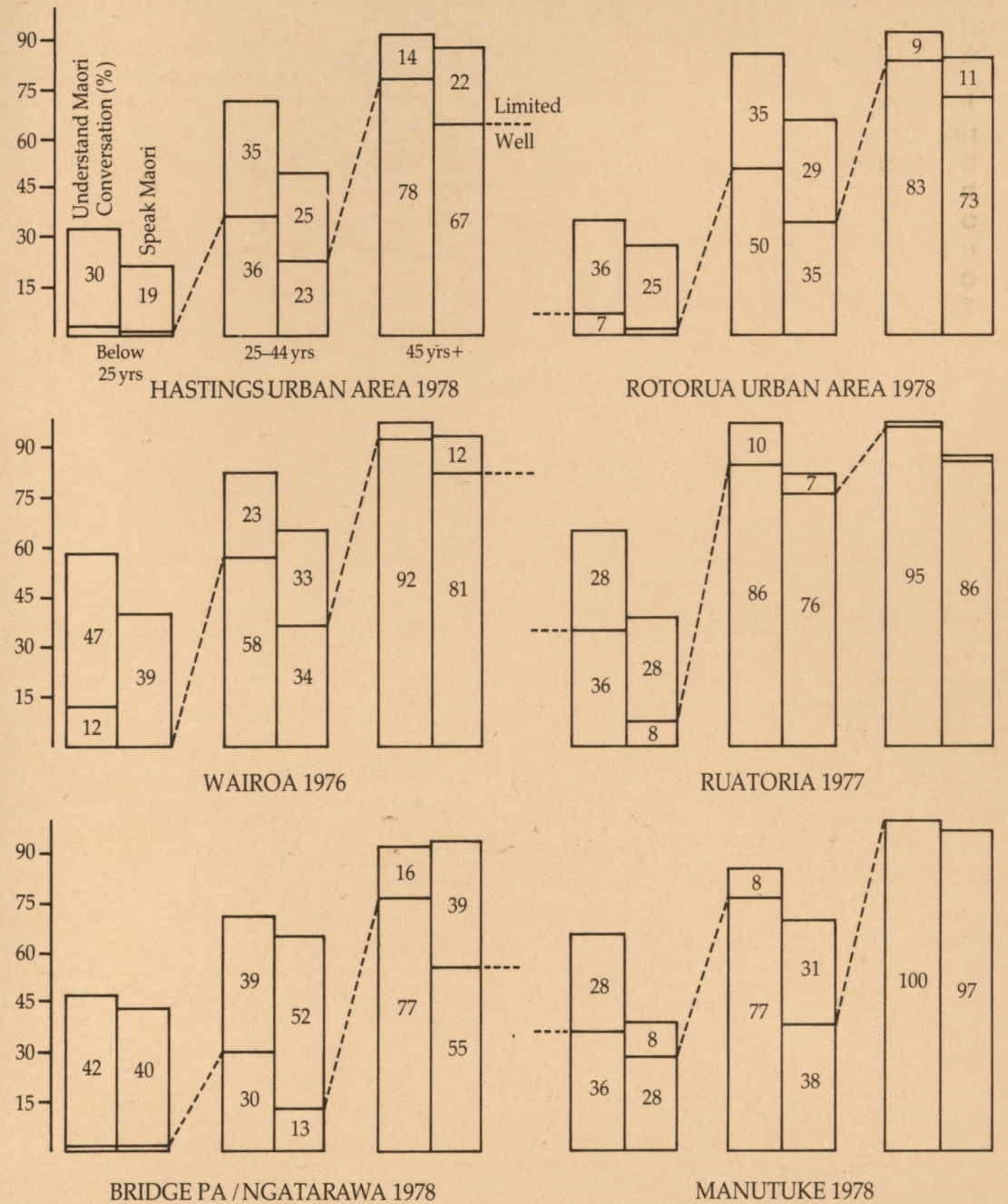


This report was prepared by:

Paula Martin
(Ngai Tahu/Rangitane)

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Knowledge of Maori Language by Age Groups in Selected Areas at the Time of the Linguistic Census



The Survey of Language Use in Maori Households and Communities

The census of language use on which this report is based is the first part of a general study of the place of the Maori language in Maori communities, its structure, how it is spoken and written under modern conditions, and its relevance to New Zealand as a nation. This study is being conducted by the Maori Unit of the New Zealand Council for Educational Research. Fieldwork for the census phase began in Whangaroa County and Te Tii in August 1973, and ended in August 1978. Follow-up studies and studies in additional communities will be undertaken from time to time (the first of these was conducted in Waverley in August 1979).

The map on the front cover shows the approximate localities in which ten or more households were visited between 1973 and 1979. Since the linguistic census was completed, the major task of the Unit has been the analysing and reporting of the information collected. At the same time, however, studies of the structure and usage of the Maori language have commenced; these will result in a series of handbooks and other materials for teachers of Maori (including parents), and for people wishing to learn the language. An example of this is *The First Basic Maori Word List*, published in 1982. Other publications have included background studies for bilingual education projects, and reports on policy issues affecting the Maori language and Maori speakers – for example, the legal status of Maori in New Zealand.

The Purpose of This Report

This report has been prepared for the people who participated in the original survey and who provided the information on which it is based. It is hoped that it will encourage people to compare the situation now with that at the time covered by the report, and that this information will provide a basis for discussion and debate about what action, if any, each community might take to ensure that the Maori language is at least as important in the twenty-first century as it was in the 1970s.

Further Information

One copy of this report is provided free to each person interviewed during the linguistic census in the area concerned, and to local schools, Maori Language Boards, and Maori Committees. Further information about the linguistic survey, and lists of publications, may be obtained from the Maori Unit, New Zealand Council for Educational Research, P.O. Box 3237, Wellington.



Ngā Mihi/Special Thanks

Our first thanks must go to the 6,500 Maori families who entrusted us with the information presented in this series of reports. Fieldwork for the survey was funded substantially by contributions from the Lottery Board of Control, Fletcher Holdings Limited, the Maori Purposes Fund, and the Maori Education Foundation. The coding and analysis of the data was supported initially by a grant from Fletcher Holdings Limited, and further financial assistance for these purposes has been provided by Mobil Oil N.Z. Limited, the Post Primary Teachers Association, the New Zealand Educational Institute and the Raukawa Trustees. The writing of these reports was made possible by the generosity of the J.R. McKenzie Trust.