

Kapa Kōrero

Te reo i waho i te akoranga

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Whakarāpopototanga

He mātautanga te rangahau nei o te rōpū e kīia nei ko *Kapa Kōrero*, he rōpū ā-hapori tēnei kia tautoko i te whakaoranga o te reo Māori. I whakatūria te rōpū nei e ētahi tauira pakeke o te reo i a rātou i te whare wānanga e ako ana i te reo Māori. He uaua te whakawhanake i ō rātou pūkenga kōrero ki a rātou i te mea hāunga te wā i roto i te akoranga he iti rawa te wā me ngā wāhi ki a rātou ki te whakamahi i tō rātou reo. Nā reira, i runga i te whakaaro me māori te karawhiu o te reo kia whakawhānui ai ngā horopaki mā tātou katoa ki te kōrero, i whakatūria te rōpū. Mai i taua wā kua hui te rōpū a Kapa Kōrero ia marama, ia marama ki tētahi wāhi tūmatanui ki te kōrero, ki te whakaharatau, ki te tiaki hoki i ngā hononga i waenga i te reo. Kei te tipu tonu te rangapū, ā, ko te rangahau nei he paku tirohanga ki ngā āhuatanga me ngā hua kua puta mai mā ētahi o ngā mema o te kapa.

Abstract

This research is a study of a community driven language revitalisation initiative known as *Kapa Kōrero*. This group was established by a cohort of adult Māori language students while studying the language at university. It was difficult for them to develop their oral language skills, because, aside from their time in the classroom they had very few other times and places available to them to use their language. Hence, with the thought in mind that the use of the language needs to be normalised to expand the contexts available to use it, the group was formed. Since its inception, the group comes together monthly in a public setting to speak, to practice, and to nurture relationship established in the language. The group continues to grow, and this research is a brief insight into the aspects and outcomes of the group as seen by some of its members.

Ngā Mihi

Kei te maumahara tonu au ki te wā me te wāhi i hui ai mātou ia wiki, ia wiki. Ko Esquires te ingoa o te wharekai i te huarahi o Wellesley, i te pokapū o Ākarana, kāore e tawhiti atu i te Wānanga Aronui. I reira i puāwai mai te whakaaro mō te rōpū e kīia nei ko Kapa Kōrero. Ki ōku hoa ako o taua wā e kore rawa koutou e wareware i a au, hei tā te whakatauki ‘me titiro whakamuri kia anga whakamua’, nā, ko koutou tērā. Kāore āku kupu hei whakapuaki tika i āku mihi whakamoemiti ki a koutou, heoi ki a koutou ngā mema taketake, āku mihi nui ki a koutou, ki ō koutou reo kōrero, me ō koutou whakahoahoa. Me i kore ake koutou, kua kore te rōpū nei e puāwai mai ki te ao tūroa.

Ki ngā mema me ngā kaitautoko o te rōpū mai i te tīmatanga ki ēnei rā, ki te kore koutou e tae ā-tinana mai ki ngā hui ia marama, ia marama kāore he take tō te Kapa nei. Ko koutou ngā tūtei o Te Reo kia whakahokia āna kupu i te mata o te pene ki te mata o te arero, kei te mihi, kei te mihi.

Me tuku ahau i te mihi motuhake ki ōku pou whirinaki i runga i te huarahi o Kapa Kōrero, arā, ki a Piripi kōrua ko Eru, mō te tautoko me te whakariterite mahi kei tawhiti kōrua.

Me mihi ka tika ki ngā kaiuiui tokoono. Kei te mōhio pū ahau ki te uara o te wā ki a koutou me te nui o ngā whakaaro i roto i ngā whakautu i tukuna mai e koutou katoa. Ko ā koutou kōrero te matū o te puka nei, mō tēnā, kāore āku kupu kia whakatinanahia te uara o ā koutou kōrero, heoi e kore rawa āu mahi e wareware i a au, āku mihi nui ki tēnā, ki tēnā o koutou

I hoki ahau ki te whare wānanga ki te ako i te reo Māori i te tau 2012 ki tētahi hōtaka harangotengote, i taua wā kāore ōku whakaaro mō te tohu paerua, mea rawa ake kei

konei ahau. Heoi, i te mea tokoiti noa iho ngā kaiako reo Māori i te Wānanga Aronui ko Dean tōku kaiako i ngā pepa e whā, nāna te hanganga o te rōpū i tautoko, nāna hoki ahau i akiaki kia haere tonu ki te tohu paerua. Tēnā, āku mihi kore mutu ki a koe e taku ruānuku, taku kaiarahi i te tuhinga nei. Kua hūnuku te katoa o tōku ao, kua tūwhera ngā kuaha ki ngā momo mahi e hiahia ai au, ko taku whai i te reo taku ohoooho, ko te reo taku māpihi maurea, ko koe tēnā i whakatenatena mai ki a au kia haere tonu, haere tonu. Mō ngā piki me ngā heke, mo ngā aromatawai tōmua me ngā mea tōmuri, mō te haerenga ki Hawai’i, mō ngā āhuetanga katoa mai i te pepa o Te Māhuri tae noa ki te tukunga o te pukapuka nei, e whakawhetai katoa ana au, mahalo nui, ki a koe, otirā ki a koutou ko tō whānau hoki.

Ehara i te mea he huarahi takitahi tēnei, ā, ko ōku kaiako katoa he rawe, i tīmata tēnei hīkoitanga i te kura tuarua, tēnā koe Mr Whatarau, moe mai rā e koro. Ki te pepa tuatahi i te whare wānanga, tēnā koe Jennifer Martin, he wahine whakaohoooho koe. Kātahi i peke au ki Te Wānanga o Aotearoa nōku te whiwhi, te honore hoki ki te ako i raro i te kāhui pouako, tēnā koutou Te Kurataiaho, ko Mataia, ko Te Korou, ko Juneea, mō te whakaako i ngā āhuetanga katoa o te ao Māori me te whakatatara, kei tawhiti koutou. Ki ngā kura reo me ngā kaiako tokomaha o reira, kei te mihi, kei te mihi, ka kite anō ahau i a koutou.

Ko taku mihi whakamutunga, me taku mihi aroha, ki tōku whānau. Āku piki kotuku tokotoru, ko koutou te take e whai ana ahau i ērā kārangaranga nō roto i a au, i te mea koinā tāku ki a koutou, whāia ērā mea e hiahia ai koutou, tēnā me whakatinana au i āku ake kupu ka tika. Heoi, kei wareware koutou, ko koutou taku take. Ki te tau o taku ate, e taku tāne. Ko koe taku toka tū moana, ahakoa āku amuamu, tōku pukukino, kei te mōhio pū au ko koe te hau maiangi ki tōku tuarā e pupuhi ana ahau kia tae atu ai tāua ki te wāhi e hiahia ai au. Ka nui tōku aroha mōu.

Whakataki

Ko Te-Horohoroinga-o-ngā-ringaringa-o-Kahu te maunga e

Ko Pōkaitū te awa

Ko Kearoa Te Uira e

E mihi atu ana Tārewa Pounamu

He kāinga nō ngā uri nei

Taharangi Tiukahapa

Tū mai mō ake tonu

Ko te tohunga o te waka

Ko Ngātoroirangi

Ko Tamatekapua te tangata

Te Arawa te iwi

Te Arawa te waka e

Tū mai rā Ngāti Kea tū mai rā

Tū mai rā Ngāti Kea Tuarā

Tū mai rā Ngāti Kea Ngāti Tuarā

Tīhei mauri ora!

Koinei ngā kupu o tētahi waiata nā tōku hapū, mō tōku hapū. He uri mātou nō Kearoa, nō te wahine a Ngātoroirangi, arā, te tohunga o Te Arawa waka. Kei te noho tonu te hapū i te haumarutanga o te pae maunga, o Horohoro, arā, Te-horohoroinga-a-ngā-ringa-o-Kahumatamomoe. Ko Patetere kei te uru nā reira koinā te wehenga o Tainui me Te Arawa, ko Ngāti Raukawa tō mātou kiritata. I ngā rā o mua, ko ngā hapū motuhake e rua a Ngāti Kea, me Ngāti Tuara, heoi nāwai rā i honohono ngā hapū e rua, ā, i puta ko Ngāti Kea Ngāti Tuara hei hapū kotahi. Ko au tēnei, ko tēnei tōku tātai whakapapa

Māori. He pai ki a au te kōrero nei i te mea ki a au nei e hāngai ana te whakapapa nei me te hononga o tōku hapū ki te kaupapa o te tuhinga whakapae nei. Ko te whakaoranga o te reo te kaupapa matua, engari ko te hononga i waenga i a tātou te iwi Māori, otirā, i a tātou katoa e ako ana i te reo ahakoa te iwi, mō te reo te take. Ahakoa he rerekē rawa te ao o nāianei i te reo o ō tātou tūpuna, he ōrite tonu te whakaaro - ko te hononga i waenga i ngā iwi, me te mahitahi, te oranga mō te iwi, te oranga mō te reo. Anei te whakatakotoranga o te tuhinga nei, ko *Kapa Kōrero* te pūtaketao o te rangahau nei. Koinei tētahi rōpū reo Māori mā ngā pakeke e ako ana i te reo Māori, engari, i te korenga o te reo Māori i waho i te akoranga he raru tērā ki te ako, he raru hoki ki te reo Māori.

Upoko 1 – Tikanga Rangahau

Kei roto i tēnei upoko ka tirohia ngā mātāpono kua arahina te rangahau nei. Ki konei whakatakotoria ai ngā tikanga rangahau e here nei i a au ki te kaupapa nei, me āku mahi hei ketuketū i te kaupapa nei.

Upoko 2 – Arotakenga Mātātuhi

Ko tā te arotakenga mātātuhi nei he toro atu i ngā puna kōrero, i ngā puna wānanga kia tīkina atu ngā kōrero, ngā ariā a ngā tohunga whakaora reo hei tūāpapa ki te kaupapa o Kapa Kōrero.

E ono ngā kaupapa matua ka tāutungia i te upoko nei:

1. Te nukunuku reo ¹
2. Te whakakōaro nuku reo ²
3. Te whakapūmautanga o te reo ³

¹ Language shift

² Reversing language shift

³ Normalising language

4. Ngā tautoko me ngā ārai ki te ako i te reo⁴
5. Ngā rautaki angitu⁵
6. Te whakakapi tūranga o ngā ākonga reo pakeke⁶
7. Te ao hangarau⁷

He nui ngā kōrero mō te whakaora reo, heoi kua tāutungia ngā tuhinga e hāngai pū ana ki ngā āhuatanga o te rangahau nei.

Upoko 3 – Te āhua o te reo

Ko tā te upoko nei ko te hītori o te reo hei whakaatu mai i te hononga o ngā mahi o mua ki te āhua o te reo i ēnei rā tonu. Waihoki, me mōhio tātou kua aro mai tātou i hea, kia mōhio me anga atu tātou ki hea.

Upoko 4 – Kapa Kōrero

Hei tā te wāhanga nei ko ngā kōrero mō te orokohanga o te kaupapa nei me ngā āhuatanga kua kitea i ngā tau kua taha ake nei. Ko tēnei te whakapapa o te rōpū a Kapa Kōrero mai i te tīmatanga tae noa ki ēnei rā, me ngā wawata mō ngā rā kei te heke mai.

Upoko 5- Ngā kōrero a ngā mema o te kapa

E whakaatu ana te wāhanga nei i ngā pātai i tukuna ki ngā kaiuiui me ā rātou whakautu. Kua whai te whakatakotoranga te wāhanga nei i te whakaraupapatanga o ngā pātai i tukuna atu i ngā uiuinga. Ahakoa he ōrite ngā pātai matua, i noho ngā pātai hei ārahi noa, nā reira i peka atu ngā whakautu me ngā kōrero ki kaupapa kē kei te āhua o te kaiuiui me āna whakautu.

⁴ Supports and barriers to language learning

⁵ Successful strategies

⁶ The role of adult language learners

⁷ The role of technology

Upoko 6 – Whakakapinga

I konei kua tuituia ngā kōrero a ngā kaiuiui me ngā ariā nā ngā mātanga whakaora reo hei whakakapi i ā rātou kōrero matua, hei whakaatu atu hoki i ngā kitenga o te rangahau nei.

Upoko 1 Tikanga Rangahau:

1.1 Whakataki

He tirohanga tēnei rangahau ki ngā āhuatanga o tētahi rōpū reo Māori. I whakatūria tēnei rōpū kia tautokohia ai ngā ākonga pakeke reo Māori kia whakamahi, kia kōrero i te reo i waho i te akoranga. Nā te mea ko tētahi raru i kitea e ēnei ākonga, he paku noa ngā wāhi ki a rātou ki te kōrero i waho i te akoranga. Nā konā, ko te take e whāia ana te kaupapa rangahau nei, kia tautuhia ngā āhuatanga, ngā rautaki pai kia whakahokia atu ki ngā mema o te rōpū hei tautoko tonu i a rātou, i ngā ākonga pakeke reo Māori.

Ko te whāinga matua o te rangahau nei kia arohae te rōpū e kīia nei ko Kapa Kōrero, me ngā āhuatanga o te rōpū kia kitea mēnā kua puta atu ētahi hua hei tautoko i te pūmautanga o te reo Māori mā ngā mema, mā ngā pakeke e ako ana i te reo Māori.

Ka arohae te kaupapa nei i ngā hua kua puta i te rōpū kōrero, otirā ki te tautuhi mehemea he hua whakahirahira tō ēnei momo rōpū kōrero. Nā te mea, kāore anō ētahi rangahau pēnei kia puta mō ēnei momo rōpū kōrero. I tēnei wā tonu he uaua tonu te kite i ngā wā me ngā wāhi e whakamahia ai te reo Māori hei reo kawē, engari me piki ake te nama o ngā wā me ngā wāhi e kawea ana te reo nā te mea ki te whakaorangia anō te reo me kōrero te reo e tātou, me kaua te reo e noho noa i te hinengaro (Bauer, 2008).

E mātai ana te rangahau nei i tētahi taiao e āhei ai ngā mema ki te whakaharatau i ō rātou pūkenga a-reo i waenga i ngā mema maha o te rōpū, arā, e whakawhānuitia ana ngā wā, ngā wāhi, me ngā kaikōrero (King, 2001; Spolsky, 2003). Kāore ngā kupu hei whakamahuki i te uara o ngā rōpū me ngā hapori kōrero Māori, i reira kia puāwaitia te reo engari me mahi tahi tātou katoa (Pohe, 2013). Heoi, nō te āhuatanga tūao o te rōpū Kapa Kōrero, he uaua te mōhio pū ki ngā hua pai, me pēhea hoki te rōpū e koke

whakamua kia tautokohia tonutia ngā mema me te reo. Ko te whāinga matua o ngā kitenga o te rangahau nei, kia mōhio pū te kairangahau, ngā mema o te rōpū, me ngā rōpū ōrite, ki ngā hua e hāngai ana ki te rōpū, ngā hua pai rawa, me ngā ngoikoretanga hei whakarite i ngā mahi whakamahere kei te heke.

Nā reira, he tāpiringa te rangahau nei ki ngā mahi whakaora reo o Aotearoa, mā te mātauranga hou kia puta, ā, kia tāpīhia ki te puna mātauranga mō te whakaora reo me te tiakitanga o te reo.

1.2 Kaupapa Māori

Hei tā Smith (2012) whakamahuki ka tautoko te tukanga kaupapa Māori i te mana o te iwi Māori, hei hāpai hoki i te reo me te ahurea Māori, ā, ko te mana Māori motuhake tētahi mea nui ki te oranga o te iwi me ōna āhuatanga katoa. Hei tāpiri atu ki tēnei ko te reo Māori kei te pokapū o te rangahau nei, me tētahi rōpū reo Māori, nā reira i whakatauria kia whai te rangahau nei i te tukanga kaupapa Māori. Ehara i te mea he Māori ngā tāngata katoa o te rōpū Kapa Kōrero engari hei tā Tā Himi Henare “ko te reo te mauri o te mana Māori” (1986 as cited in Moon, 2016, p. 17) nā reira, mokori anō me noho te kaupapa nei i raro i te haumarua o ngā mahi kaupapa Māori.

Kua whakatewhatewha te rangahau nei i ngā whakaaro me ngā wheako o ētahi mema o te rōpū reo Māori me tōna taiao māori, arā, kāore te horopaki i rawekehia. Kia tirohia ngā hua, pai mai, kino mai, kua puta i te rōpū, me ngā āhuatanga o ngā hui kua whakatūria kētia. I tīmataria te rōpū i runga i te whakaaro, he paku noa ngā āheinga ki te kōrero i te reo i waho i te akoranga. He tino ōpaki te tīmatanga, ā, he ōpaki tonu te kaupapa me te tikanga o ngā hui. Engari kua hipa ngā tau e toru, ā, kei te haere tonu

te kaupapa nei. Tēnā, kua toko ake te whakaaro ‘he aha ai?’, ‘he aha hoki ngā hua?’

Me mātai ngā whai painga o te rōpū nei kia whanake pai ai te rōpū.

Ko ngā mahi kaupapa Māori kua whārikihia hei tūāpapa, hei ārahi i te kaupapa nei, me te whāinga matua kia āwhina te rangahau nei i te whakanaketanga o te reo Māori i waenga i ngā mema o te rōpū kei te pokapū o te kaupapa. Tuatahi, kua whai te rangahau nei i ngā whakaaro me ngā wheako o ngā mema o te rōpū. He pakeke ngā mema katoa, ā, e ako ana rātou katoa i te reo Māori ahakoa he rerekē te huarahi ako o tērā, o tērā o ngā mema. Waihoki, ko te aronga ki ngā whakaaro me ngā wheako o ngā mema o te rōpū te pūtaketao o te pārangō kua kohia. Kei te kitea hoki ngā āhuatanga o te tukanga ine kounga⁸ i roto i te rangahau nei, arā, hei tā Tolich rāua ko Davidson (1999) mā te tiroiro, me te uiuinga o ngā tāngata i roto i te horopaki o te kaupapa nei, ka puta ngā raraunga, nama-kore, mō te kaupapa.

Nā reira, ko ngā uiuinga te tukanga matua kia kohia pārangō mō te kaupapa nei, i whai ngā uiuinga i ngā mātāpono e whitu i tāutungia e Smith (2012, loc 2579)

- Aroha ki te tangata⁹
- Kanohi kitea¹⁰
- Titiro, whakarongo.... kōrero¹¹
- Manaaki ki te tangata¹²
- Kia Tūpato¹³
- Kaua e takahia te mana o te tangata¹⁴
- Kia ngākau māhaki¹⁵

⁸ Qualitative research methodology

⁹ A respect for people

¹⁰ Present yourself to people face-to-face

¹¹ Look, listen, speak

¹² Be generous with your hospitality

¹³ Be cautious

¹⁴ Do not trample the mana of people

¹⁵ Do not flaunt your knowledge

Ko ēnei mātāpono te tūāpapa o te pou tarāwaho o te rangahau nei. Nā reira, i runga i ēnei whakaaro i wānangahia ngā whakaaro me ngā wheako o ngā kaiuiui o te rangahau, i kohia ngā whakaaro hōhonu, kātahi i tāutungia ētahi ōritenga i waenga i ngā kōrero.

Kia kitea te hītori o ngā mahi rangahau me te iwi Māori, otirā me ngā iwi taketake o te ao whānui. I ngā tau kua taha ake nei, kua puta ngā āwangawanga i waenga i ngā iwi taketake kua rangahaua. Hei tā Smith (2012) kua kitea te rerekētanga o te mana i waenga i te kairangahau me te hunga e rangahaua ana. Ka mutu, me kaua te kairangahau e pōhēhē he nui ake tōna mana i ō te hunga e rangahaua ai. Nā konā, hei āwhina kia whakatikaina te raru nei, kia arahina tēnei kaupapa e ngā mātāpono Māori, arā, te tika, te pono, me te aroha. Ki te whai te kairangahau i ēnei mātāpono ka taea ngā momo āwangawanga te whakaea. Ko te whāinga, he hua anō ka puta mā ngā tāngata kua rangahaua, kaua mā te kairangahau anake. Tēnā, ka whai te rangahau nei i ngā mātāpono kaupapa Māori, arā, ka whai i ēnei kua rārangitia mai nei, i takea mai i ngā kōrero a Smith (2012);

1. Hono ki tō te tangata Māoritanga
2. Hono ki ngā rapunga whakaaro, me ngā mātāpono Māori
3. Whakaponu i te mātauranga Māori, te reo, me te ahurea
4. Tiaki i tā te tangata whawhai mō te mana motuhake, me te rangatiratanga o te ahurea Māori

Hei tāpiri atu, ka huri au ki te kōrero a Ka'ai (2012, p. 4) me tāna whakamārama mō te kaupapa Māori hei tautoko i ngā kōrero a Smith:

“Kaupapa Māori Ideology is best understood as a culturally specific framework. It is located in te ao Māori (the Māori world) and reflects the relationship Māori have to the land and the environment, to Māori

socialisation patterns and cultural nuances and to Māori identity. It is a framework which is best understood by other Indigenous peoples as it corresponds philosophically with what underpins Indigenous peoples in colonised contexts, that is, their struggle for self-determination and the right to have their voices heard as they constantly fight against the disadvantaging consequences of the colonial legacy”.

1.3 Nō roto o te kaupapa

Nā te kairangahau me ōna hoa te rōpū Kapa Kōrero i whakatū. I whakatūria taua rōpū i te tau 2013, ko te kairangahau te kaiwhakahaere hoki o te rōpū, ā, kei te whanake haere tonu the rōpū me te nama o ngā mema. Kei te mōhio pai te kairangahau ki ngā āhuatanga o te rōpū, ā, he hononga hoki tōna ki ngā mema. Ka whakaute te kairangahau i ēnei hononga, ko te whāinga kia whakahokia ngā hua ki ngā mema me te rōpū.

“Insider research has to be as ethical and respectful, as reflexive and critical, as outsider research. It also needs to be humble.” (Smith, 2012, loc 2883).

Hei āpiti ki tērā, he kōrero Māori hoki te kairangahau, he ākongā pakeke, he Māori anō hoki ia, mō ngā kaupapa Māori he pai ake kia noho te kairangahau ki roto i te rangahau.

Ka tautokohia te whakaaro nei e Allen rāua ko Montell (1981, p11):

“On the positive side, if you are an insider, you will have knowledge of the locations written records and ways to get at them; you will know the people with whom you will need to consult; you will understand the general background and context of the subject you are investigating”

Manohi anō, kei reira tonu ngā tūpatotanga o roto me whai whakaaro atu e te kairangahau. Ka mutu, ka waiho mā ngā tikanga Māori, me ngā mātāpono rangahau Māori e ārahi ngā mahi.

1.4 Te Pou Tarāwaho

“Tēnei au, tēnei au te hōkai nei i taku tapuwae

Ko te hōkai nuku, ko te hōkai rangi,

ko te hōkai a tō tupuna a Tāne-nui-a-rangi

I pikitia ai ki te Rangi-tūhāhā

Ki te tihi o Mānono, i rokohanga atu rā

Ko ia te matua i riro iho ai

Ngā kete o te wānanga

Ko te kete Tuauri

Ko te kete Tuatea

Ko te kete Aronui

Ka tiritiria, ka poupoua

Ki a Papatuānuku

Ka puta te ira tangata

Ki te whei-ao, ki te ao-mārama

Tīhei Mauri ora!” (Barlow, 2002).

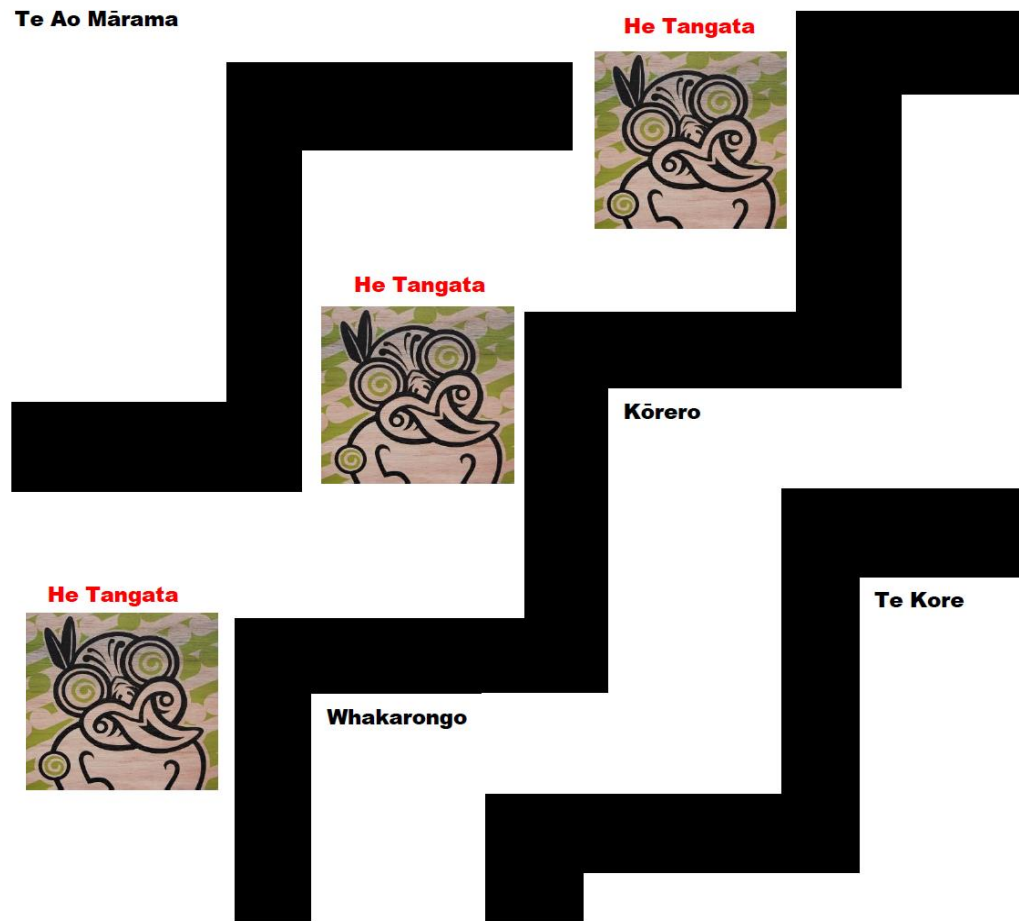
Koinei tētahi kōrero mō te orokohanga o ngā kete wānanga. Mōhiotia whānuitaia ai te kōrero i te ao Māori, he kōrero motuhake tēnei, he kōrero tūturu. Kua tukuna mai e ngā reanga e hia kē mai, i mua i a tātou o ngā reanga o ēnei rā. Me mihi ēnei momo kōrero, ēnei momo mātauranga i roto i te mahi rangahau nei. Koinei tētahi tauira o te orokohanga o ngā whakaaro Māori, me tō te Māori tirohanga ki te ao. Ehara i te mea ko ngā kupu anake e whakahirahira ana, tino kore nei, ko ngā mātāpono me ngā kura huna e takoto ana i roto ngā mea nui kia puritia e te iwi Māori hei mātauranga ki te arahi i a tātou i roto i ngā mahi o ia rā, o ia rā. Hei tā Smith whakamahuki (2012, loc 2623):

“Indigenous communities as part of the self-determination agenda engage quite deliberately in naming the world according to an indigenous world view. What researchers may call methodology, Māori researchers in New Zealand call Kaupapa Māori research or Māori-centred research. This form of naming is about bringing to the centre and privileging indigenous values, attitudes and practices rather than disguising them within westernized labels such as ‘collaborative research’.” (Smith, 2012, loc2623)

Tēnā me noho te kawa kei runga nei hei tūāpapa mō te rangahau nei. Ko Tāne-nui-ā-rangi te kaitiaki o ngā wānanga i Tikitikiorangi (Barlow, 2002). Nāna (nā Tāwhaki kē e ai ki ētahi iwi) ngā kete wānanga i tiki i ngā rangi tūhāhā hei mātauranga kia ora ai te ao-tūroa me ōna iwi. Hei tā te kawa o runga nei, koinā te āhua o tā Tāne haerenga, arā, mā te mātauranga i puta te ao i te wheiao ki te ao-mārama. He āhua pēnei hoki te rangahau nei, kua tīmata te kaupapa nei i te kore, ā, ko te tūmanako kua whanakehia te kaupapa i te kore ki te wheiao, ki te ao-mārama. Tēnā, me whai take te rangahau nei, ā, me kua rawa te mātauranga e noho hei hua mā te kairangahau noa iho, me toha atu kē.

Me kua hoki e wareware te tūranga o te kaitiaki i te kairangahau. Me tiaki te mātauranga, me tiaki hoki ngā mea katoa o roto, tāngata mai, wāhi mai, kōrero mai, kaupapa mai, hua mai, aha atu mai. Kei te pokapū o te rangahau, otirā o te Pou Taraāwaho, ko ngā tāngata. Ko ngā tāngata kei te pūtaketanga o te kaupapa nei, tēnā

me tiaki rātou e te kairangahau. Tirohia te āhua nei:



Whakaahua 1 Pou Tarāwaho

Ko te whakaahua nei e whakaatu mai ana i ngā tohu e rua, arā, ngā poutama, me Tiki hoki.

Ko ngā poutama e tohu ana i ngā poutama ki te rangi tūhāhā. E ai ki te ao Māori i piki ake a Tāne, a Tāwhaki rānei, i ngā reanga tekau mā rua ki te tiki i ngā kete mātauranga, hei oranga mō te iwi. I tuku iho ngā pakeke i tēnei mātauranga ki ngā tamariki kia whanake ai te iwi (Barlow, 2002).

Ko Tiki te tama a Tāne rāua ko Hineahuone, ko Tiki te matua o ngā tāngata kikokiko e mōhio nei ko tātou katoa (Cowan, 1930), ko Tiki te tohu o te tangata māori, te tangata tuatahi, te tangata kikokiko pēnei i a tātou, ngā uri whakaheke a ngā atua.

Ko te mahere kei runga nei hei ārahi i te rangahau nei. He tukanga kaupapa Māori e whakamahia ana ngā poutama e whakatinana ai ngā reanga maha o te ao mātauranga, me ngā paetae maha e whāia ai e tātou (Mead, 2003). E ai ki ētahi kōrero ko Tiki (te kanohi) te tohu o te tangata a-kikokiko tuatahi i whānau mai i a Tāne rāua ko Hineahuone. Ko ia hoki he whakamahara ki te kairangahau mō te mana o ngā tāngata kua whai wāhi i te rangahau nei. E whakaatu atu ana te tukanga nei i ngā whakaaro, me ngā mātāpono Māori. Mā te whakamahi o ngā tikanga Māori kia tautokohia te whanaketanga o ngā whānau, ngā hapū, ngā iwi anō hoki, kua ko te whanaketanga o te takitahi anake (Smith, 1999). Mā te kairangahau ngā tukanga rangahau e whakaara, māna hoki ngā mahi kanohi ki te kanohi e whai, e rua āna tirohanga hei kaitirotiro ka tahi, ka rua hei mema o te rōpū.

1.5 Te kohikohinga raraunga

Ko te tukanga matua i whakamahia kia kohikohia te raraunga, ko ngā uiuinga hōhonu a-kanohi ki te kanohi. Tēnā, i tūtaki te kairangahau me te kaiuiui i tētahi wāhi ōpaki, i tētahi wāhi hāneanea, he āhua mū te taiao kia kore te kaiuiui e pōreareatia, kia rere pai ai ngā whakaaro me ngā kōrero. I hangaia te āhua o ngā pātai pērā i tērā i uaki a Tolich rāua ko Davidson (1999, p. 108), arā, e toru ngā momo pātai:

1. Introductory questions to start the informant talking
2. A list of recurrent themes that represent the project's research interests
3. A set of generic prompts (such as 'how?' and 'tell me more').

Hei tā Urquhart (2013) ka puta ana te raraunga ine kounga, kātahi ka puta tētahi ariā, arā, e takoto pūmau ana te mātauranga hou i roto i te raraunga, me kaua te kairangahau, mō tēnei tukanga, e tīmata i runga i tētahi ariā. Me mārakerake kē tōna hinengaro ki ētahi whakaaro, ki ētahi mātauranga hou kia puta.

Heoi, ko te mea nui kia whakakipakipangia te kaiuiui ki te whakapuaki i ōna whakaaro, i ōna wheako, i ōna mātauranga anō hoki, e pā ana ki te kaupapa rangahau nei. Kia tū ngā uiuinga i waenga i te kairangahau me ngā mema ihu oneone ka tahi, ka rua kua kitea hoki ka tautoko aua mema i te reo Māori.

Nā runga i te whakaaetanga o tēnā, o tēnā o ngā kaiuiui, i tuhia ētahi whakaaro e te kairangahau mō ia uiuinga, i hopukina hoki ngā kōrero katoa ki tāna iWaea, kia manaaki pai ēnei i te haumarua o Te Wānanga Aronui ki Tāmaki.

Hāunga ngā kōrero kua kōrerohia i runga nei, kua pānuitia hoki te mahi a te tuhinga e pā ana ki ngā kaupapa whānui, arā, mō te whakaora reo, kaupapa Māori, rangahau Māori, rangahau auraki, hītori o te reo, kōrero mō ngā reo taketake o whenua kē, tuhinga rangahau mō te reo, tuhinga whakapae e pā ana ki te kaupapa nei, me ētahi kaupapa anō.

1.6 Te whiriwhiringa o ngā kaiuiui

Ka whiriwhiria ngā kaiuiui i te rōpū kōrero Māori e kīia nei, a Kapa Kōrero. I whakatūria te rōpū nei i te tau 2013 mā ngā pakeke kia huihui ai, kia rūmaki ai ki te reo Māori, kia whakapakari anō i ō rātou pūkenga reo Māori. I whakatau te kairangahau kia uiuia ngā mema ihu oneone o te rōpū, arā, ngā mema kua ū ai ki te kaupapa ka tahi. Ka rua ko ngā mema e ngākaunui ana i te reo, mā rātou te reo e tautoko i roto, i waho hoki o te rōpū.

Anei ngā paearu kia whāia mō te kōwhiringa o ngā kaiuiui:

- He mema o te rōpū nuku atu i ngā marama e ono
- Kua tae a-tinana ki ngā hui a Kapa Kōrero nuku atu i ngā wā e toru
- He āhua matatau te taumata o tōna reo, arā, ka taea e ia te whakaoti i te katoa, i te nuinga rānei, o te uiuinga i roto i te reo Māori.

Nā konā, he āhua pāpaku noa iho te puna o ngā mema i ō ai i ngā paearu nei. Nā reira, kua whakamahia te “purposive sampling method” (Oliver, 2006). Hei tā Oliver (2006) whakamahuki kia kōwhiringia ngā kaiuiui e te kairangahau, tēnā, nā te kairangahau ngā mema i tautapa, nāna hoki ngā mema i whiriwhiri. E ono noa iho ngā uiuinga hōhonu i hiahiatia ai, nā reira i whakapāngia ngā mea tokoono, engari i a rātou te tikanga ki te whai wāhi. I whakaae te katoa o te tokoono tuatahi i whakapāngia.

Tokowhā ngā wāhine, tokorua ngā tāne, tokowhā he whakapapa Māori tō rātou, tokorua kāore ō rāua whakapapa Māori. Kua huna ō rātou ingoa, tēnā, hei te tuhinga nei kua whakaingoatia rātou ‘Kaiuiui 1’ ki ‘Kaiuiui 6’. I roto hoki i ā rātou kōrero kua hunaia ngā ingoa o ngā tāngata kua kōrerohia, me te manako kia noho tapu ngā tāngata katoa.

Heoi anō tā ngā kaiuiui he whakapuaki i ō rātou mōhiotanga, i ō rātou wheako hoki hei mema o te rōpū, hei pakeke kōrero Māori hoki. He whakahirahira rawa tō rātou tūranga i roto i te rangahau nei. I hopu ngā kōrero mā te iWaea, ā, whai muri i ngā uiuinga i patopatohia te katoa o ngā kōrero, kātahi ka tukuna atu ki ngā kaiuiui nā rātou tā rātou ake kōrero i arohaehae, i whakaae hoki. I whakamōhio atu ki ngā kaiuiui katoa i te tīmatanga kei te pai ki te hiahia rātou ki te puta atu i te rangahau, ahakoa te wā, ahakoa te take, ahakoa te aha, kāore he raruraru.

Mō te whanonga i waenga i te kairangahau me ngā kaiuiui, nā rātou katoa ngā tikanga Māori i whai, he tikanga ahurea māori kē ēnei ki te nuinga, heoi kei te whārangi tuatoru o te ūpoko nei ngā mokamoka (Smith, 2012) o ngā tikanga i arahina ai tō rātou whanonga. I hangaia hoki tētahi puka whakaae (āpitihanga E) hei whakamaharatanga me whakaute te kairangahau ki a rātou kia oti pai te rangahau. Ka mihia ngā tāngata me ā rātou kōrero, ka whakingoatia hoki te kaiuiui ki te whakaae ia, i roto i te tuhinga whakapae. Hei te mutunga iho ka tukuna tētahi kape o te tuhinga whakapae ki ia kaiuiui. Ka noho hoki ngā kitenga o te tuhinga whakapae ki te ipurangi, e wātea ana ki a rātou e hiahia pānui ana, tērā pea ka noho tēnei hei rauemi kia āwhina ai ngā momo rōpū pērā i a Kapa Kōrero, me ētahi atu rōpū ā-hapori, me ētahi pakeke ākonga o te reo Māori.

1.7 Te arotakenga raraunga

Ko ngā tukanga kua whakamahia hei arotake i ngā raraunga kua puta i ngā kōrero a Davidson rāua ko Tolich (1999), me Richards (2005).

- Collect data using the questionnaire as guidelines
- Generate categories using the proposed questions as guidelines
- Collate and analyse by identifying themes, links and patterns – this includes looking for similarities and differences
- Writing the report – highlight and discuss emerging themes and patterns

Kua hopukina ngā reo kōrero, ā, kia tiakina ēnei hei taunaki i te tūturutanga o ngā kōrero i te pepa.

Ki tā Coffey rāua ko Atkinson (1996, P 8) e toru ngā āhuatanga ki te arotakenga raraunga ine kounga:

1. Whakamahuki¹⁶
2. Arohaehae¹⁷
3. Whakamāramatanga¹⁸

Koinei ngā āhuatanga kua whāia e te rangahau nei.

Mō te taha ki te arotakenga o te raraunga reo Pākehā, me te raraunga reo Māori, kua kōwhiringia kia noho te reo o tēnā, o tēnā i tōna āhua taketake. Nā reira, mēnā i kitea tētahi kōrero, ā, kua takitakina tērā kōrero, kua takitakina ā-māori nei, kāore te kōrero i whakamāoritia, i whakapākehātia rānei. Kua noho ngā kōrero i tōna āhua i kitea i tōna tuhinga taketake, heoi mēnā i tuhia anō te kairangahau i āna ake kupu, he reo Māori. Nā reira, he reorua ngā kōrero takitakinga.

¹⁶ description

¹⁷ Analysis

¹⁸ Interpretation

Upoko 2 - Arotakenga Mātātuhī

2.1 Whakataki

Kei roto i te wāhanga nei ka tāutungia ngā take rangahau o roto i te kaupapa e kīia nei ko te *Sociolinguistics*, me ngā āhuatanga e hāngai pū ana ki te rangahau nei. Anei ngā kaupapa matua i tāutuniga hei kaupapa e hāngai pū ana ki te rangahau nei:

1. Te nukunuku reo
2. Te whakakōaro nuku reo
3. Te whakapūmautanga o te reo
4. Ngā tautoko me ngā ārai ki te ako i te reo
5. Ngā rautaki angitu
6. Te whakakapi tūranga o ngā ākonga reo pakeke
7. Te ao hangarau

He āhua nui ngā tuhinga, ngā rangahau kua puta mai i ēnei kaupapa katoa. Heoi, kua tāutungia e te kairangahau ngā ariā, ngā rangahau, me ngā tuhinga e hāngai pū ana ki ngā pātai me ngā whāinga o te rangahau nei. Nā reira, ka arotake poto nei i ngā tuhinga e whai take mai ana, kāti ka aro atu hoki ki ngā tuhinga hou kua puta i ngā tau tata mai kua taha ake.

2.2 Te nukunuku reo

Ko te tikanga o te nukunuku reo ko te mimiti haere o tētahi reo taketake i te mea kei te mimiti haere te tuku o te reo i waenga i ngā whakatupuranga, arā, kei te heke iho te nama o ngā kaikōrero, ngā kaipānui, ngā kaituhi, me ngā kaimārama. Kei te heke iho hoki te nama o ngā whakamahinga o taua reo. Nā Fishman (1991, p.1) te kōrero “speech communities whose native languages are threatened because their

intergenerational continuity is proceeding negatively, with fewer and fewer users or uses every generation”.

Ko te nukunuku reo te ngaro haere o tētahi reo, kua pāngia ngā reo maha e tēnei raru. Ko te whakapākehātanga tētahi take nui, arā, ka tae atu tētahi iwi manene ki whenua hou me tō rātou reo manene. Nā wai rā ka pokea te whenua e te iwi hou me tōna reo hou, nā konā ka tāmia te reo taketake e te iwi hou me te reo hou. He ōrite ēnei kōrero mō ngā reo taketeke ki ngā whenua a Ahitereiria (Tsunoda, 2006), a Awherika (Thiong’o, 2009), a Scotland hoki (Dorian, 1981).

He hua te nukunuku reo o ngā āhuatanga maha i te wā roa, engari he pai ake te kōrero nei nā Fishman hei whakarāpopoto i te ngako o te pūtaketanga:

“When languages die, people do not stop talking. Cultures do not fold up and silently steal off into the night. They go and they talk the new language. They go on in the other language; they work out a new relationship between language and culture. The relationship is detachable; it is dislocated; it takes a lot of time; and it takes a lot of doing to once more have a traditionally associated language, having once lost one” (Fishman, 2007, p. 76).

Kua whakatakoto a Thiong’o (2009) i te āhua o Awherika me te whakapākehātanga o taua whenua. Ka whakataurite ia i ngā mahi whakarihariha a te iwi o Ingarangi kia whakawehewehea ai ngā tinana o ngā tāngata o Awherika, pērā i te pōutoa te kakī¹⁹, me te momotungia o ngā raho, ki te whakawehenga o te tangata i tōna iho matua me tōna ahurea. Ka tino hauā te tangata i ēnei wehenga.

Te whakakorenga o ētahi ingoa, i tapaina ngā tāngata me ngā tūtuhu whenua ki ngā ingoa hou, engari i roto i ngā ingoa taketake he kōrero hītori, kei wareware ērā kōrero (Thiong’o, 2009, p. 13-14).

¹⁹ Decapitation

Hei tā Dorian (1981) i tāna pukapuka *Language Death*, nāna i mātai ngā āhuatanga o te nukunuku reo, te mate o te reo rānei, o Kōtarani. Ka tīmata ia i te wā i te ora pai te reo Gaelic ki Kōtarani, kātahi ka whai ia i te āhua o te reo i ngā tau nō muri mai tae noa ki te tuangahurutanga 1980. I aro atu ia i te āhua o taua reo i tētahi rohe, te nekunekutanga o te reo, me te ara ake o te reo Ingarihi.

Ko te pēhitanga o tētahi ahurea he take nui i te nukunuku reo, me ērā momo mahi kino, arā, i te pēhitanga, i te whakatuanui ā-mātauranga²⁰, i te mōtītītanga²¹. Ka kitea ēnei momo mahi i ngā kōrero hītori o ngā whenua i urutomokia e iwi kē, pēnei i a Aotearoa nei. Ko te taenga mai a te Pākehā te tīmatanga o te nukunukutanga o te reo Māori, me ā rātou ture hei tāmi i te ahurea Māori (Fishman, 1991, p.56).

2.3 Te whakakōaro nuku reo

Nā reira ko te whakakōaro nuku reo te tauaro o te nukunuku reo, arā, ko tēnei te āria me te mahi hei haukotī, hei āwhina i ngā hapori reo kia piki anō te nama o ngā tāngata kōrero o taua reo taketake. Ko te mea nui ko te tuku o te reo i waenga i ngā mātua me ngā tamariki i te kāinga (Spolsky, 2003)

He āhua hou tonu te kaupapa nei, arā, te whakaora reo. I puta tuatahi mai ngā kōrero mō te kaupapa nei i ngā tau toru tekau i mua, pērā i ngā ruānuku, i a Dorian (1981) mō te reo o Kōtimana, i a Fishman (1991) hoki, mō te whakakōaro nuku reo.

Heoi, ko te matua o te whakaora reo ko Joshua A. Fishman. Kei te noho tonu āna mahi hei tūāpapa mō ngā āhuatanga katoa o te whakaora reo. Mai i te takiwā o te ngahurutanga 1970, te wā i tīmata ai ngā mātanga me ngā hapori reo kia aro atu ki te

²⁰ Hegemony

²¹ Assimilation

whakaoratanga o te reo, ko Fishman tonu te kōmata. Nāna tonu te nuinga o ngā kaupapa e kōrerohia ai i te ao whānui. Nāna te kī ‘Whakakōaro Nuku Reo’, ā, e kōrerohia tonutia ana i ēnei rā tonu i roto i ngā tuhinga maha mō te whakaora reo.

Hei tā Fishman (1991) ko te poutama tuatahi o te whakakōaro nuku reo, ko te whakapono a te tangata me whakaora te reo. Me aroha te reo e te tangata, me whakapono rānei ia he hua ka puta i te whakaora reo, tēnā ka hiahia ia ki te whakapau kaha kia whakarauoratia ai te reo (Fishman, 1991, p.39)

Ki te mōhiotia te hītori me ngā take o te nukunuku reo, me ngā panoni i waenga i ngā tau me ngā reanga, ka mōhiotia te oranga o te reo me te huarahi tika kia whakakōaro nuku reo – nā reira he mea nui hoki te kohikohi tatauranga (Fishman, 1991, p. 40-41). Mā ēnei tatauranga kia inea te whakamahinga o te reo, te kounga o te reo, me ngā waiaro ki te reo.

He mea hanga nā Fishman te Āwhata Haukotinga Tukunga iho²². He āwhata hei whakaatu mai i te kōeke o te nukutanga reo me ōna rongoā mō ia kōeke. He ōrite ki te Āwhata Rikitā²³ mō ngā rū whenua, tēnā, ka piki te nama ka kino ake te mate.

I roto i te reo Pākehā he maha ngā kupu mō te kaupapa nei, arā:

- Language Revitalisation
- Reverse Language Shift
- Language Regeneration
- Language vitality

Hei tā Spolsky (2003, p. 555) mō te language revitalisation “parents using a language to raise their children”. He āhua ōrite ēnei kīanga, otirā he āhua rerekē hoki kei te āhua o

²² GIDS Graded Intergenerational Disruption Scale

²³ Richter scale

te mātanga, o te kaupapa, o te kaituhi rānei. Ko te ngako o ngā kīanga nei ko te oranga o tētahi reo, me ngā mahi kia whakapakari i tētahi reo, me āna horopaki hei whakamahi. Tērā pea ko ngā rōpū Kawanatanga, ngā mātanga reo, ngā hāpori rānei, ngā kaikōkiri i ngā kaupapa nei. Kāti, hei tāpiri atu ki tērā, “Language regeneration is about language efforts for the objective of expanding the domains and speaking communities, finding new uses and users” (King, 2001, p. 26; Spolsky, 2003, p. 554-555).

Nā reira hei whakamārama atu i ngā kīanga kua whakamahia i roto i te rangahau nei, ko te Whakakōaro nuku reo te whakamāoritanga mō te ‘reversing language shift’, ko te whakaora reo te whakamāoritanga mō te ‘language revitalisation’. Kāti, ka whakawhitiwhiti ngā kīanga i roto i te tuhinga nei.

E ai ki a Hond (2013), mahia ai te whakarauora reo i roto i te tangata, kāore i roto i te reo, arā, me oreore te tangata, kātahi ka panoni te tangata i āna mahi o ia rā, kia whakauru ai he reo hou ki roto i tōna ao. Mā konei ka oreoretia te reo.

Arā noa atu ngā take e pai ai te whāinga o te whakarauora o ngā reo taketake. E ai ki a Fishman (1991) he kaitā ngā hua kino ki te ahurea me te tuakiri o te tangata mēnā kāore i a ia tōna reo. Hei tā Waikerepuru i roto i tā Hond (2013) tuhinga whakapae, tokomaha ngā tāngata Māori tē taea te kōrero Māori, ā, kei te mōhio mārika rātou ki tō rātou ake kore mōhio, arā, ka kore te reo i te tangata kua hauā, hauā rawa i roto i tōna ao Māori. Nā reira, ko te whakarauora reo he rautaki whakatika i ēnei momo raru.

He mea whakahirahira ngā momo mahi tūao a ngā tāngata manawanui, a ngā tāngata e ngākaunui ana i te reo, ā, he hua tō ēnei momo mahi ahakoa te iti (Fishman, 1991). I pēnei te pūtaketanga o Te Kōhanga Reo. E ai ki a Waho me Tāwhiwhirangi (2014), nā ēnei momo mahi, me ēnei momo rōpū, Te Kōhanga Reo, me Te Kura Kaupapa Māori i whakatū. Heoi anō, e kore ēnei mahi tuatahi e whakarauoratia katoatia te reo, engari he tūāpapa whakahirahira tonu.

Heoi, ko tētahi raru kua kitea e ēnei momo rōpū, ko ngā herenga a ngā pūtea Kāwanatanga e whakawhanake ai ēnei momo kaupapa. He pai te pūtea, engari kāore ngā ture, ngā here rānei i te pai. E ai ki a Fishman (1991) me tautoko ēnei momo pūtea kāwanatanga i te kaupapa me te mana o te rōpū whakahaere, engari i te nuinga o te wā mā ngā here te kaupapa me ngā whāinga paetae e kāhaki. Ki te titiro tātou ki ngā kaupapa nui kua whakarewaina e ngā Kāwanatanga, i te nuinga o te wā ka hinga ēnei mahi nā te kore minamina o ngā kaimahi ki ērā kaupapa.

2.4 Te whakapūmautanga o te reo

Ko tētahi o ngā taero nui o te whakaoranga o te reo ka kore te reo e whakamahia i waho i ngā momo pūnaha pērā i ngā kura, i ngā whare wānanga, i ngā marae me ngā horopaki ōkawa. Ahakoa kua nuku atu i te 30 tau i te putanga o te pūrongo a Benton (1979), arā, te pūrongo nāna nei ngā raru o te reo i whakamuramura i whakakipakipa hoki, kia tīmata ai tēnei mea, te whakarauora reo. Waihoki, tae noa ki tēnei wā he paku tonu ngā tohu kei te whakapūmau haere te reo Māori i Aotearoa nei (Bauer 2008). He maha ngā take ka kōrero Pākehā kē ngā hāpori o te whenua nei engari mō ngā take nei me whakaaro tātou mō te mana o te reo i roto i te hinengaro, inā hoki ki te kore ngā mātua e whakapono atu ki te uara o te reo, e kore rātou e whakapau wā kia ākona te reo, kia whakamahia te reo, kia tukuna hoki te reo ki ngā tamariki (Hond, 2013)

I raro i te kaupapa matua o te whakamahere reo²⁴ ko te whakapūmautanga o te reo e hāngai pū ana ki te whakamahi o te reo²⁵. Kua tāutu a Hond (2013) i te uara o ngā hāpori reo Māori hei whakaora i te reo. E ai ki a Splosky (2012) ahakoa te rere o te reo

²⁴ Language planning

²⁵ Language use

i te kāinga te mea matua mō te whakaora reo, he aweawe tonu tō ngā waiaro o rātou o waho i te kāinga. Ko tēnei tētahi tikanga mō te hāpori reo;

“a small social network (such as regular patrons of a coffee shop) forms a speech community, and so does a large metropolis or a country, a region, or a communication network (like the Internet). In each case, the goal of sociolinguistic study of such a community is to relate the significant language varieties to the significant social groups and situations.” (Spolsky, 1998, p. 25).

He uaua rawa ki te hanga i tētahi wairua ā-hāpori mō te taha ki te whakapūmau i te reo (Fishman, 1996, p. 80) ko ngā hāpori e kōrerohia nei ko ngā hāhi, ngā rōpū hākinakina, ngā whānau, ngā hapū, ngā iwi. Me hanga tēnei momo wairua i waenga i ēnei momo hāpori kia whakarauporotia ai te reo.

“The social study of language” (Spolsky, 1998) ko tēnei kaupapa e kīia nei ko te *Sociolinguistics* e pā ana ki te hononga o te reo me te pāpori, arā, ngā reo e whakamahia ana me ngā āhuatanga o ngā pāpori e noho ai ēnei tāngata e whakamahi ana i te reo. Whakaaturia ai te pukapuka Sociolinguistics nā Bernard Spolsky ngā āhuatanga o tēnei kaupapa. He maha ngā āhuatanga kia whakaarohia, arā:

- Ngā āhuatanga o te whakahua me te whakatakotoranga o te reo o te tangata
- Ngā āhua o te tangata, arā, ōna tau, te ira, mātauranga, tōna hau kāinga, tōna kāinga noho
- Te taiwhanga e rere ai ngā kōrero

Hei tā Spolsky (1998) e rua ngā tukanga matua hei kōhi raraunga mō te kaupapa nei,

1. Te mātai²⁶

2. Te mātai tatauranga²⁷

²⁶ Observation

²⁷ Statistics

he āhua matatini ngā mea e rua, he pai ake pea kia haere ngātahi ngā mea e rua nei.

Hoei, me māia hoki te tangata ki te kōrero i te reo Māori ki ōna whanaunga, ōna hoa rānei i ngā wāhi tūmatanui. Ko ēnei ngā horopaki whakahirahira mō te whakapūmautanga o te reo, engari me mārama te tangata i te reo, ā, me mārama tōna reo e ōna hoa kia māia ai te tangata ki te kōrero (Pohe, 2013).

2.5 Ngā tautoko me ngā taero ki te ako i te reo

Ahakoia te mahi a te rangahau i te ao whānui mō te whai i tētahi reo tuarua mā ngā pūnaha mātauranga, he paku noa iho ngā taipitopito mō ngā ākonga pakeke me ā rātou whai i te reo Māori.

Mō ngā mea tautoko me ngā taero ki te ako i te reo Māori e pā ana ki ngā ākonga pakeke, ahakoia he paku noa te rangahau, kua puta ētahi rangahau i ngā tau tata ake nei. Nā Chrisp (2005) ētahi kōrero mō ngā tautoko me ngā taero mā ngā whānau Māori kia tukuna te reo i tētahi reanga ki ngā reanga e whai ake nei. Nā Te Huia (2013) tētahi rangahau ‘exploring motivations, enablers and inhibitors for HL2 (heritage language learners)’. Ko Ratima (2013) hoki tētahi nāna te kaupapa nei i rangahau, arā, ‘what are the factors that support or hinder adult learners in developing proficiency in the Māori language’.

Ko tētahi mea kua tāutungia e rātou katoa (Chrisp, 2005; Ratima 2013; Te Huia 2013) ko te whakamā hei taero kua pā atu ki te tini ngerongerero. I whākina atu e ētahi o ngā mātua o te rangahau a Chrisp (2005) ka kōrero ana rātou ki tētahi mātanga reo, ka whakamā rātou, otirā, i mea atu ētahi o ēnei tāngata ko te whakamā e kōrerohia nei tētahi mea hei whakakipakipa i ō rātou hiahia kia eke anō ki taumata kē. Nā reira, kei te āhua o te tangata te hua ka puta i te whakamā. Hei tā Ratima (2013) rangahau ka

whakamā ngā pakeke ki te kore rātou e mōhio ki tō rātou ahurea Māori, arā, ahakoa he Māori ia kāore ia e mōhio ana ki te reo me ngā āhuatanga o te ahurea, tēnā, ka whakaaro te tangata me mū kē ia, me tatari rānei kia kounga rawa tōna reo.

Ki te taha tautoko, ko ngā hononga i waenga i te ākonga me ōna hoa kōrero Māori tētahi āhuatanga matua hei āwhina i te whakawhanaketanga o tōna reo (Pohe, 2012; Ratima, 2013; Te Huia, 2013)

“Teachers must strive to foster an inside and outside of class environment conducive to students forming good relationships with one another, with themselves, and with others beyond the classroom environment” (Ratima, 2013, p. 246)

Hei tāpiri atu ki tērā ehara i te mea he rautaki hei whakawhanake anake i te reo, engari he momo akiaki, he momo aweawe hoki ēnei momo hononga, ēnei momo hāpori, kia whakapūmau te reo i waenga i ēnei rōpū hei reo kawē, nā konā, ka puāwai haere te reo (Te Huia, 2013).

Kua uaki hoki a Pohe (2012) me whai ngā ākonga reo Māori i ōna hāpori reo Māori hei tautoko, hei whakaharatau hoki i te reo. Kāore i te pai te ako i roto i te akoranga anake, me whakapūmau te reo i waho i te akoranga kia toitū tō te ākonga reo.

Heoi, ahakoa he taunaki ngā hononga i waenga i ngā ākonga me ētahi atu kōrero Māori, arā, he hāpori reo Māori, kua tautuhia a Te Huia (2013) i ētahi wā he uaua te hangaia hāpori reo Māori mēnā e noho ana te tangata i tētahi wāhi tokotorutoru anake ngā kōrero Māori, e torutoru anake hoki ngā taiwhanga e rere ai te reo.

“a sizeable barrier for an indigenous HL2 is the number of speakers available and limited locations in which the language is spoken. These barriers are very real in preventing speakers from advancing to near-native levels of proficiency.” (Te Huia, 2013, p. 171)

Nā konā, he uaua ake te whanaketanga o tō te ākonga reo.

2.6 Rautaki angitū

Mō te taha ki ngā rautaki angitū kia whakaora ai tētahi reo, me titiro atu ki te Āwhata Haukotinga Tukunga Iho nā Fishman. Kei reira ngā tohu o te hauora o te reo taketake me ngā rongoā mā ia kōeke. He rauemi tāna āwhata hei āwhina, hei ārahi rānei, nā te mea he rerekē ia horopaki, ia horopaki (Hornberger & Putz, 2006). Heoi, me whai ngā mahi whakaora i ngā kōeke o te Āwhata Haukotinga Tukunga Iho, arā, me kaua e hīkaka kia eke ki te taumata, pērā i te nukunuku reo, he haerenga roa te whakakōaro nuku reo. Me āta eke ngā kōeke.

Ki te mātaingia ngā rautaki o Aotearoa nei, me mātai ngā rautaki mātauranga, arā, Kōhanga Reo, Kura Kaupapa, Whare Kura, Kura reorua. Ahakoa he hua ō ēnei rautaki e kore te reo e whakaora mā ēnei rautaki anake, me rere tonu te reo i te kāinga, me te hāpori anō hoki (Fishman 1991, p. 368). Kāti, he rautaki whakahirahira rawa ēnei e ai ki te kōeke tuawhā o tā Fishman āwhata, me te whakaurunga o te reo i ngā hōtaka mātauranga whakature. Ko te Kōhanga Reo tētahi hōtaka auaha i i hangaia i Aotearoa, mō te horopaki nei, mā ngā nohinohi, e te iwi taketake.

Ko tētahi tauira o te angitu, ko te reo Wiwi ki Quebec, Kānata. Ahakoa ka tohe ētahi, nā whai anō i whakaora te reo i reira ehara i te mea i te mate rawa taua reo. E ai ki a Fishman (1991) ko ētahi rautaki i whai rātou, ko te whakaurunga o te reo i te pūnaha mātauranga whakature, ka tahi, ka rua i tohetohē ngā tāngata Wiwi o taua whenua kia whakatūria anō tō rātou mana motuhake mō ngā kaupapa tōrangapū, kaupapa ōhanga hoki, tēnā, i whakahokia anō te reo ki ēnei momo taiwhanga.

Ko te reo Kataronia²⁸ i te takiwā o Kataronia ki Peina tētahi tauira anō. I whakaora anō rātou i te reo Kataronia i waenga i ngā reo maha o Ūropi. I whakature rātou me ako te reo i te kura e ngā tamariki katoa, i horapahia te reo mā te ao pāpāho, ā, i whāia tētahi rautaki hei whakapūmau i te reo i waenga i te rohe. Heoi, i puta ēnei momo mahi whakaora reo i runga i te aroha ki taua reo, arā, ko te mana o te reo he mea nui.

Hei tāpiri atu, mō te taha ki te tangata e ako ana i te reo, i ētahi wā he rawe te wheako engari i ētahi wā he kino rawa. He hua rerekē ka puta i ngā horopaki e rua, ka puāwai haere ētahi tauira, engari ka mauāhara atu ētahi tangata i te reo mēnā he wheako kino tōna. Tēnā, me mātua pai te wheako i mua i te whāinga matua, arā, te tukunga o te reo ki ngā tamariki (Fishman, 1991).

2.7 Te whakakapi tūranga o ngā ākonga reo pakeke

E ai ki te Āwhata Haukotinga Tukunga iho a Fishman (1991) ko te ako reo mā ngā pakeke te poutama tuatahi o taua pūnaha hei whakaora anō i tētahi reo. I te korenga o ngā reanga kōrero Māori e puta mai ana me pīkau te haepapa o te ako reo e ngā pakeke. Ki Aotearoa nei ko te Kōhanga Reo me ngā Kura Kaupapa he tauira o ngā pakeke e whāngaihia ana ngā tamariki ki te reo.

Heoi, i waho i te pūnaha mātauranga tamariki, ki te puāwai pai te reo i roto i te tamariki me rere te reo i te kāinga hoki, kaua ki te kura anake. Kua kitea te rerekētanga o ngā tamariki kura Māori me te reo i te kāinga, he pai ake tō rātou reo hei reo motuhake i ngā tamariki kāore te reo i te kāinga. Ka mutu, ka tautokohia tēnei kōrero e Fishman (1991) me rere te reo i te kāinga, me pakeke mai ngā tamariki i roto i te reo. Nā ngā mātua te haepapa nei. Me i kore ake ngā mātua kia whakapūmau te reo i te kāinga.

²⁸ Catalan

Nā reira, ki Aotearoa nei he mea nui te pūnaha mātauranga, arā noa atu ngā akoranga e tūwhera ana ki ngā pakeke kia ākona te reo. Whakaritea ai ngā kura pō e te nuinga o ngā whare wānanga auraki, me ngā whare wānanga Māori, mā ngā reanga reo katoa hoki.

Tae noa ki ēnei rā, ko te nuinga o ngā mahi hei whakarauora i te reo e takoto ana i roto i te rāngai mātauranga. He iti noa te akiaki, me te tautoko ki ngā ākonga pakeke. He itiiti anō hoki ngā mahi rangahau a ngā pakeke me ā rātou haerenga hei whai i te reo (Pohe, 2013). Ka mutu, he mea nui ngā ākonga pakeke ki te whakarauora anō i te tuku iho o te reo ki ngā reanga tamariki. Nā reira, me ako ngā pakeke i te reo, ā, me mahi te reo e rātou i ngā horopaki whānui ake i te akomanga. Kua tautuhia, he mea nui ngā pakeke e ako ana i ngā reo tata korehāhā, nā te mea ka taea e rātou te tuku iho te reo ki ngā tamariki (Ratima, 2013).

He mea whakahirahira ngā pakeke i roto i ngā mahi whakamahere reo. Me i kore ake ngā pakeke Māori mai, Pākehā mai hei tautoko i ngā kaupapa maha e whakahaere ana kia pai ai te reo. Ki roto i te Rautaki Reo Māori a Te Puni Kōkiri (2014), e aro atu ana taua rautaki ki ngā hua kua puta mai i ngā momo arotake, pērā i te rīpoata o Te Taraipiunara o Waitangi *Ko Aotearoa Tēnei* (2011), me *Te Reo Mauriora* (2011). E rima ngā whāinga o te Rautaki Reo Māori:

- Me whakapiki te mana o te reo,
- Me whakapiki te kaute o ngā tāngata kōrero Māori
- Me whakapiki te mārama pū ki ngā āhuatanga o te reo
- Me whakakaha te kounga o te reo, me Māori tonu te reo
- Me whakapiki te kōrerotanga o te reo i waenga i ngā tāngata o Aotearoa nei

Mā Aotearoa whānui ēnei whāinga hei whai.

Me rere te reo hei reo Māori i waenga i ngā pakeke i ngā huihui ōpaki, ki waho o ngā akomanga me ngā horopaki ōkawa. Me kōrero te reo e ngā pakeke. Kāore ngā kupu hei whakamahuki i te uara o ngā rōpū me ngā hapori reo Māori ā-pakeke nei, mā konei ka whakawhanake te reo, ehara tēnei i te mahi takitahi (Pohe, 2013).

2.8 Te ao hangarau

He torutoru noa iho ngā tuinga e hāngai pū ana ki te reo Māori me te ao hangarau, engari ka tohe a Keegan rāua ko Cunliffe (2014) he wāhanga whakahirahira te ao hangarau mō te whakamahinga o te reo Māori, inarā, mō tō tātou rangatahi ki te whakamahi i te reo Māori. Kei te tipu te reanga o nāiane i waenga i tētahi ao hangarau, ā, kei te whanake haere ngā momo hangarau ia rā, ia rā. He mea māori ngā momo pūrere ki ngā tamariki, e ai ki ngā tatauranga i te pouputanga o te tau 2017. Inā noa atu ngā tāngata kua honohono atu ki te ipurangi (4 miriona, 88.7 ōrau) me Pukamata (3 miriona, 65 ōrau), arā, kua whakauru whānui rawa i ngā kokonga o Aotearoa (Internet World Stats, 2017). Heoi, mō ngā kāinga kōrero Māori mēnā he pūrere hangarau i te whare ka tohe a Mahuta (2016) tē taea te reo Pākehā te karo.

Inā te nui o te whakaaweawe o te ao hangarau i ngā mea katoa, he momo pūrere kei a te nuinga o ngā tamariki, o ngā taiohi hoki i ēnei rā. Waihoki he mea whakawhānui ā rātou hononga ā-wā, ā-wāhi hoki. Heoi, kei ngā momo iPae ētahi whārangi reo Māori, ko Tīhau, ko Tiriata, ko Pukamata, ko Paeāhua ngā mea matua e kōrerohia nei. Hei tauira, kei te pae Pukamata ngā whārangi kei raro nei, me te nama o ngā mema:

- Māori 4 Grownups (tōna 9700 ngā mema)
- He Tamariki Kōrero Māori (tōna 9100 ngā mema)
- Te Mana o Te Reo (tōna 8500 ngā mema)

Ko ēnei momo rōpū he rautaki whakahirahira hei whakahonohono i ngā tāngata kōrero Māori, mēnā he hononga ā-ipurangi, he hononga kanohi ki te kanohi rānei he whaihua tonu. Me i kore ake ēnei momo rangapū tērā pea ka kore rawa e tūtaki te nuinga o ēnei tāngata.

Kei te mōhiotia he wāhanga motuhake te hunga rangatahi mō te orange o te reo, ā, he mea nui te ao hangarau ki te hunga rangatahi, nā reira me whakaaro te whakaaweawe o te ao hangarau ki ngā waiaro o ngā taiohi ki te reo Māori. Ki te kore te reo Māori e kitea ka whakaū noa tērā, he reo itiiti noa iho te reo Māori. Hei tā Eisenlohr (2004) mō te hononga o te reo ki ngā momo hangarau ka whakaaro pea te taiohi he reo pai, he reo ‘cool’, he reo tau kē nei, he reo e hāngai ana ki tō rātou ao.

2.9 Whakatepe

Kua kōrerohia ngā āhuatanga o te whakakōaro me te whakaora reo e hāngai ana ki ngā reo taketake o te ao, ā, e hāngai pū ana ki te reo Māori. Me mārama ēnei kaupapa ki te mārama te tūranga o te reo Māori i tēnei rā, me ngā rā, me ngā tau ānamata. Kei reira ētahi akoranga i roto i ngā mahi kua mahia kētia, ahakoa ki Aotearoa, ki whenua kē rānei, pērā i te whakatauki ‘me titiro whakamuri, kia anga whakamua’. I te mea he pākeke ngā mema katoa o Kapa Kōrero, me aro ka tika ki te tūranga o tēnei rōpū i waenga i te kaupapa nei, manohi anō ko te ao hangarau me ngā taiohi he wāhanga whakahirahira anō hoki.

Upoko 3 - Te Āhua o Te Reo

3.1 Whakataki

I te tau 1800 ko te reo Māori te reo anake i kōrerotia i Aotearoa nei, i te tau 1899 i te noho kē te reo i te pari o te rua (Moon, 2016), kei reira tonu te reo i tēnei rā. Ka ketuketungia te haerenga o te reo i roto i te ūpoko nei kia kitea ngā piki me ngā heke i waenga i te tau 1800 ki tēnei rā, me te hononga ki te āhua o te reo i ēnei rā tonu. Kua whai te takotoranga o ngā āhuatanga o te reo ā-kaupeka, arā, ngā mahi matua i te takiwā o te tau 1800 ki te tau 2017. Katoa ngā kōrero e whai ake nei he whakarāpopoto o te whānuitanga o te hītori o te reo Māori. Ka mutu, i te mea he ngāwari te kimi atu i ngā kōrero hītori, ko tāku i konei he whakarāpopoto, he whakamahara i te kaipānui, kātahi ka whakahāngai ki te horopaki o te kaupapa o tēnei tuhinga.

3.1 Te reo Māori, te reo tuakana

He reo kōrero anake te reo Māori i te tau 1800 (Jones & Jenkins, 2011) nā reira he nui ngā tikanga e pā ana ki te tuku kōrero me te whakaputu kōrero nā te mea ko te hinengaro anake te waka hei kawē i te mātauranga Māori i aua rā. Kāore he hoariri tō te reo Māori, ko te reo ko te ahurea, ko te ahurea ko te reo – ki te hinga tētahi ka hinga ngā mea e rua. Ahakoa kāore te reo i tuhia, i noho tonu te mātauranga Māori i roto i ngā tāmoko, ngā whakairo, ngā waiata, ngā karakia, ngā pakiwaitara, ā, i tukuna ēnei mea i waenga i ngā whakatupuranga. E whakatauiria ana te pukapuka a Ngata (2004) i tēnei āhuatanga, arā, ko ētahi o ēnei waiata i titohia nuku atu i te rua mano tau ki mua, ā, kua mau tonu ahakoa kāore i tuhia ēnei i te wā i titohia ai. Hei tauira, ko te waiata ‘E Tama Nā Tau’ e whakapuaki ana i ngā kōrero mō te whakatoke a Hongi Hika i Te-Motu-Tapu-a-Tinirau i te takiwā o te 26 Paenga-whāwhā 1826 (Stafford, 2002). Nā Ngata (2004) i whakamahuki ahakoa i mea mai a Hori Kerei (Ngata, 2004) nā Mokonuierangi

te waiata i tito, he kōrero anō tā ngā kaumātua tokowhā nō Te Arawa (Stafford, 2002).

Hei tā rātou nā Tiaki Tomika kē taua waiata i tito, i whakapuaki hoki rātou i ā rātou whakamārama mō te whakapapa o te waiata me te kaitito. I whakaae hoki ngā māngai o Te Arawa mō ngā kōiriiri nā te mea i ako rātou katoa i ngā kōiriiri ōrite ahakoa kāore ēnei kōrero i tuhia i te wā o taua pakanga tonu.

I te tau 1769 i tae mai te kaupuke, te *Endeavour* ki Aotearoa (Salmond, 1997). Hei tā Rewi (2012) tuhinga kua uaki ko te reo Māori nō te wā i tatū mai a Cook, he reo ngāwari rawa noa iho. Manohi anō i te tau 1867, tata ki te kotahi rau tau whai muri i te taenga mai a Cook, i tuhi atu a William Colenso “that he had never known an old Māori to be at a loss for words to accurately and minutely describe whatever he wished, of any new thing or transaction to his countrymen” (Rewi, 2012). Hei tā Moon (2016) 14 ngā kupu hei whakaingoa i ngā momo pounamu rerekē, e 47 ngā kupu mō ngā kūmara maha. Ko te reo te pātaka mātauranga Māori.

Whai muri i te taenga mai a Cook i tīmata te hekenga mai o te iwi Pākehā. Hei tā Jones & Jenkins (2011), i te tīmatanga i ako kē tēnei iwi tauhou i te reo Māori, ehara i te mea i tāmia rawatia te reo i taua wā. He reo kōrero te reo Māori i mua i te taenga mai a te Pākehā engari tere kitea e te Māori te mana o te kupu ā-tuhi. I te tīmatanga o te rautau 1800 (Jones & Jenkins, 2011) i puta te reo tuhi i Te Tai Tokerau, ahakoa kāore i taea e te iwi Māori te pānui i taua wā, i kitea e rātou ngā pepa e āhei ana ngā tāngata Pākehā ki te eke waka, ki te mahi whiwhi pūtea. I kitea hoki te ratonga mēra a te iwi Pākehā. I puta tētahi kōrero ōkawa ā-tuhi nei e whakapuaki ana i te āwangawanga o te iwi Māori mō ngā mahi kino a te iwi Pākehā, nā konā i whakarewaina te mana o ngā rangatira tokotoru, o Ruatara, o Hongi Hika, o Korokoro, he tohu anō o te mana o te kupu ā-tuhi (Jones & Jenkins, 2011).

I aro atu te iwi Māori ki te kupu ā-tuhi, i kitea e rātou te mana me te uara o te pepa ki te iwi Pākehā. I mōhio pai te iwi Māori he rauemi tēnei hei whakamahi i waenga i te iwi Pākehā. Kīhai i roa, i tīmata te hunga Māori ki te haina i ngā pepa kia whiwhi mahi pūtea ai, kia eke waipuke ai, kia aha atu rānei.

Ko te pukapuka reo Māori tuatahi i puta mai ki Aotearoa, ko ‘*A Korao nō New Zealand*’ te ingoa (Jones, Jenkins, 2016, p. 120). Ko te aronga o te pukapuka nei hei āwhina i te kaiako ki te whakaako i te iwi Māori i ngā kura. Te whāinga tuatahi i tonoa e te CMS (Church Missionary Society) ki te kaiako, me whakatika te reo Māori, arā, me whai te reo tuhi hei hoa mō te reo kōrero Māori. Ko Thomas Kendall te kaiako matua o te kura mihingare ki Rangihoua i Te Tai Tokerau, ā, nāna te nuinga o te pukapuka i tuhi me te āwhina i a Tūai, me ētahi atu tāngata Māori (Jones & Jenkins, 2011). I tāia te pukapuka ki Poi Hākena, ki Ahitereiria i te tau 1815. Heoi, ko te mahi tuatahi i mua i te aroaro o Kendall, ko tāna ake ako i te reo Māori.

Whai muri i te tānga o te pukapuka tuatahi, i tūwheratia te kura tuatahi i Rangihoua, ki Peowhairangi i raro i te maru o te hāhi Mihingare. I aratakia ēnei akoranga e te kaiako i te reo Māori. He tere rawa te kite a te iwi Māori ki ngā hua o te kupu tuhi, ā, i aro atu rātou ki te ako i ngā āhuatanga o te kōrero ā-tuhi, te pānui anō hoki i ngā tau whai muri mai i te taenga mai a te Pākehā. I kite ngā tūpuna i ngā āheinga kia whakaurua te reo tuhi i tō rātou ao, i kitea e rātou e hāngai ana te reo tuhi ki tō rātou ao (O’Regan, 2007).

Ko tētahi tohu matua o te mana o te reo Māori i ngā rā o mua, ko ngā Niupepa Māori. I whakarewaina te Niupepa reo Māori tuatahi i te tau 1842, ko Te Karere o Nui Tīreni te ingoa (Curnow et al, 2002). Anei te tīmatanga o te kōrero whakataki o te whakaputanga tuatahi :

“He pukapuka hou tenei, katahi ka taia : e ui mai ana pea te tokomaha o te tangata,- “he pukapuka aha ra tenei?” He pukapuka ra tenei, kia mohio ai te tangata maori ki nga tikanga me nga ritenga o te Pakeha,

kia mohio ai ano hoki; te Pakeha ki nga ritenga o te tangata maori,- E wakaaro ana te tokomaha o nga Pakeha me nga tangata maori, - he pukapuka pai tenei ka mutu hoki te noho kuare a tetahi ki tetahi” (Māori Messenger, 1842).

He tohu tēnei o te aronui o te Māori ki te reo tuhi, me te aronui o te iwi Pākehā ki te reo Māori. Ehara i te mea mā te iwi Māori anake ēnei niupepa, ehara i te mea nā te iwi Māori anake ēnei niupepa i tuhi, e kao, ka kitea i te kohinga ‘Papers Past’ i te ipurangi, ngā kōrero me ngā whakaaro nō te Pākehā kē (“Papers Past”, 2017). Ko ngā niupepa tuatahi nā te Kawanatanga i whakaputa, engari i rata atu te iwi Māori ki ēnei tuhinga, ā, nā te hunga Māori ētahi i whakarite. Heoi, ahakoa te whāinga paetai o ngā niupepa tuatahi, nā te kāwanatanga, hei whakapākehā i te iwi Māori (Curnow, Hopa, McRae, et al. 2002) i taua wā i whai take te reo Māori i waenga i ngā iwi e rua.

Kāore e kore he wā nui ngā tau i te tīmatanga o te rautau 1800, arā, i tae mai te iwi Pākehā, i ako rātou i te reo Māori, i ako te iwi Māori i te reo Pākehā, me te reo tuhi. I noho tonu te reo Māori hei te reo kawē o Aotearoa. I aua rā i kite te iwi Pākehā i ētahi hua mā rātou kia ako, ahakoa te take, he hononga tō te iwi Pākehā ki te reo Māori.

3.2 I ara ake te reo Pākehā

I noho tonu te reo Māori hei te reo kawē o Aotearoa tae noa ki te takiwā o te tau 1850. Ko te take nui i motuhia ai tēnei tikanga, ko te whakarewatanga o Te Tiriti o Waitangi i te tau 1840. Nā konā i tūwheratia te whenua nei ki a tauwiwi, ā, tae rawa atu ki te tau 1850 he nui ake te nama o te iwi Pākehā i te iwi Māori. Ko tēnei te wā i huri te tai ki te iwi Māori me te reo (O’Regan, 2007).

He kaitā rawa ngā hua kino i pā kaha mai ki te iwi Māori nā te whakapākehātanga. I aupēhia te iwi Māori e ngā pūnaha whakatuanui Pākehā, ā, i peia te iwi Māori i ā rātou ake tikanga, me ō rātou ake haukāinga. Nā konā i wāwāhingia ngā iwi, ngā hapū, me ngā whānau, arā, ngā hapori Māori.

I ngā tau rua tekau whai muri mai i te hainatanga o Te Tiriti, i tiro atu te karauna whakatuanui ki te iwi Māori me te whakaaro he iwi mohoa te iwi Māori. Ko tō rātou reo he whakakōroiroi ki tō te karauna whakaratata o te iwi Māori (Rewi, 2012).

Nō te tau 1847 i puta te ‘Education Ordinance 1847’ hei whakatere ake i te mōtītī o te iwi Māori. Ko te take o te ture kia kawea ai ngā akoranga kura i te reo Pākehā, kāore i te reo Māori. Tae noa ki taua wā i kawea ngā akoranga i roto i te reo Māori hei whakaako i te reo Pākehā. Ko tēnei te tīmatanga o ēnei momo pūnaha i whakaurua ki te pūnaha mātauranga, ā, he aituā nui ēnei ture ki te reo Māori. (Ka’ai Mahuta, 2011).

I te tau 1867 i puta te ‘Native Schools Act 1867’ whai muri i tētahi pūrongo i kī ai he nui rawa te aronga o ngā kura mihingare ki ngā kaupapa hāhi, he iti rawa te aronga ki te whāinga a te Kāwanatanga, arā, te whakamimiti o te reo Māori i ngā hapori Māori. Otirā i tūtohi taua pūrongo me anga kē te marautanga ki te reo Pākehā. Tāpiri atu ki tērā i tūtohia e te pūrongo me haukotia atu te Kāwanatanga hei whakature i te marautanga o ngā kura (Walker, 1990). Ko te take i nui rawa te whakaaweawe o tēnei ture, i pā kaha atu tēnei ki te katoa o te reanga rangatahi o tōna wā. Ko tēnei te waka hei kawea i te tirohanga tuanui, arā, te tirohanga o te ao Pākehā ki ngā tamariki Māori kia tāruaruatia ai ki ngā hirikapo o te reanga taiohi Māori. Me te aha i tangohia te mana whakahaere i te hāhi Mihingare ki te kāwanatanga, ā, i whakatūria kētia ngā ‘Native Schools’ mā ngā tamariki Māori.

Nō te whakapaunga o te tuangahurutanga 1870 i puta ngā petihana maha nō ngā hapori Māori e inoi ana kia tūwhera kura ki ō rātou hapori. I whakapono rātou ko te mātauranga Pākehā te huarahi pai whanake ai te iwi Māori. I te tau 1876 i tukuna tētahi petihana e ētahi rangatira Māori, me te tono “there should not be a word of Māori spoken in the school” (Ka’ai Mahuta, 2011). He āwangawanga tēnei nā te mea ko tēnei te iwi e tautoko ana i te whakapākehātanga nā runga i te whakaaro me tuohu te iwi

Māori ki te teiteitanga o te iwi Pākehā (Ka'ai Mahuta, 2011). Ka mutu, ka whakaturengia te tono rā, arā, i whakakorengia te reo Māori i ngā kura. Me te aha i whiua kahatia ērā i rangona ai e kōrero Māori ana.

Ahakoia te taumaha o tēnei momo whiu i ngā kura i noho tonu te reo Māori hei reo kawē i roto i te iwa tekau ōrau o ngā kāinga Māori tae noa ki te tīmatanga o te rau tau 1900 (O'Regan, 2007). Heoi, i taua wā i whakaurua te reo Pākehā ki ngā hapori Māori ahakoia i te noho tonu te reo taketake hei tuakana, i tere heke tēnei i ngā tau whai muri mai.

I te tau 1918, i waenga i ngā marama o Whiringa-a-nuku ki te Hakihea, i pā kaha mai te urutā rewharewha ki Aotearoa. Anei tētahi kōrero nā Dame Whina Cooper nō taua wā, mō Te Hokianga:

“Everyone was sick, no-one to help, they were dying one after the other. My father was very, very sick then. He was the first to die, I couldn't do anything for him. I remember we put him in a coffin like a box. There were many others, you could see them on the roads, on the sledges, the ones that are able to drag them away, dragged them away to the cemetery. No time for a tangi” (TeAra, 2014).

Hei tā Moon (2016) nā te nui o ngā mate i te urutā rewharewha i waiho te iwi Pākehā i ngā ture mōtūtī i taua wā nā te mea i whakapono rātou ka mate ā-moa te iwi Māori, arā, ka ngaro ngā tāngata, ka ngaro hoki te reo.

He tauira tēnei o te taumaha hārukiruki i mua i te aroaro o te iwi Māori i taua wā, kāore i taea e rātou te mihi tō rātou mate, he tikanga tūturu rawa ki te iwi Māori. E hāngai pū ana te ngaro o te reo ki ēnei momo māuiuitanga, me ngā pakanga, me te raupatu whenua. I pā kaha rawa ēnei momo mea ki te iwi Māori, me te aha i te whakapau aronga te iwi Māori ki ēnei momo raru, otirā i te mate haere te reo. I whakapono hoki te iwi Pākehā ka mate ā-moa te iwi Māori katoa, nā reira i taua wā i āhua ngāwari haere te wepu a te Pākehā kia patua te reo.

Ahakoa e rua marama noa iho te roanga o te urutā rewharewha rā, ko ngā pānga, ngā whakaaweawe o tēnei mate ki runga i te iwi Māori, he mea tangi mō ake tonu. Whai muri i te rewharewha ka hoki anō ngā morehu ki a rātou mahi o ia rā engari, kāore ō rātou mātua, o rātou tuākana, o rātou tēina, o wai atu rānei. He ōrite te nama o ngā mate Māori ki te nama o ngā Māori i mate i te pakanga whenua Māori, engari i 12 tau te roanga o ngā pakanga whenua, ki te rua marama o te urutā rewharewha. He nui ake te ōrau o ngā mate Māori, i te ōrau o ngā mate Pākehā, takiwhitu te nui ake o ngā mate Māori. Hei tauira, i te rohe o Mangatāwhiri ki Waikato, rima tekau i mate o te rua rau tāngata i te rohe. I ngā tau e whā o te pakanga tuatahi o te ao arā noa atu ngā mate, i ngā marama e rua anake i tata te nama o ngā mate katoa i Aotearoa ki te haurua o te nama o ngā mate katoa o Aotearoa i taua pakanga (Ministry for Culture and Heritage, 2014). E 2160 te nama o te iwi Māori i mate.

E whakaatu mai ana te mahere kei raro i te tauritetanga o ngā mate Māori i waenga i ngā pakanga me te urutā rewharewha:

Tūtohi 1 Ngā parekura ā-pāpori i pā atu ki te reo

Parekura	Roanga	Ngā mate katoa o Aotearoa	Ngā mate Māori
Pakanga whenua Māori	12 tau	2899	2154
Pakanga tuatahi o te ao	4 tau	18058	336
Urutā Rewharewha	2 marama	8573	2160

(Ministry for Culture and Heritage, 2014, 2016)

Nāwai rā, nō te tau 1961 i puta tētahi pūrongo nā Jack Hunn i tuhi, ko ia te Hēkeretari Rīwhi i te Tari Māori i taua wā. Anei ngā whakaaro matua i puta i te pūrongo rā:

1. It points out the need for doubling and even trebling the Māori housing programme.
2. It shows that Māori representation at the university is only one eighth of what it should be.
3. It points out that there should be several thousand Māori apprentices rather than a few hundred only.
4. It makes strong arguments for a Māori land development programme of 50,000 acres a year rather than the present 10,000 a year.
5. It points out that the Māori crime rate is 3 ½ times the European rate.
6. It points out that intermarriage is integrating Māori and Pākehā
7. It shows that by the year 2000, the Māori population could number 700,000.
8. It proposes ways of overcoming the problem of multiple ownership of Māori land.

Hei tā Biggs (1961) ko te kaupapa tohe nui rawa pea o te pūrongo, ko te pāhekoheko o te iwi Māori me te iwi Pākehā, me te tūtohunga “*urbanisation is the quickest and surest way of integrating the two species of New Zealanders.*” (Biggs, 1961, p. 362). Kāore he paku kōrero tā Hunn pūrongo e pā ana ki te tiaki i te ahurea Māori i te ao hurihuri, kāore hoki he kōrero mo te rangatiratanga o te iwi Māori. He wairua whakaparahako kē tō te pūrongo, me pēnei te iwi Māori, ko tēnei te huarahi pai mā koutou e whai. Kia tirohia ngā tatauranga o ngā nekenekhanganga o te iwi Māori, ka kitea i mua i te pakanga tuarua o te ao, e waru ōrau o te hunga Māori i te noho ki tuawhenua, ki ngā kāinga tūturu. I ngā tau whā tekau mā whitu whai muri mai i hurirapangia taua nama.

Tūtohi 2 Ngā nekenekhanganga a Ngāi Māori

Te Tau	Tuawhenua	Tāone
1939	80%	20%
1945	74%	26%
1956	65%	35%
1966	38%	62%
1986	20%	80%

(Meredith, 2015)

Nā reira, ahakoa he tirohanga tītaha Pākehā te pūrongo a Hunn, i whakatinanahia ōna whakaaro mō te hekenga ki ngā tāone a te Māori. Ahakoa i tīmata kē te māturu haere, i tere eke te nama whai muri i te pūrongo. Nā konā, nā te hūnuku ki ngā taone, i ngaro hoki ngā wā me ngā wāhi kōrero, nā te mea i wāwāhia ngā hapori Māori, koinei tētahi anō o ngā hauā nui ki te reo.

3.3 Ka whawhai tonu te iwi Māori

I te ngahurutanga o te tau 1970 he mea kite ngā porotēhi a ētahi rōpū Māori e ungaunga ana i te Kāwanatanga kia whakahokia te mana motuhake ki te iwi Māori, ki te ahurea, ki te reo hoki. Ko tētahi o ngā rōpū matua e porotēhi haere ana mō ngā kaupapa Māori, ko Ngā Tama Toa. I te tau 1972 i hoatu rātou i te petihana ki te Kāwanatanga kia whakaakona te reo me te ahurea Māori i ngā kura katoa o Aotearoa (O'Regan, 2012).

Nō te tau 1982 i whakarewaina te Kōhanga Reo tuatahi, ko Pukeatua ki Wainuiomata (Winitana, 2011). Nā konā, i taea e ngā tamariki nohinohi te ako te reo Māori i ngā kura mā ngā tamariki nohinohi. Ehara i te mea mā ngā tamariki anake a Te Kōhanga Reo, mā te whānau katoa tēnei, i arahina ēnei kura nohinohi e ngā kuia, e ngā koroua, e ngā māmā. Ko rātou te kanohi kitea i mua i ngā tamariki. I ngā tau whai muri mai i tere te eke o ngā nama o ngā Kōhanga Reo me ngā tamariki i kuraina i reira. Nō te mutunga o te tuangahurutanga 1990 i kitea te ekenga ki tōna taumata, tōna 800 Kōhanga Reo me ngā tamariki 14,027 (Winitana, 2011). Hei tautoko i te huarahi reo Māori me ngā tamariki o Te Kōhanga Reo, i tūwheratia Te Kura Kaupapa Māori tuatahi i te tau 1985 (O'Regan, 2007).

Nō te tau 1987 i whakarewaina te Ture Reo Māori me Te Taura Whiri i te Reo Māori. Ka mutu ko te reo Māori he reo tūturu ā-ture o Aotearoa, ā, ko Te Taura Whiri te tari tiaki o te ture me te reo. Ko tētahi o ngā hua i puta i te tau 1989 ko ngā Kura Reo

(Winitana, 2011), hei taunaki i te reo i ngā Kura Kaupapa, i ngā Kohanga Reo, me ngā tari pāpāoho, nā runga i te āwangawanga me whakapakari hoki te kounga o te reo i roto i aua wāhi. Tū tonu ai ngā Kura Reo ki ngā pito katoa o te motu, kua rongonuitia te kounga o ngā kaiako, ā, e tūwhera ana te kūaha i ēnei rā ki a rātou katoa e hiahia ai te ako. He nui ngā hua e puta ai, ka eke te reo o ngā tauira, ka noho i waenga i te hunga rite nei te hiahia mō te kotahi wiki i te reo rūmaki (Winitana, 2011).

Kua eke haere tonu te kounga o te reo i waenga i ērā i tīmata te ako i ngā ngahurutanga kua taha ake nei. Ahakoa he torutoru tonu ngā tāngata e eke ana ki te kōmata o te reo, i whakatūria tētahi momo kura kia tautoko i ēnei mea e pīkoko ana ki te reo, arā, ko Te Panekiretanga o te Reo Kairangi tērā. Ki ōku nei whakaaro, mehemea ko te reo o Paraone Gloyne (2014) te tauira o ngā hua o Te Panekiretanga me mihi ka tika te hotaka nei. Kei roto i tāna tuhinga mō Te Panekiretanga ka kitea te huhua o ngā kupu ‘hou’, ngā kupu kua whakarauorangia kētia rānei, me ngā kupu whakarite, ngā kīwaha, ngā whakataukī anō hoki, me ōna pūkenga hei tuitui i ēnei āhuatanga katoa o te reo kia whakairotia mai ai tētahi kōrero mīharo rawa atu. Inā te kounga o te reo. Anei tētahi wāhanga o ngā kōrero a Gloyne i tīpakohia hei whakatauiria i te āhua o Te Panekiretanga:

Ko te reo Māori, me ōna mātāpono te ahi tūtata o te iwi e whakakikoha nei i ā rātou tao ki te whawhai mō ngā puiaki tuku iho e kōrerotia nei te take. Haere atu ana ngā torekaihuruhuru, waihape atu ai hoki te ika-a-Whiro ki te takuahi o Te Panekiretanga kia pūāhuru ai te noho i waenganui i tētahi hunga rite nei te horopū. (Gloyne, 2014)

I whakarewaina Te Panekiretanga i te tau 2004 (Winitana, 2011) me te rangapū tuatahi.

Ko ngā mātanga e toru e urungi ana i tēnei waka, ko Tīmoti Karetū, rātou ko Te Wharehuia Milroy, ko Pou Temara. Mai i te tau tuatahi kua kuraina tētahi rangapū, ia tau, ia tau, i te mura o te ahi. Ka puta ēnei ika-a-Whiro o Te Panekiretanga me tō rātou reo taumata kē, ka hoki rātou ki ā rātou mahi o ia rā. Ki te tirohia ngā taumata tiketike o

te ao reo Māori, ka kitea te hononga i waenga i ngā taumata nei me Te Panekiretanga. Kua puta atu ngā ika-a-Whiro o Te Panekiretanga ki ngā pito katoa o te motu, ā, e hia kē nei ngā tauira, ngā tamariki rānei o ēnei ika-a-Whiro kua ara ake ki ngā taumata o ngā whakataetae kapa haka, ngā whakataetae Manu Kōrero rānei. Heoi, i a au e titiro atu nei ki tēnei hōtaka me ōku whatu ā-tauira o te reo Māori, e māraakerake ana te kitea ngā hua o tēnei hōtaka rangatira, ko te reo kia rere, ko te reo kia tika, ko te reo kia Māori (Winitana, 2011).

3.4 Te hauora o te reo i ēnei rā

Kua tata ki te 170 tau whai muri i te tau 1850, te wā i eke ai te nama o ngā kaikōrero Pākehā i te nama o ngā kaikōrero Māori i Aotearoa nei. Engari i noho tonu te reo Māori i te nuinga o ngā kāinga Māori tae noa ki te pakanga tuarua o te ao, kua 70 tau whai muri i tērā, me te mimiti haere o te tukunga o te reo i te kāinga ki ngā tamariki. Ka kīia ka ngaro te reo i te reanga kotahi, ka toru kē atu kia whakaorangia anō, nā reira, e pēhea ana te āhua o te reo i ēnei rā, kua puta ngā reanga e toru whai muri i te reanga i pakeke mai ai i roto i te reo.

Hei tā Tatauranga Aotearoa me te kautetanga 2013;

- 125,352 (21.3 ōrau) o te hunga Māori o Aotearoa ka taea te whakawhiti kōrero i te reo Māori. He 4.8 ōrau te hekenga i te kautetanga o 2006.
- 3.7 ōrau o ngā tāngata katoa o Aotearoa ka taea te whakawhiti kōrero, nā reira ko ngā tāngata Māori ngā mea e kawea ana i te reo.

Nō te tau 2013 i te taha o te kautetanga, i kaute hoki a Stats NZ i ngā tāngata Māori mō te ‘Māori well-being’, he tuatahitanga tēnei. Heoi i roto i taua kautetanga ētahi pātai e hāngai pū ana ki te āhua o te reo. E ai ki te pārongo i puta:

- 164,500 (35 ōrau) ngā pakeke Māori i mea atu ka kōrero rātou i ētahi reo i te kāinga. He ōrite tēnei nama ki te 64 ōrau i puaki ka taea e rātou te kōrero ētahi kupu, ētahi rerenga Māori rānei.
- E 36,000 (8 ōrau) ngā pakeke i kī atu he ōrite ki te reo Pākehā, nuku atu rānei, ngā wā i kōrero Māori rātou ki tētahi tangata i te kāinga.
- O ēnei pakeke, e mōhio ana ki ētahi kupu, ki ētahi rerenga rānei, e tinga ana ka kōrero Māori rātou ki ā rātou ake tamariki i te kāinga. (primary school age)
- Nuku atu i te 80 ōrau o ngā pakeke Māori e noho tahi ana me ngā tamariki nohinohi ka kōrero i ētahi kupu ki aua nohinohi. O taua nama, 18 ōrau i kōrero ki a rātou tamariki haurua o te wā, nuku atu rānei.
- Kua heke te whakamahinga o te reo i waho i te kāinga i waenga i ngā tau 2001 ki 2013. Ko te horopaki i kōrerotia rawatia te reo, ko ngā momo mahi a-rōpū mō ngā mahi rēhia, pērā i te kapa haka.

Kāti, tōna ōrite nei te āhua o ēnei tatauranga ki ērā o te tau 2001, arā, ehara i te mea kua heke, kua eke rānei te whakamahinga o te reo i te kāinga i waenga i ēnei tau tekau mā rua.

I te tau kua taha ake nei i whakarewaina ngā waiata e rua i roto i te reo, ‘Maimoatia te Reo’ i puta tēnei i te wiki o te reo Māori, me te waiata hei tautoko i te tīma o Aotearoa i tātāwhāinga atu i te Taumāheke o te Ao. I rangona whānuitia ēnei waiata i ngā tū pāpāho auraki o te whenua. Ko te mea pai, kua rangona te reo ka tahi, ka rua i rata atu te tokomaha ki ngā waiata nei, he tohu o te waiaro pai ki te reo, ki ngā waiata reo Māori rānei.

Kei te haere tonu ngā Kōhanga Reo me ngā Kura Kaupapa Māori, e 7273 (Sats NZ, 2013) te nama o ngā tauira Māori e kuraina ana i te kura kaupapa Māori, arā, 2.3 ōrau o ngā tamariki Māori. Engari 20.5 ōrau e kuraina ana i roto i te reo i tētahi kura auraki, arā, kei te ako rātou i te reo i raro i te marautanga auraki (StatsNZ, 2013). Ko tēnei te ngahurutanga tuawhā kua tū ēnei momo akoranga. Ehara i te mea ko te reo anake e ora ana i reira, he pai ake ngā paetae kua ekea e ngā tauira e ako ana i raro i ngā tikanga Māori, me te reo o ēnei momo kura (Education Review Office, 2010). Nā reira kei te

ora tonu te reo i ngā kura, engari ko ngā tamariki Māori tonu te nuinga o ngā tauira e ako ana i roto i ēnei momo kura reo Māori, ā, kāore te nuinga o ngā tamariki Māori e ako ana i te reo Māori i te kura. He uaua tonu te kitea, te rangona rānei te reo i roto i ngā kura auraki. Kei te kaha tonu te taupatupatu mō te kaupapa ‘me whakature te reo Māori i roto i ngā kura katoa’.

3.5 E anga atu ana te waka ki hea?

Whai muri i te pūrongo i puta i te Waitangi Tribunal (2010) mō te kerēme Wai 262 me te kitenga ōkawa “te reo Māori is approaching a crisis point”, i tīmata ngā whakaritenga kia whakatūria tētahi mana whakahaere i te reo Māori hou, e kīia nei ko Te Mātāwai. Ahakoa te mahi a te tautohetohe mō te whakatūranga o te rōpū nei, kua pahawa te hiahia whakamutunga o Tā Pita Sharples i a ia e tū ana hei Minita Take Māori. I whakatūria Te Mātāwai i raro i Te Pire Reo Māori 2014, “...me te whāinga kia whai wāhi ngā iwi me Ngai Māori ki te ārahi kaha i te pire kia whakarauoratia te reo hei reo ora” (Parliamentary Services, 2016). Anei ngā mahi matua a te Te Mātāwai:

- a. To provide leadership in the health and well-being of the Māori language for iwi and Māori, and at the community level; and
- b. To support, inform, and influence the Crown’s initiatives in protecting, promoting, and revitalising the Māori language; and
- c. To give effect, through its association with Ministers of the Crown, to the relationship of the Crown with iwi and Māori in relation to the Māori language; and
- d. In conjunction with the Minister for Māori Development, and the Minister of Finance, to provide oversight and direction to The Māori Television Service. (Te Puni Kōkiri, n.d, p.1)

Nā reira kua pāngia ngā ratonga o Te Taura Whiri i te Reo Māori, o Te Māngai Pāho, o Whakaata Māori anō hoki. Ko te aronga matua o Te Taura Whiri i te Reo Māori, ko te Rautaki Reo Māori 2014. Anei ngā whāinga matua o tērā rautaki:

1. Te ako i te reo: He whakapiki i te mana o te reo i Aotearoa nei;
 2. Te mana o te reo: He whakapiki i te kaute o ngā whānau Māori, me te iwi whānui o Aotearoa, e mōhio ana ki te kōrero Māori;
 3. Te mārama pū ki te whakaora reo: Ko te whakapiki o te mārama pū ki ngā āhuatanga o te whakaora reo
 4. Te kounga o te reo: Kia Māori tonu te reo Māori, ā, kia tautokona hoki ngā reo motuhake o ngā iwi;
 5. Te kōrerotanga o te reo: Te whakapiki i te kōrerotanga o te reo ki waenga i ngā whānau Māori, me te iwi whānui o Aotearoa (me te aronui ki te kōrerotanga o te reo ki te kāinga)
- (Te Puni Kōkiri, 2014).

Kei te whakaatu mai te rautaki reo Māori me whakapiki te mana o te reo i Aotearoa whānui, otirā me aro atu tonu Te Taura Whiri ki a rātou e ngākaunui ana kē ki te reo Māori. Koinei ngā āhuatanga o te reo Māori kei mua i te aroaro o ngā rōpū katoa e whakapau kaha ana kia whakaorangia anō te reo, ahakoa Te Mātāwai, Te Taura Whiri, ngā Rūnanga a-iwi, ngā whānau, ngā tāngata e ako ana, me hoe tahi tātou i te waka nei.

3.6 Whakatepe

Koinei tētahi paku tirohanga ki te hītori o te reo Māori, i pā mai ngā piki me ngā heke nui rawa. Ko ētahi raru i anga pū atu ki te reo, ko ētahi i pā kaha atu ki te iwi engari ko te reo tonu tētahi pāpurenga. I mua i te taenga mai a te Pākehā ko te reo Māori te reo matua o te whenua nei, i tū tonu te reo hei reo matua whai muri i te taenga mai o tau iwi engari kāore i roa, ā, i ēnei rā he reo manawa kiore kē te reo Māori. I ēnei rā heke iho i te whā paiheneti o te taupori o Aotearoa, ka kōrero Māori, o tērā nama he tata ki te katoa he Māori. Kei te rere te reo i roto i ngā momo kura Māori, me ētahi kāinga, engari he uaua tonu te kitea i waho i ēnei horopaki. E whakapau kaha ana a Te Taura Whiri i te reo Māori, Te Mātāwai, Te Puni Kōkiri anō hoki kia whakaorangia te reo engari me pēhea rātou e whakawai ki te iwi Māori whānui, me te iwi whānui o Aotearoa nei ki te tiaki i tēnei reo? Ka pēhea te iwi Pākehā e whakahihikotia ki te aro atu ki te

reo pērā i ngā tau i mua tonu i te Tiriti? Koinei ngā momo wero kei mua i a tātou katoa.

Ko tēnei te āhua o te horopaki e tū nei te kaupapa o te tuhinga whakapae nei.

Upoko 4 Kapa Kōrero

4.1 Kupu whakataki

Kua kōrerotia kētia te āhua o te reo o Aotearoa whānui me ngā take e pēnei ana te reo me ōna whakamahinga i te horopaki mō te motu whānui nei. Hei tāpiri atu ki tēnā i te whakaaro ahau me whāki atu ahau i ngā āhuatanga o tōku ake reo me ōku wheako, tae noa ki te whatūranga o te rōpū Kapa Kōrero. Nā te mea koinei tētahi wāhanga whakahirahira o te kaupapa o te rangahau nei, me ngā take kua tau mai au i runga i te kaupapa nei, arā, te rōpū Kapa Kōrero.

4.2 Tōku ake huarahi

I pakeke mai au i waenga pū i te rohe o tōku haukāinga, i te taha o tōku māmā. Tōna toru kiromita pea te roanga o te pae maunga, tōna mīharo hoki. He koura i roto i te awa, he pūataata rawa te wai, koinā tō mātou puna wai hei inu, hei puna kaukau hoki. He mārakerake te whenua e horapa ana i te pūtake o te pae maunga tapu, o *Horohoro* ki te uru tae noa ki te maunga o te hapū o Tūhourangi ki te rāwhiti. I te noho tō mātou pāmu i waenganui, ā, i rere te awa i waenga pū i tō mātou whenua pāmu. Ko te pāmu i te taha o tō mātou, koinā tō mātou whenua tupuna, ā, koinā hoki tētahi o ngā pāmu i tīmataria e Tā Apirana Ngata i te tuangahurutanga 1930. I te noho ōku tūpuna tuarua i reira i taua wā. Kāore e tawhiti atu i te whare e tū ana te marae me te kura. Mō te papa tākaro, mō te whenua kia tipu ake mai ai, kei tawhiti tō mātou. Ahakoa ko te reo Pākehā te reo kawē o te rohe mai i te takiwā o te tūwheratanga o te kura, he Māori kē te mauri me te wairua o te rohe i a au e tamariki ana. Ki a au nei ko taua wairua te take i whakatō mai te kākano i roto i a au ki te ako i te reo Māori.

Ki te taha o Pāpā, he Pākehā katoa, engari kei te maumahara pai ahau ki te whare o ōku tūpuna tuatahi, arā, o ōna mātua. He whakairo i te tomokanga tonu o te whare, ā, i reira

tū ai ētahi taonga ātaahua rawa, ētahi tokotoko, he tewhatewha, he waka huia, he hei tiki pounamu, me ētahi hei tiki kōiwi hoki. Nā tōku tupuna koroua tuarua aua mea katoa i whakairo. Kei te maumahara tonu au ki ngā kōrero a tōku kuia Pākehā i a ia e tautoko ana i te hanganga o te Marae ki Awataha, ki Tāmaki. Nōna te whakamā i te mōhio me tonu atu te iwi ki te kaunihera ki te kimi whakaae kia hangaia te marae. Āe, ahakoa he Pākehā tūturu tonu rāua, arā, ōku tūpuna, he māraakerake te kite i tō rāua aroha ki ngā mea Māori. I whai pānga te ao Māori i tō rāua ao, kāore rāua i noho wehe ki tō rāua ahurea Pākehā, e kāo, he Pākehā tūturu ā rāua tikanga i te whare. He tokorua manaaki rāua, mai rānō ngā tāngata kē e noho ana ki tō rāua whare me he manuhiri, kāore ōku paku maumahara o tō rāua whare, ko rāua anake i reira. Ki a au he mea whakaaweawe au e ā rāua mahi, i taunaki ā rāua mahi i tōku whakaaro tamaiti, arā, i whakapono ngā tāngata katoa o Aotearoa whānui ko te iwi Māori te iwi whaimana o Aotearoa. Ko tērā pōhēhē tērā, engari nōku te whiwhi i kitea taua āhua mai i tōku tātai whakapapa Pākehā. He ōrite tōku whakahīhī ki ōku tātai whakapapa e rua.

I kuraina au i te kura o te rohe, i te tau 1930 i tūwheratia te kura hei ‘Native School’ (Bargh & Bargh, 2011), ko ōku tūpuna kuia, me ōku tūpuna koroua ētahi o ngā tauira taketake. He kōrero Māori tōku kuia engari nā te wheako kino i te kura (Benton, 1988) me tōna tāne Pākehā kāore ia i tuku i te reo ki āna tamariki tekau, arā, i konei i aukatia te reo i tōku whānau. Te pōuri hoki. Ko te motunga nei he tino raru ki tōku reanga nā te mea kāore he paku hiahia o te reanga o runga mō te ao Māori, nā reira kāore tō rātou paku hononga ki te marae, ki te hapū, ki ngā tikanga anō hoki.

Heoi anō, i kuraina hoki au ki taua kura, ā, i reira tonu ngā tamariki nō te hapū, waihoki te wairua Māori, ahakoa ko te reo Pākehā kē te reo kawē. He mita reo Māori tō mātou reo Pākehā, arā noa atu ngā tūtohu Māori ki ngā pito katoa o te kura, pērā i ngā pou whakairo me te whare whakairo i tū hei whare pukapuka, ko Taimona te ingoa o te whare rā. He ruarua noa iho ngā whānau Pākehā i te rohe, he tokomaha ake ngā tauira

Māori i ngā tauira Pākehā i te kura. He pai ake ngā Māori i ngā Pākehā ki te pūrei hākinakina, ki te ako, ki te mea, te mea. Me te aha i tere kite au i te taha toa, tēnā i te whakahīhī katoa au i tōku Māoritanga. He ao rerekē taku tamarikitanga i taku pakeketanga. Ahakoa he Pākehā tōku pāpā, ānō nei he Pākehā tōkū māmā, ā, ko te reo Pākehā tōku reo tuatahi, mai rā anō i noho tōku taha Pākehā hei teina ki tōku taha Māori. Ki a au nei nā te mea i tamariki ai au ki taku ūkiapō, i ū tonu pea tōku Māoritanga i roto i a au. I mōhio pū ahau me whai ahau i te reo Māori, ā, nōku i te kura tuarua i tīmata au ki te ako i te reo Māori. Nā reira, ko te pūnaha mātauranga tōku tūtakinga ki te ako i te reo Māori. Kāore i roa i eke ahau ki te taumata o tōku tau, ia tau i pēnei au, nā runga i tōku aroha ki te reo, he tohu hoki tēnei o tōku hiakai ki te ako.

I a au i te kura tuarua i pā mai ētahi raru ki tōku whānau, nā konā i hūnuku ahau ki Te Tai Tokerau, arā, whai muri tonu i taku putanga i te kura tuarua. I kōtiti atu ahau i te huarahi reo Māori, nā te mea i huripokingia tōku ao. Ki a au nei ka kitea whānuitia ēnei momo raru ā-whānau e pā atu ana ki te tokomaha o Ngāi Māori, ā, kei te mōhio pū au he taero nui tēnei i runga i tōku huarahi reo Māori. Ehara ahau anake kua pāngia e ēnei momo raru, kāore e kore ko tēnei momo taero e takoto ana i runga i te huarahi o ētahi atu hoki. He raru ā-hapori, he raru ā-reo hoki, heoi, he tuhinga wakapae anō tērā.

I te pupū tonu te kōingo mō te reo i roto i a au, nā reira, i te tau 2012 i mutu i a au te noho ā-kumu, ā, i hoki atu ahau ki te Whare Wānanga ki te ako anō i te reo. I konei i tutungia anō te kanaku kei roto i a au, ka whakapau kaha ahau ki te ako. Nāwai, nāwai i piki haere tōku mātauranga reo Māori, engari i te ngaro tonu tētahi mea. I waho i te akoranga kāore ōku hoa, ōku whanaunga hoki ki te whakawhiti kōrero i roto i te reo, he tino raru tēnei ki a au. Me te mea nei i te ako ahau i te reo Māori ki whenua kē, arā, he ōrite te raru nei ki a rātou e ako ana i te reo Wīwī, te reo Hainamana, te reo aha rānei, kāore ngā tūāhua ki te whenua nei hei whakamātau i te reo. Ki a au, kei te hē rawa atu tēnei, e mōhiohia whānuitia ana ko te reo Māori te reo taketake o te whenua nei mokori

anō kia rangona whānuitia te reo, engari ehara tēnei i te pikitia e kitea ana ki Aotearoa nei.

Nā reira, i kōrero atu ahau ki ōku hoa ako, he āhua ōrite ō mātou wheako, nā konei i whakatau mātou kia hui mātou ia wiki, ia wiki whai muri mai i te akoranga. Kotahi haora i noho te rōpū ki tētahi wharekai, kōrero Māori ai. Tokorima noa iho mātou engari i noho tumeke ahau ia wiki, nā wai, nā wai, i mārakerake te kitea ngā hua o ēnei hui. Arā noa atu ngā hua i puta mai i ēnei hui i kitea e au, ā, i rangona e au ka pēnei hoki ngā tauira nō ētahi atu akoranga reo Māori. Nā wai rā i tae mātou ki te mutunga o te tau ako, me te whakaaro ka mutu hoki pea ā mātou hui. I whakatau mātou kia whakatū mātou i tētahi momo rōpū kōrero Māori mā ngā tāngata katoa ki Tāmaki nei e ngākaunui ana ki te reo Māori. Nā reira, i tīmatangia te whārangi pukamata, ā, i tūwheratia te kūaha ki te marea. Kua toru tau te rōpū ināianei, ka hui tonu te rōpū i tōna rua wiki, ā, kei te whanake tonu te rōpū, engari me mātai ngā āhuatanga o te rōpū kia mōhio pai ai au ki ngā hua pai, me ngā āhuatanga kia panoni. Ko te tūmanako matua kia āwhinatia te rangahau nei i ngā ākonga pakeke reo Māori, me ngā momo akoranga reo Māori maha mā ngā pakeke.

4.3 Te orokohanga o te rōpū

Ki te whakakupu ahau i te pikitia o tōku ao i te wā i toko ake te whakaaro ki te whakatū i te rōpū Kapa Kōrero, kāore e kore he āhua ōrite te pikitia ki te tokomaha o ngā ākonga pakeke e ako ana i te reo. I te tīmatanga o tāku huarahi ako he pai noa ki te ako i te akoranga, hoki ki te kāinga, whakaharatau ai. He ngoikore tonu tōku reo kōrero, he uaua tonu ki te tūhono i ngā kupu kia hangaia rerenga kōrero. Ka mutu ka tae te wā i eke ai mātou ko ōku hoa ako ki taumata kē, i te hiahia mātou ki te kōrero ahakoa ngā hapa, i mōhio pū mātou ki te whakawhanake tonu mātou i tō mātou reo, me kōrero mātou.

Heoi anō, e ono noa iho ngā haora i roto mātou i te akoranga ia wiki, ia wiki. E ai ki a Ericsson et al (2007) kia 10,000 ngā haora e ū ana ki tētahi kaupapa kia matatau ai tētahi ki taua kaupapa. Ānō nei ka koroheketia mātou i mua i te ekenga ki te taumata e hiahia ai mātou. He whakaaro mōkinokino tērā mō te reo nā te mea he uaua rawa te kitea te reo e kōrerotia ana i ngā horopaki ōpaki, ko te akoranga tētahi taiwhanga matua e kōrerotia ai te reo i ēnei rā.

Nā reira, i kōrero atu ahau ki ōku hoa ako, he āhua ōrite ō mātou whakaaro, nā konā i whakatau mātou kia hui mātou ia wiki, ia wiki whai muri mai i te akoranga. Kotahi haora i noho te rōpū ki tētahi wharekai, kōrero Māori ai. Tokorima noa iho mātou engari he mārakerake te kitea ngā hua o ēnei hui. I whakapakari haere tō mātou reo engari ko ngā kura huna pea ngā mea i tūmeke atu ai au. I tipu tōku māia, i waia haere au ki te whakaaro i roto i te reo, ā, i tūmeke au i te rerekētanga ki te whakahoahoa i roto i te reo.

Nā wai rā i tae mātou ki te mutunga o te tau ako, me te whakaaro ka mutu hoki pea ā mātou hui. I whakatau mātou kia whakatūria tētahi momo rōpū kōrero Māori mā ngā tāngata katoa o Tāmaki e ngākaunui nei ki te reo Māori. Nā te mea, e ruarua noa iho tonu a mātou āheinga ki te whakamahi i tō mātou pūkenga ā-reo, ā, ki te puta atu mātou i te whare wānanga kua whakakorengia tētahi o aua āheinga.

Nā reira, i tīmatangia te whārangi pukamata, ā, i tūwheratia te kūaha ki te marea. Kua toru tau te rōpū ināiane, ka hui tonu te rōpū tōna ia rua wiki, e hiahia ana au ki te whanake anō i te rōpū, engari me mātai ngā āhuatanga o te rōpū i mua tonu i te whanake haere kia mōhio pai ai au ki ngā hua pai, me ngā āhuatanga kia panonihia. Ko te tūmanako matua kia āwhinatia te rangahau nei i ngā ākonga pakeke reo Māori, me ngā momo hotaka akoranga reo Māori maha mā ngā pakeke.

4.4 2014 ki 2017 – Te puāwaitanga o te rōpū

I ngā tau e toru kua taha ake nei, kua whanake haere te rōpū me ōna āhuatanga, arā, ngā hui, ngā mema, ngā mahi, ngā whakaritenga anō hoki. Heoi he ōpaki rawa te āhua o te rōpū, o ngā hui, o te reo, o ngā whakaritenga anō hoki. Ahakoa he ōpaki rawa ngā whakaritenga o te rōpū, kua whai tikanga tonu ngā mahi a te rōpū i ngā āhuatanga ōkawa o te whakaora reo. Hei tā Fishman(1991, 2001, p. 87, 107) Āwhata Haukotinga Tukunga Iho, e waru ngā taumata ki te whakakōaro nuku reo:

1. Acquisition of the language by adults.
2. Create a socially integrated population of active speakers (or users) of the language. It is better to focus on spoken language.
3. In regions where there are demographic concentrations of users who habitually use the language, encourage the informal use of the language across all age groups and within families. Establish local neighbourhood institutions where the language is normally used exclusively.
4. In regions where oral competence have been achieved encourage literacy but in such a way as to be independent of the state.
5. Encourage the use of the language in compulsory state education.
6. Where the above steps have been achieved and consolidated encourage use in the workplace (lower work sphere).
7. Where the above steps have been achieved and consolidated encourage the use in local government and mass media
8. Where the above steps have been achieved and consolidated encourage use in higher education and government.

Ka tohe a Fishman (1991) me tīmata ngā mahi i te tīmatanga, arā, me kaua e aro wawe atu ki ngā taumata tiketike mēnā kāore anō ngā mea o mua kia pahawa. Tērā pea kāore

ngā mahi whakaora reo Māori kua pērā i tā Fishman tohe. He uaua te tautuhi i te wāhi pū e noho ai te reo Māori i te arawhata nei i te mea kua whakaturengia te reo Māori hei reo tūturu o Aotearoa. Heoi anō he paku noa te taunakitanga e whakaatu mai nei e kōrerotia ana te reo i te kāinga, me ngā hāpori, hāunga pea ngā horopaki e ruarua noa iho.

Ki tāku e kite nei kua āhua whai a Kapa Kōrero i te arawhata o runga, engari he nekehanga poka noa te whakatūranga o te rōpū Kapa Kōrero. Ehara i te mea i whakatūria te rōpū nā runga i te whakaaro ‘whāia te arawhata a Fishman’, tino kore nei, he nekehanga māori noa iho mā ngā ākonga pakeke reo, ahakoa te reo. He ōrite te tīmatanga o Kapa Kōrero ki ngā kitenga a Pohe (2012) me tāna ariā e kīia nei, ko te *Whakawhanaungatanga ā-reo*.

I te tīmatanga i hanga mātou i tētahi rōpū ā-pukamata, he rautaki pai tēnei kia tukuna ngā whakaritenga o te rōpū ki te mahi a te tangata. Heoi ko te mea uaua i te tīmatanga, ahakoa kua whakawhanaunga kē mātou ko ōku hoa ako, tokorima noa iho mātou, ā, i te hiahia mātou kia hono mai ētahi tauhou ki te rōpū. Ka mutu, ka whakapā atu mātou ki ngā hoa kōrero Māori i waho i te akoranga. Ehara i te mea ko mātou anake ngā tāngata kōrero Māori i mōhio ai mātou, ka whakawhitiwhiti ngā hāpori kōrero Māori. Kei te mōhio mātou katoa ki ētahi tāngata kōrero Māori anō i waho i te rōpū (Saville-Troike, 1982), ā, ko te whāinga kia āhua tūhonohono ēnei tāngata katoa.

Nā reira, i whakatairanga atu mātou i te rōpū, ā, ahakoa he itititi noa te tīmatanga, i tīmata ngā hui i ngā wāhi tūmatanui, i tētahi pāparakāuta i te nuinga o te wā, nā reira he rōpū mā ngā pakeke. Ko te reo Māori te reo matua ahakoa te taumata, ā, ko te nuinga o ngā mema he ākonga o te reo. Arā noa atu ngā tāngata hou kua tūtaki ai au i ngā hui, ka hoki mai ētahi hei mema pūmau, ka kore ētahi atu e hoki mai, engari he pai tonu te tūtaki, te kōrero hoki ki ngā kanohi hou. He hua tō ngā kōrerorero katoa kua whai wāhi

au, he wheako rawe rawa atu ki te tūtaki i tētahi tangata i roto i te reo, ā, ka ū kōrua, koutou rānei i te reo Māori i te roanga o te kōrero, e rua haora nuku atu rānei te roanga.

4.5 Ngā tau kei te heke mai/Ngā wawata

Me ako ngā pakeke i te reo, koinā te poutama tuatahi e ai ki a Fishman (1991, 2001) mō te whakaora reo i roto i tāna Āwhata Haukotinga Tukunga Iho. Otirā, kāore i te pai ki te ako noa iho tētahi i te reo, me whai take te reo, me whai wāhi taua tangata i tētahi hapori reo Māori ki te whakawhitiwhiti kōrero, kia whakamahia tōna reo. Heoi anō, ko tētahi o ngā taero matua ki te whakaora i te reo Māori, kāore te reo e whakamahia ana i waho i te akoranga me ngā horopaki ōkawa pērā i ngā hui ā-marae. Ahakoa kua tata ki te 40 tau i te putanga mai a te pūrongo nā Benton (1979) mō te āhua manawa kiore o te reo, me te pūrongo nā Bauer (2008), me ngā tatauranga a Stats NZ (2013) e whakaatu mai ana kāore anō te oranga o te reo kia paku piki. Nā reira, me ui te pātai, me pēhea kē?

Ko te wawata matua o te rōpū kia whakakorengia te rōpū. He pai ake mēnā ka eke te mana o te reo, ā, ka whakapūmau te reo i ngā kokonga katoa o te motu. Ko te raru he whenua reotahi a Aotearoa, ā, ko te reo Pākehā te reo matua. Kua aro atu ngā hapori o Aotearoa i te reo Māori ki te reo Pākehā, he uaua rawa ki te whakakōaro anō i te aronga o ngā momo hapori, arā, kia hoki anō ki te reo Māori. Ko tētahi painga o Kapa Kōrero he momo hapori hou tēnei, ā, ka tūtaki ngā mema katoa i roto i te reo, nā reira ko te reo Māori te reo tuatahi o ērā hononga, ahakoa e whakaaetia ana te reo Pākehā ko te reo Māori te reo e hiahiatia ana e ngā mema katoa.

Ko te whakatūranga o ngā hapori reo tētahi o ngā āhuatanga uaua rawa o te whakaora reo (Fishman, 1996) – ko ngā hapori pērā i ngā hapori kiritata, i ngā rōpū hāhi, i ngā rōpū hākinakina, me ngā momo hapori Māori, arā, ngā whānau, ngā hapū, ngā iwi anō

hoki. Ka tohe hoki a Fishman, ko te reo i te kāinga te mea nui, mehemea koinā te mea nui, me hanga hoki ēnei momo hapori reo hei tautoko i te reo i te kāinga. Heoi anō, e ai ki ngā kitenga o te rangahau nei he tika te kōrero, he uaua rawa te whakatūranga o ēnei momo hapori. Ko tētahi whāinga anō o te rōpū kia whai wāhi mai te tini me te mano o ngā kōrero Māori o Tāmaki-makau-rau. Hei tā Schuman (1986) ki te angitu ēnei momo hapori:

- Me kōrero te reo
- Me mahi tahi ngā mema
- Me tiaki hoki te ahurea o te reo
- Me noho tata ngā mema

Ko tētahi painga anō o Kapa Kōrero, te mahi a te tangata e noho nei ki Tāmaki, te tokomaha hoki o ngā tāngata kōrero Māori i te taone kotahi. Heoi ano, ehara i te mea e kōrero Māori ana ngā tāngata kōrero Māori i ngā wā me ngā wāhi katoa. Ki tā Bauer (2008, p. 63) e kī nei, “every time a reo speaker begins a conversation, they have to make a decision about whether it will be in Māori or English”. Ahakoa e kore ngā mema katoa e tae mai ki ngā hui katoa, ki te tūtaki tuatahi mātou i tētahi wā i tētahi hui o Kapa Kōrero, ko te tūmanako ki te kite anō mātou i a mātou i tētahi horopaki kē, kia kotahi atu mātou ki te reo Māori. Pērā i te ariā nā Heller (1992) mo te kōwhiringa reo, arā, code-switching, ki ōku ake wheako, ki te tūtaki ahau ki tētahi tangata i tētahi horopaki reo Pākehā, tōna tikanga ka tū te reo Pākehā hei reo kawhe whai muri rā. Ka taea te panoni engari he āhua uaua ake. Tēnā, ko tētahi whāinga o te Kapa ka tūtaki ngā kōrero Māori katoa o Tāmaki i tētahi hui a Kapa Kōrero kātahi. Ka rua, i ngā tūtakitanga whai muri i tērā kia whiriwhiria te reo Māori, arā, kia kotahi atu aua mema

ki te reo Māori, ahakoa ki hea, ahakoa te horopaki. Kia whakakahangia te whakamahinga o te reo Māori, me te whakaoranga o te reo.

Ko te reo e kōrerotia ana e tātou katoa i te nuinga o te wā, ko te reo ōpaki. Koinā hoki tētahi whāinga ōku mō te Kapa – me whakapakari te whakamahinga o te reo ōpaki, me maimoa hoki te reo ōpaki. Ko te reo ōkawa te reo matua o ngā momo hui ōkawa e tū ai i te marae me ērā momo hui ōkawa. Ka taea hoki e te tauira te ako ngā āhuatanga o te reo ōkawa i roto i te ngā akoranga maha. Kei te pai tēnā, me waiho te reo ōkawa ki a rātou. Kāti ko te reo ōpaki te reo e whakamahia ana e tātou tōna iwa tekau ōrau o te wā. Ko tētahi tohu o te oranga o tētahi reo ko ngā wā me ngā wāhi maha e kōrerohia ana te reo i runga i te wairua hihiko²⁹. Nā, e toru pea ngā horopaki matua (Pohe, 2012) arā:

- Taiwhanga mahi
- Tūmatanui
- Tūmataiti

Ko te horopaki e hāngai ana ki te Kapa Kōrero ko ngā mea tūmataiti, me te tūmatanui. Ahakoa he rōpū tūmataiti ā-Pukmata, me kī, ka hui mātou i ngā wāhi tūmatanui, pērā i te pāparakāuta, te wharekai rānei. Ko te āhua o ngā hui, he momo hui whakahoahoa nā reira kia kōrerohia ngā momo kōrero i waenga i ngā hoa. Ka kōrero whakakata mātou, ka kōrero mātou mō te rā kua hipa, te whānau, te mahi, te mea, te mea. Me te aha ko te reo ōpaki te reo matua o ngā hui. Nā reira, ka rangona hoki te reo ōpaki e ngā apataki o te wāhi, e ngā kaimahi hoki. Tēnā, he pai te reo ōpaki kia rangona i ngā wāhi ōpaki, i ngā wāhi tūmatanui i waenga i ngā hoa tūmataiti. He pai hoki kia ākona te reo ōkawa i roto i ngā horopaki ōkawa pērā i te akoranga, me te marae.

²⁹ Spontaneous use

4.6 Whakatepe

Kua whakatakotoria e au te whakapapa o Kapa Kōrero. I tīmata te rōpū hei kākano o te reo i roto i a mātou ko ngā tauira pakeke o te reo mai rā anō. Kua tiakina te kākano nei, kua whāngaihia, kua tipu, ā, kua whānau mai te rōpū Kapa Kōrero. Ehara tēnei i te mahi takitahi, engari he mahi takitini kē. Kua kitea ngā piki me ngā heke, engari kua kitea hoki ētahi hua. Kei tawhiti tonu te pae, engari kia whāia tonutia te iti kahurangi, kia pai ake ngā āhuatanga o te rōpū nei.

Upoko 5 Ngā kōrero a ngā mema o te Kapa

E whakaatu mai ana te upoko nei i ngā pātai me ngā whakautu a ngā tāngata i whai wāhi mai ki te rangahau nei. Kua tātaringia ngā whakautu, waihoki, he ōrite ngā pātai matua i tukuna atu ki te katoa, engari i whakawāteahia te papa kōrero kia peka atu ai ngā kōrero i waenga i te kairangahau me ia kaiuiui, kei te āhua o ngā kare-ā-roto o ia nōhanga. Ko te āhua o te whakatakoto o ngā kōrero he mea āta rārangi mai mā ia pātai, arā, kua whakaemihia ngā whakautu, ngā kōrero matua i puta i ia kaikōrero, mō ngā pātai i tukuna ki a rātou. He hiahia nōku ki te whakaatu i ngā whakaaro o te katoa mō tēnei kaupapa, tēnā ka ngāwari ake taku tātari i ērā whakaaro, i te mea, he ōrite ētahi o ngā kōrero.

5.1 Pātai 1: Kōrero mai mō tō huarahi reo Māori

Ko te mea tuatahi ka kitea i roto i ngā whakautu mō te pātai tuatahi, he arohanui tō ia tangata ki te reo. Kei te hiahia rātou ki te whakahoki ki te reo, arā, i whai tētahi i te huarahi kaiako reo Māori ahakoa kāore tēnei tōna hiahia i ngā rā o mua. Kua panonihia tō rātou ao, ā, kua whakamāori rātou i ō rātou ao kia tautokohia tā rātou ako i te reo, kia tautokohia tō rātou aroha hoki ki te reo.

Kua kitea e rātou te uauatanga o te ako mehemea kāore rātou e ponitakatia ana e te reo. Ka mutu ka kite rātou i te rerekētanga o te ako ki tētahi hōtaka harangotengote, i te ako ki tētahi hōtaka ukiuki. Ko tā rātou he tere rawa atu te ako mehemea e ako ana rātou ia rā, ia rā. Ki te auporo rānei te ako, ka ngaro tere te reo i roto i a rātou, nō reira, me whakamahi te reo, engari he uaua rawa tērā mehemea kāore ōna hoa kōrero Māori.

Tāpiri atu ki ēnei kōrero, e ai ki ngā kaikōrero, he rerekē hoki te reo o te akomanga Whare Wānanga, i te reo o ia rā, ia rā.

Kei te mahere e whai ake nei ētahi whakarāpopoto o ngā whakaaro, o ngā whakautu i puta i ngā kaikōrero:

Whakaahua 2: Mō te huarahi ako

Kaiuiui 1	“he mea haina e ōku mātua ki tētahi ruma rūmaki reo, i a au e whitu, e waru rānei ōku tau. Tae atu ki te tekau ka neke kura ki te kura takawaenga, ka Pākehā, i te kura auraki au... kāre au i tino mau i te reo” “ka huri au ki te whare wānanga AUT ko tētahi o ngā mea ako i te reo Māori. I uru au i Te Ara Poutama nā te mea e rua ngā whāinga āku, ko te reo pāpāho me te reo Māori, ko tāku tino ko te reo Māori nei, i tino tīmata au ki te ako i te reo i tērā tau” “āpiti i tēnā ka whai hoa au pērā i te Kapa Kōrero, he mea atu ko Whakaata Māori, taku taiwhanga mahi”
Kaiuiui 2	“I ako au ki te kōrero mai i ngā wā e nohinohi au engari i te wā e iwa... waru ōku tau kore e taea e au te korero ki taku whaea, he Pākehā ia engari i ako ia i te reo, i te mahi ia i te kōhanga, mai i reira i āhua piki tana reo kia taea te kōrero ki a māua ko taku tungāne. Engari hei te kura māua i ako i te reo” “I te wā i haere au ki te kura tuarua ka heke tōku reo anō nā te mea ka eke ki te kura Pākehā, me kī... nā reira, kore e taea te kōrero” “I peka atu au ki te whare wānanga ki te ako i reira, engari he reo ako i aua wā, ehara i te reo kōrero” “atu I tōku tungāne kore e taea e au te kōrero ki tētahi atu, i te kāinga, ki taku whānau me aua mea.”
Kaiuiui 3	“I a au e noho ana ki tāwāhi, ki Kānata, i te tino mokemoke au ki te kāinga, nē, i pātai au ki a au anō, he aha au e tino mokemoke ai ki Aotearoa nei, toko ake te whakaaro ko te ao Māori me ōna āhuatanga katoa. Te mea i tino mokemoke au, i reira i kite au i te... he aha rā... te ‘uniqueness’! Te ahurea te motuhaketanga o te iwi Māori, te ao Māori, te reo Māori, ngā tikanga Māori, i tino pōuri au i runga i tōku nei kūare ki ngā mea Māori nei. Nā reira, i reira tīmata ai tāku nei hiahia ki te ako, hoki mai au ki Aotearoa nei i te tau 2008, ka hipa te toru, whā marama pea, ā, ka uru au ki tētahi kura rā o Te Ātaarangi i tīmata au i te tau 2009, i huri katoa tōku ao.”
Kaiuiui 4	“Ahakoa he Māori tōku pāpā kāore mātou ko ōku tungāne i whakatipu i te reo Māori, i te tikanga Māori, ki taku pāpā he moumou wā tērā. Nā reira, i tīmata taku whai i te reo Māori i te Whare Wānanga, i te tau 1993... āhua uaua ērā pepa nā te mea i kōrero Māori mō ngā haora e rua ia wiki, ia wiki, he tino harangotengote. I te tīmatanga o te tau 2005 i haere au ki

	tāwāhi... kua ngaro katoa ngā mea i ākona e au. Engari he tīmatanga tuatoru i te tau 2008, kua hoki au me te whakaaro au ināianei ka ū ki te kaupapa”
Kaiuiui 5	“So I started learning in 2012 at Te Ara Poutama and I started with very little knowledge, basically just what I’d learnt at primary school and that’s it” “I started to learn because I had... well there are several reasons and at the time I was tutoring in philosophy and I actually got involved in helping with the tuakana mentors...and through that I got to know our Māori post grad students and tutors and I guess that got me interested. At the same time I was becoming more interested in NZ history... I also knew about these free courses at Te Ara Poutama and some of my friends said ‘let’s give it a try’ and in the end I was the only one who ended up taking it” “I think at the start I was just giving it a go and I enjoyed it... and I guess over the last year especially I’ve discovered more about my whakapapa and learnt about my Māori whakapapa and that’s added another dimension, so now it’s a bigger thing”
Kaiuiui 6	“I tīmata au i taku whai i tō tātou reo rangatira whai muri mai i te whānau mai o ā māua tamariki...whitu, waru pea tau ki muri ake” “I tīmata au kei UNITEC, ko te kura pō tērā nō reira e toru ngā haora ia wiki, ia wiki... engari tino pōturi rawa atu te haere nā te poto o te wā... kāore au i paku aro ki te reo atu i tērā haora e toru, nē” “...Te Aupikitanga, ko tērā kura he kura ia rā, ia rā. E whā ngā rā ia wiki mai i te iwa karaka tae atu ki te toru. Nā, ka piki haere te taha kōrero, nā te mea ka kōrerorero mātou ia rā, ia rā.” “...nā reira, koirā tētahi tino raru ki a au, ka kōrero Māori mātou i te akomanga, ka puta ki waho, ka huri ki te reo Pākehā, ahakoa tō mātou hiahia ki te ū ki te reo Māori, he uaua... te kōrero”

5.2 Pātai 2: Kōrero mai mō ngā piki me ngā heke i tō whai i te reo

Ahako te huarahi, he huarahi uaua, he huarahi roa te ako i te reo Māori. Otirā he maha ngā painga me ngā hua. Engari kāore rawa he ara poka. Ka ākona te reo mā te whakapau kaha me te manawaroa anake.

Heoi, ki te tīmata ki ngā uauatanga i kōrerohia e ngā kaiuiui, ko tētahi, ko te korenga o ngā horopaki reo Māori i waho atu i te akoranga. Nā te mea, ki te kore rātou e

whakamahi i te reo, he taero tērā ki te ako. Ko te raru nui, he itiiti noa iho te nama o ngā tāngata kōrero Māori, me ngā horopaki reo Māori kia whakamahia te reo.

Ko te painga atu, ko te tūtakitanga ki ētahi hoa hou, ētahi hoa kōrero Māori. Ki ētahi o ngā kaiuiui kua āhua panoni katoa tō rātou puna hoa, ki ētahi atu kua whakawhānuitia tō rātou puna hoa. Heoi anō, he pai te tūtaki ki ētahi hoa hou, ki ētahi hoa kōrero Māori hoki, nā te mea koinei te rongoā ki tētahi o ngā uauatanga nui, arā, te korenga o ngā hoa kōrero Māori.

Ki ētahi kua piki anō hoki te wairua. Ehara i te mea he haerenga ako anake, tino kore nei, ki ētahi he haerenga ā-wairua hoki, kua panoni tētahi mea o roto i a ia.

Whakaahua 3: Mō ngā piki me ngā heke o te mahi ako

Kaiuiui 1	“Kua whai hoa hou” “Kua unuhia ētahi āhuatanga hou i roto i a au – wāhi kōrero, karakia, mahi kaiako” “Piki ake te wairua” “Te kitenga o te whanaketanga o ngā hoa, hei tauira, ko (ingoa)” “Ka taea e au te whakawhiti kōrero ki tōku whaea, tōku pāpā i roto i te reo” “Kua whakakaiako te reo i a au... hoa, whānau, whare, ki ngā tēina” “Kino ngā tāngata e matatau ana ki te titiro whakararo ki ngā tāngata e ako, e hapa ai”
Kaiuiui 2	“Uaua ki te whai hoa” “Poto noa te wā ako” “Te hōhonutanga o te reo me ngā kaupapa, pakiwaitara, waiata” “Ngā Kura Reo - he piki”
Kaiuiui 3	“Te tino uru ki ngā kaupapa Māori, I think its brought a sense of richness to my identity as a Pākehā New Zealander, being able to go between both worlds”

	“Kua tino ora tōku wairua” “I te tīmatanga kāore ōku hoa kōrero Māori, uaua tērā”
Kaiuiui 4	“Te whakamā, i a au e tīmata ana, tino whakamā i te taha o ngā tauira pai ake” “Kāore ōku hoa kōrero Māori, tētahi mea nui ki te ako i tētahi reo tuarua ko te taunakitanga, mehemea kei te noho koe i waenga i te reo ka rangona ngā tauira pai o te reo. He uaua ki te āta pānui noa iho”
Kaiuiui 5	“The whole difficult nature of it is one big down, in a certain respect (laugh), there’s not a whole lot of downs but it is really difficult and you need to be really brave especially if starting from scratch, there’s just so much working against it” “I used to get off the bus a few stops early to give myself extra time to warm up and get my thoughts going” Ngā piki: “Ups – I started out not knowing much and now it’s turned into this really massive part of my life, my identity and my dreams for the future” “The people I’ve met, especially through Kapa Kōrero, people I may not have met in other contexts – all united by the language but otherwise different ages, backgrounds, stages of life” “Wānanga and Kura Reo” “The teachers” “All the support, positivity” “When I started I definitely, only identified as Pākehā, but in terms of the light it’s shone on my cultural understandings that I’ve been brought up with”
Kaiuiui 6	“I tīmata au i roto i te reo rūmaki, he uaua, i te hiahia au ki te kōrero engari kāore āku kupu” “Te pōturi hoki o tēnei haerenga – tino frustrating, whakahēmanawatanga” “Ko te reo te mea pai, me te aroha, kua pā kaha atu ki tōna whatumanawa” “Ka panoni ōu whakaaro ki te ao Māori”

5.3 Pātai 3: He aha ōu whāinga mō te reo?

Mō te pātai nei, i rongo au i te rerekē ngā whāinga o tēnā, o tēnā o ngā kaiuiui. Ko te ekenga ki te taumata tētahi, ā, kia māmā, kia tika hoki te rere o te reo ahakoa te kaupapa tētahi atu o ngā whāinga. He manawa tītī te tokoono nei, kua roa te wā e ako ana rātou, ā, kei te haere tonu rātou, kua tatū rātou katoa ki te whakaaro he nui ake te reo i a rātou, i te tangata me tōna kotahi. Kei te ako tonu rātou ki te whakapakari anō hoki i tō rātou reo, engari, ānō nei hoki he haepapa kei runga i a rātou ki te haere tonu, arā, mō te reo te take.

He nui ake te reo i a rātou katoa – he mea whakawhetai te reo e rātou katoa, ā, kei te whakaaro rātou katoa ‘me tuku koha ahau ki te reo’. Me te mea nei, mō te nuinga o ngā kaiuiui i whanake haere o rātou whakaaro i a rātou e whaiwhai ana i te huarahi reo Māori, tēnā i panoni ō rātou whāinga mai i te tīmatanga ki ēnei rā tonu. Mō ngā kaiuiui tokorua i tīmata rāua ki te ako i te reo ki te paku whakawhānui ake i tō rāua mōhiotanga mō te reo me te ao Māori. Nā wai, nā wai kua whakangungu rāua hei kaiako reo Māori, tēnā kua uru te reo ki ō rāua ao, kua uru rānei rāua ki te ao o te reo. Heoi, ināianei, he wāhanga nui rawa te reo Māori o ō rāua ao.

He tāngata whare wānanga rātou katoa nā reira kua waia heare rātou ki te ako, he momo upoko pakaru rātou katoa, kei te haere tonu rātou ahakoa te aha. Ka toko ake te whakaaro ko ā rātou wheako kē i waenga i te ao mātauranga he painga mō tō rātou angitū ki te ako i te reo Māori.

Kua rārangihia mai ngā whāinga o tēnā, o tēnā o ngā kaikōrero. E mihi ana ki ēnei taonga whakaaro, e whakatenatena ana i tēnei hunga kia mau rātou ki te reo Māori:

Whakaahua 4: Ngā whāinga o ngā kaiuiui

Kaiuiui 1	“Ki te hoki ki te haukāinga, ki te Tairāwhiti, ki te noho i runga i te pae. Kia whakaora anō i ā rātou tikanga, waiata, kōrero me ērā momo mea”
Kaiuiui 2	“Ki te kōrero ki tōku whānau”
Kaiuiui 3	“I tīmata au kia tangata whenua ai ahau i a au anō, I think I wanted to become a little more enlightened because I realised how ignorant I was, he hiahia nōku ki te hono atu ki te whenua nei, ki ngā iwi, ki te ao Māori – so that we’re no longer strangers in our own country” “Engari ka tino huri tōku ao, ka toko ake te whakaaro me whakahoki ahau i te koha ki te hapori, ā, i whakangungu au hei kaiako, he kaiako reorua au i ēnei rā”
Kaiuiui 4	“I te tau 2008 whai muri i ngā tīmatanga hapa (false starts) e rua i whakatau au ka ako au i te reo, i te pīkoko au. E iwa tau whai muri mai kei te haere tonu, ā, kei te whai au i te tohu kairangi, ko tētahi āhuatanga o te ao Māori te kaupapa.” Kei te whakahoki ia ki te reo i roto i āna mahi o ia rā, āna mahi whiwhi pūtea, me tōna tohu kairangi.
Kaiuiui 5	“I think when I started I just wanted to give it a go, but now it’s a bigger thing and I want to become fluent, I’d also like to be involved in language revitalisation in some form, even whether it’s like teaching or in my writing”
Kaiuiui 6	“Kei te hiahia noa ki te kōrero” “Ki te whāngai te reo ki āku tamariki, kia noho pai rāua i roto i tēnei ao Māori, ahakoa tā rātou Pākehātanga” “Nā reira he ōrite āku pūtakeanga ki āku whāinga pea”

5.4 Pātai 4: Kei te noho a Kapa Kōrero ki hea i tō huarahi reo Māori?

Ko te mea nui rawa kua kōrerohia e ngā kaiuiui mō te tūranga o Kapa Kōrero i runga i ō rātou huarahi reo Māori, ko te whaiwhai hoa kōrero Māori te pūtake, engari ehara i te mea koinā noa iho, he āhua whānui ake te tūāhua. He pai ki a rātou te tūtakitaki i ngā hoa kōrero, nā te mea e ruarua noa iho, karekau rānei, ngā āheinga ki te kōrero i waho i te akoranga. Engari ko ngā mahi i waenga i ēnei hoa he tino āwhina ki ā rātou

whanaketanga. Ko ngā kōrero hōhonu me te whakatewhatewha, te ketuketu rānei i ngā kaupapa kōrero maha, he wero nui kia whakapakari anō i te reo. Ahakoa ko ngā hui o Kapa Kōrero te wā matua ki ngā mema ki te kōrero Māori i waenga i a rātou anō, ki te kite rātou i a rātou anō i waho i ngā hui ka kotahi tonu atu rātou ki te reo Māori. Ka whakapūmau rātou i te reo i waenga i a rātou ahakoa kei hea rātou. Hei tāpiri atu ki tērā ka rangona te reo i ngā wāhi tūmatanui, ā, kei te mōhio rātou ki te painga o tēnei āhuatanga nā te mea he uaua tonu te kitea tēnei āhua i te ao hurihuri nei.

Tētahi mea nui anō, ko te horopaki ōpaki ki te kōrero, ki te whakaharatau i te reo. He ākonga pakeke rātou katoa, ā, ko te reo Māori te reo tuarua ki a rātou katoa. Nā reira kei te mōhio pū rātou ki te rerekētanga o te reo i te akoranga me te reo o ia rā, ia rā. He momo taunaki a Kapa Kōrero ki ā rātou akoranga, he pai ngā akoranga engari he pai ake ki te whakaharatau i ngā mea kua ākona i te kura, ā, ka noho a Kapa Kōrero hei huinga, hei wāhi tautoko i tērā āhuatanga.

Ko te rere o te reo kōrero tētahi mea nui ki a rātou katoa, he taumata whakahirahira kia ine pai i te whanaketanga o tō rātou reo. Nā reira koinā hoki tētahi mea pai o Kapa Kōrero, ko te reo kōrero te kaupapa matua o te rōpū, arā, he wāhi pai ki ngā mema ki te kōrero, ki te pahupahu noa iho. Mā te aha i tēnei momo wairua hei whakaora i te reo Māori ki roto i a rātou.

Ki te nuinga o ngā kaiuiui he itiiti noa ngā āheinga ki te kōrero Māori. Nā reira he āheinga a Kapa Kōrero ki a rātou ki te whakawhānui i ā rātou āheinga ki te kōrero.

Whakaahua 5: Kei te noho a Kapa Kōrero ki hea i tō huarahi reo Māori?

Kaiuiui 1	“Ki a au nei ko Kapa Kōrero kei te taha o te karaehe” “Ko Kapa Kōrero he wāhi parakitihī i ērā momo mea nē, ka noho hei hoa rangatira, they compliment each other” “Ko te rerekētanga kāore he aromatawai ki Kapa Kōrero, kia kōrero ngā mahi ngahau, ngā mea māmā, i te akoranga me tika”
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	“Ko te nuinga o tātou o Te Pīnakitanga ka noho āmaimai, matakū rānei, peka atu ki Kapa Kōrero ka mōhio tātou ki ngā uauatanga, me manaaki ērā e matakū ana i Kapa Kōrero”
Kaiuiui 2	“Ko te whai hoa i te taone nei” “Te wā” “Ko te mea nui ka tū tētahi huihuinga” “Ko te kōrero te mea nui” “Ehara i te tino kaupapa ōkawa, nā reira he pārekareka te wā”
Kaiuiui 3	“He whai wāhitanga te Kapa Kōrero ki a au nā te mea mā te Kapa Kōrero e taea e au te kimi hoa hou, te kōrero ki ngā tāngata kē atu” “Te whai i te reo i waho i te kura” “Mā te kapa kōrero e taea e au te whakapūmau i te reo Māori ki ngā tōpito o taku nei taone... yea it’s just enabled me, and others I think, to normalise speaking te reo Māori”
Kaiuiui 4	“Ki tōku nei whakaaro mehemea kei te hiahia te tangata ki te tino ū ki te kaupapa me rapu, me kite ērā wāhi reo Māori nē, mehemea ka kite tētahi tangata e whakapeto ngoi ana ki te whakatū i tērā momo mea, ki tōku nei whakaaro me tautoko” “Ko te mea pai o Kapa Kōrero he wāhi reo Māori i te taha o ngā tauira e mōhio pai ana ki ngā piki me ngā heke, ka waihangatia tētahi wāhi haumarua mō ngā tāngata ki te ako, ki te hapa, ki te whakamātau i tō tātou reo” “Mōhio pai au, o ngā āhua o tētahi reo hou ko te pahupahu noa, te conversation, koirā te mea uaua rawa atu. Ko te kōrero tene, spontaneous, tūmataiti, koirā te mea uaua”
Kaiuiui 5	“It’s been really helpful in several ways, firstly just having a regular opportunity to speak Māori in an informal setting has just been really really useful, I don’t have or am not around on a daily basis people who speak Māori” “The relationships you make – but it’s also more than that, I think about last year and the class I was in I knew two friends whom I had met through Kapa Kōrero and that helped build that whanaungatanga – I wonder if it hadn’t been for that how much interaction would we have had in class” “Also, you end up talking about the language and your pursuit of the language. It’s really valuable to learn about other ways people are learning, Kura Reo, activities, strategies – you know you’re not alone, and you know where to go next. Also having people to

	go with, having people from Kapa Kōrero is important because it helps you find the courage to go into new contexts”
Kaiuiui 6	“Ki te kore ōku hoa, kua hinga au. He mea nui tō rātou akiaki” “Ehara i te mea te reo Māori he reo rangona whānuitia, pērā i te reo Paniora” “Ko te painga o ērā tūmomo rōpū ka whai wāhi, ka whai āheinga ki te kōrero, ko te kōrero noa iho te take, i tētahi wāhi ōpaki nei. He ōpaki mārika te kōrero, engari koinā te kōrero o ia rā, ia rā” “Koinā te raru mēnā he tauira koe, he tino rererikē te reo i te pukapuka i te reo o ia rā, ki ngā kiwaha, kupu kanga, ērā mea kia reka ai te reo, te kōrero. Koinā tētahi tino painga, hua rānei”

5.5 Pātai 5. Ki a koe, he aha ngā painga o Kapa Kōrero?

He nui ngā whakaaro mō ngā painga o Kapa Kōrero, he ōrite ētahi whakaaro, he rerekē ētahi. He tohu hoki pea tērā o ngā momo tuakiri rerekē o ngā mema.

Mō ngā mahi i ngā hui a te kapa, he pai te anga ki ētahi, arā, ngā mahi kua whakaritea kētia, pērā i ngā momo kēmu, me ngā pō patapatai. He pai ki ētahi ngā āhuatanga poka noa, arā, mā rātou anō rātou e kuhu, mā rātou anō e whiriwhiri ā rātou mahi, ā rātou kōrero, ā rātou hoa kōrero hoki.

Mō ngā tāngata o te kapa, koinā hoki tētahi painga. Ahakoa he āhua rerekē ia tangata, ia tangata, kua tūhono rātou i raro i te kaupapa. He ōrite ō rātou hiahia ki te ako i te reo, he puna hoa reo te kapa, ka mutu he momo puna tautoko hei akiaki i a rātou i runga i te huarahi ōrite, e rite ana ngā piki, e rite ana ngā heke.

Ko te rere o te reo tētahi mea nui, nā te mea e ruarua noa iho ngā wā, otirā ngā wāhi e taea ai e rātou te kōrero noa. Tāpiri atu ki tēnei whakaaro ko tēnei hoki tētahi horopaki e taea ai e te tangata te whakaaro ā-hinengaro i te reo Māori, koinā tētahi mea nui o te kōrero pai. Ka mutu, he tohu o te whanaketanga o te reo o tēnā, o tēnā ki te whakaaro

ā-hinengaro te tangata i te reo Māori, i te tīmatanga ka whakaaro te tangata ā-hinengaro i te reo Pākehā kātahi ka whakamāori ia i ōna kōrero ā-hinengaro.

I kōrero hoki tētahi mō ngā ‘hua karekare’, arā, ki te kite ngā mema o te kapa i a rātou anō i waho i ngā hui ka kōrero Māori tonu rātou, ahakoa ki hea. Nā konā ka rangona hoki te reo i ngā wā me ngā wāhi i waho i te kapa.

Kua puta hoki ētahi kōrero mō ngā taumata rerekē i waenga i ngā mema o te rōpū, arā, he pai tēnei āhuatanga ki tētahi o ngā kaiuiui. Ki a ia he rautaki ako anō te noho tahi i waenga i ngā kaikōrero pai ake i a ia. Heoi he pai hoki ki te kōrero ki a rātou, arā, ki ōna tēina ā-reo nei, nā te mea he āheinga tēnei kia whakapiki ake tōna māia ki te kōrero.

Ko te horopaki ōpaki tētahi āhuatanga pai anō, kāore he raru ki te hapa rātou, ka āhua hāneanea ake te noho, ka āhua māmā ake te rere o te reo hoki, i te mea kāore e āwangawanga ana te ngākau ki te hē te rere mai o te reo, i te mea ko te tūāpapa o Kapa Kōrero, ko te whakarite i tētahi āhuru mōwai mō te tangata e hiahia ana ki te kōrero i te reo Māori.

Whakaahua 6: Mō ngā painga o Kapa Kōrero

Kaiuiui 1	“Ko ngā mea... ko ngā kēmu kua waihangahia e tātou, pērā i te speed dating, ērā momo, me te tū ki te kōrero ki te whakaminenga e toru ngā mea... āe. Kua roa te wā, he aha atu... oooh! Pō patapatai!” “Te hīkaka i roto i te nuinga ki te ako i te reo, nā te mea kei te hoe tatou i te waka kotahi koinā tētahi o ngā mea. Ko te hiahia ki te ako i te reo”
Kaiuiui 2	“Kua heke ngā āwangawanga, nā te kore aromatawai me aua mea, ā, i ētahi wā he āhua rerekē te wā nā te mea ka noho ngā pononga me kī, me ngā rangatira o te reo, ki a au nei ehara tērā i te kōrerorero māori, i te nuinga o te wā kei te āhua hiahia koe ki te whakahīhī ki taua rangatira rā ki te ako ehara tērā i te kōrero māori māku” “He wā ki te kōrero, he wā ki te whakaaro Māori i ngā āhuatnga o ēnei rā. He mea whakahirahira māku, he wā pai kia... ngā tangata

	o te rōpū rā ki te werohia e au. Ki te whakaaro Māori, ki te noho pūmau ki āku wawata”
Kaiuiui 3	“Rawe ngā pō patapatai, tino ngākau nui au ahakoa kāore au i te wahine kaha ki te maumahara trivia, he pai te katakata, ko ngā mea kua tae atu au, ko ngā kemu pera, ko te paku inu, ko te noho ōpaki nei, ko te inu me te whai kōrero i roto i taua horopaki ōpaki, ruarua noaiho ngā wāhi i taea e au te mahi pera” “Kia hoki anō au ki taku kōrero mō te hiranga o ngā hononga o te whai hoa kōrero Māori hei tautoko i tō huarahi, nā te Kapa Kōrero i whānui ake nei taku puna hoa, kua whānui ake ai nā te maha o ngā tāngata e taea ai te kōrero Māori, he aha rā..., I think I’ve already said it but it’s helped to normalise my use of te reo Māori so it’s not just restricted to school context, be it teaching or learning, but kua whai wāhi anō hei kōrero Māori, I think thinking bigger than that not just about my journey or our reo journey but it has a bigger ripple effect that no matter where we go te reo Māori is being heard and that changes people’s perceptions of the usefulness or the value of te reo Māori that people see it as an actual language for everyday use, and a language that’s still in use and that people really care about it, so it’s bigger than just us and our journey”
Kaiuiui 4	“Ko te mea pai o Kapa Kōrero ki a au he wāhi kōrero Māori, ahakoa he poto, he āhua ongeonge ia marama, ia marama, he wāhi reo Māori. Ki ahau mehemea ka taea e au te tāpiri atu tētahi haora reo Māori, he pai tērā, koirā te whāinga o Kapa Kōrero, nē. Engari ko te painga ki ahau kei reira tētahi wāhi reo Māori ka taea e au te whakaharatau i te pahupahu noa, nā te mea kei te mōhio pai ko te kōrero noa koirā te mea uaua rawa atu mo te ākongā e whai ana i te reo Māori. Ko te spontaneous conversation, koirā te mea uaua rawa atu, kei te mōhio pai au nā te mea kāore e taea e koe te hautū i te aronga o te kōrero, me whai i te ia o te kōrero, tērā pea kāore i a koe te pātaka kupu mō tērā kaupapa, mō tērā kaupapa, koirā te wero nē. Ka whakauru koe ki roto i tētahi pō o Kapa Kōrero, kāore koe i te tino mōhio he aha te kaupapa, he aha ngā kaupapa kei te puta mai. Koirā tētahi mea pai nā te mea he whakaharatau, unstructured nē, he mea pai tērā ki ahau, i ētahi wā kei ahau ngā kupu i ētahi wā me huri au ki tāku papa kupu ki roto i tāku waea pūkoro, kia mōhio pai, nā, koirā te kupu, koirā tētahi āhua, ko Kapa Kōrero te nuinga o te wā kei reira tētahi papa kupu a-waea pūkoro, kei tētahi atu tētahi kupu tika”
Kaiuiui 5	“We have a tēina and tuākana group which I think is really cool, I feel like I sit somewhere in the middle, but in terms of feelings about talking to the different groups it really is a very different experience, like I think both are very valuable... so I look up to like (the tuākana), and that’s where I have to be brave – with you guys, but then with these others (the tēina) I feel alot more confident. And y’know there’s value in both of them, like that’s

one of the best things about kapa korero for me has been surrounding myself with people who are better than I am at speaking Māori, and that's really good because it pushes you and it makes you want to try and gives you an example, because all of us are second language learners, um so that's really valuable but yea you really do have to be brave. Um I remember the very first time I came to kapa korero and I had known about it for a little while and then finally came along with a couple of friends from class and y'know, sat there in silence (laugh)..."

"but anyway speaking to these guys it's a different sorta thing cos you have that confidence that they're not gonna blindside you with a y'know some sentence structure that you haven't heard of or talk about some sort of complicated situation... so you do have that upper hand in that you can direct the conversation a little bit and also you feel like you're looking after the conversation and that's really good because then, that's taking control and using the language for what you're supposed to be using it for, it's what all these lessons have been for so yea, there's that"

"Ngā kēmu, Māori speed dating – that's cool"

"I guess personally the activity I like the most is just getting into and in-depth conversation with somebody or 2 or 3 people that is sustained and just people that I am familiar with, I think about... versus things that I don't like, which are massive group conversations where everybody's participating – I mean that's cool it's not that I don't like it – it's just that it's not my favourite thing, sitting with you and A for example as opposed to sitting with four or five people where everybody's participating a little bit – there's value in that but you get into more depth and there's more warmth but that's just me being an introvert too, I prefer not too many people (laugh)"

"I really want to stress how valuable I think it is that we have learners at different levels. I can understand how this might be frustrating for some of our members who are more experienced, on those occasions when we do have more of the less-experienced members turn up, but the reality is there are usually at least a couple of near-fluent speakers - often quite a few. And I see this diversity within the group as a strength. We are all at different levels in our learning, and a big part of language revitalisation, of normalising the reo, is supporting those who are trying to learn. There are no shortcuts here. And the best thing for these new learners is to be around proficient speakers. I guess I feel, personally, that we have a responsibility to 'condescend', if you like - it comes back to that tuākana/tēina relationship - and help those who want to learn... there are no barriers for the more experienced speakers to bring in other experienced speakers. So, to reiterate, this isn't something I would change about Kapa Kōrero. It is something I see as a strength. In my mind, Kapa Kōrero supports speakers of te reo Māori at all stages of their learning, and this is a hugely valuable thing"

Kaiuiui 6	“Ko ngā whakawhitiwhiti kōrero te mea nui, te whakamahi. Ka taea e te tangata te whakamahi ngā kīwaha, ngā mea katakata, ngā mea kangakanga, ehara i te mea he ōkawa te kawē o ngā kōrero, tērā pea koinā tētahi mea uaua mēnā tē taea e ētahi o rātou te whakawhitiwhiti kōrero ka warea rātou e te tere o te reo. Heoi anō he wāhi ōpaki, he wāhi katakata, ka pupū te hiahia ki te kōrero pea, koinā te mea pai” “He āheinga kōrero - koinā, me whai tātou, ngā tauira, i ēra tūmomo, nā te mea ahakoa pēhea matatau ngā tāngata, ngā taiohi ngā rangatahi i kuraina i roto i ngā kaupapa Māori, engari ka wehe atu rātou i te akomanga i te kura ka tahuri rātou ki te reo Pākehā, ahakoa kei a rātou te reo Māori ko te reo Pākehā te reo matua. Heoi ano āe, he wā pai mō ngā pakeke kāore pea i ahu mai i taua āhuatanga o te kura kaupapa, ka tae tōmuri ki te pāti, āe he wāhi pai mō te inu waina, te whakawahanaungatanga, te whakawhitiwhiti kōrero, ki te ‘pēhea te whānau....’ ka whakahōhonu ngā whanaungatanga i waenganui i ngā hoa, i roto i te reo. Hareruia.”
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5.6 Pātai 6: Me pēhea e pai ake ai a Kapa Kōrero?

Ko ngā tino āhuatanga o ngā hui, e ai ki ngā kaiuiui, ko ngā tāngata, ko te rere o te reo kōrero, ko te āhuatanga ōpaki anō hoki. I runga i ēnei whakaaro ko tētahi mea nui ki a rātou me whakawhānui te rōpū, me piki ake te nama o ngā tāngata e tae ai ki ngā hui ia wā, ia wā.

Ki tāku e titiro nei kei te hiakai ngā mema nei ki te kōrero Māori engari he uaua tonu te kitea ngā āheinga ki te kōrero, i te mea ruarua noa iho ngā tāngata kōrero Māori, me ngā wāhi kōrero Māori. Heoi, ki te whakawhānuitia te puna hoa kōrero Māori ka whakawhānuitia hoki ngā āheinga ki te kōrero. I te mea kua kōrerotia hoki mēnā ka kite ngā mema i ō rātou hoa Kapa Kōrero i waho atu o ngā hui ā-rōpū ka kotahi tonu atu rātou ki te reo Māori ahakoa kei hea rātou. Nā reira, ko te pātai nui, me pēhea a Kapa Kōrero e whakapiki i te nama o ngā mema e tae atu ai ki ngā hui kia tautokohia te tūhonotanga o ngā kōrero Māori o Tāmaki. He aha hoki ngā taero.

E 390 te nama o ngā mema ā-Pukamata, o tēnei nama tōna tekau ngā tāngata ka tae ā-tinana ki ngā hui ia te wā. Mō tēnei o ngā āhuatanga, tērā pea he tohu anō tēnei o te iti o te nama o ngā tāngata kōrero Māori. Ahakoa te nama o Ngāi Māori e noho nei ki Tāmaki, ki te hoki anō te whakaaro ki ētahi o ngā take i puta i te ūpoko o te tuhinga nei mō Te Āhua o Te Reo, e ruarua noa iho ngā kōrero Māori o Aotearoa, e ruarua anō te nama o ngā kaikōrero kei Tāmaki nei. He mea nui hoki ki te whai wā ki te tae ā-tinana atu ki ngā hui.

Heoi, ehara i te mea me tae atu ngā mema katoa ki ngā hui katoa, engari ki te tae atu ētahi ki ētahi hui, ā tōna wā ka tūtaki te nuinga o ngā hoa kōrero Māori, arā, ka whānuitia te puna hoa o ngā mema katoa. Ki te whakataurite au i te ratonga a Tinder ki a Kapa Kōrero, he āhua ōrite te whāinga, arā, ko te tūhonohono tāngata. I runga i tēnei whakaaro ko te ipurangi tētahi rauemi pai rawa hei kawae i te kaupapa, arā, te tūhononga o ngā mema, hei whakatairanga atu hoki i ngā āhuatanga o te kaupapa. He whārangi pukamata tō te rōpū, mā konei ka tūtaki mariko ngā mema, ka taea e ngā mema te kite ko wai a wai i mua i ngā hui, nā reira he hua tō te ipurangi ki te rōpū. Heoi, he aha atu ngā āhuatanga o te ipurangi hei whakamahi, hei whakatairanga hoki, koinā pea tētahi o ngā pātai me whai e te rōpū.

Tēnā, ko ētahi rautaki kua puta kia whakawai ai ngā kanohi hou kia tae atu ki ngā hui, ko ngā momo mahi pārekareka, pērā i ngā kēmu. Kua mea mai hoki tētahi mō te pai o te hanga me ngā whakaritenga, ā, ko ngā momo kēmu he mea pai kia whakaea i taua hiahia.

Kei te kite rātou, he taero pea te whakamā, nā te mea ahakoa kua nuku atu i te toru rau ngā mema ā-Pukamata, ko te nama e tae ā-tinana atu ana ki ngā hui, ka eke ki waenga i te rima me te rua tekau ngā tāngata. Kua pā mai te whakamā ki a rātou, ki ngā kaiuiui, nā reira ko te whakapae koinā hoki te whakaaro o ētahi o rātou kāore anō kia tae a-

tinana mai ki ngā hui. Tērā pea me akiaki ngā mema kia “mauria mai tētahi hoa”, he pai hoki ki te haramai ki te whakarongo noa iho. Heoi, me mōhio ngā mema hou, otirā ngā mema katoa, he rōpū manaaki a Kapa Kōrero, me pā atu te aroha ki ngā kanohi hou kia hiahia hoki mai ai rātou.

Mō te rere o te reo, he pai ki ētahi kia tāpirihia ētahi horopaki hou i ētahi wā, pērā i te hikoi, te hākinakina, arā, te puta atu i te pāparakāuta. He pai hoki te momo kōrero i ngā horopaki rerekē, ā, he wero anō ki te ū ki te reo mehemea e roa ake ana ngā hui i ngā haora e rua noa iho.

Ka tāutungia e rātou, ko ngā mahi whakahaere tētahi mea nui, mei kore ake tētahi hei kaiwhakahaere ka hinga te rōpū. Tēnā, me pai tēnei hei tūāpapa, me kaua hoki tēnei mahi e noho i tētahi tangata noa iho, ko tētahi whakaaro kua puta, ko te whakatū i tētahi kōmiti pakupaku nei, hei momo rautaki āwhina i te whakahaere o Kapa Kōrero.

Whakaahua 7: Me pēhea e pai ake ai a Kapa Kōrero?

Kaiuiui 1	“Hiahia nōku kia whakawhānui anō kia tipu ake te rōpū, kua kī katoa... the groups get so big that people have to go on a waiting list.” “Ākene pea he theme, he kaupapa ki ia hui, he tauira noa iho tēnei, ko te hui kei te heke ko te kaupapa ko te theme ko te wahanga o te waru tekau (80's), tēnā haramai i roto i ou kākahu waru tekau. Ko tētahi anō pea ko te hākinakina. Ki a au nei he pai ake ngā kēmū ki tērā o ngā tāngata kāore i te whakamā, tērā he aha ngā mea pai ki ngā tāngata āhua whakamā, ngā introverts pea... pai ake ki a rātou ki te whakarongo pea. Pai ngā kēmū, akene pea mō tētahi hui ka whakawāwāhia ngā tāngata ki ngā rōpū, me whakarite ngā rōpū i tētahi mahi. Ko te tikanga o tēnā, he whāinga me te kōrero i waenga o te rōpū. I ētahi wā pea pai ngā hui reorua? I te tīmatanga ko au.. me reo Māori, me reo Māori engari ki a au nei pai ake ki te hiahia koe ki te huri kia mārāma i ngā kōrero, āe ki a au i ētahi wā kia reorua.”
Kaiuiui 2	“He pai māku ki te hīkoi, tērā pea ko tētahi wā ia wāhanga o te tau ka taea e mātou te haere hīkoi ai, mō te rā katoa, nā te mea nō aua āhuatanga he tino wā ki te wānanga ki te whai hoa ki te kōrerorero kia roa te wā. Ka tae atu ki wāhi kē, ka ū tātou ki te reo mō te

	katoa o te rā, he wero anō tērā. Tērā pea ā tētahi rā ā te koanga, ā te Raumati, ka tū engari ko aku hoa i kōnei ka arahi mātou i ētahi haerenga pērā, ehara i te mea ka hīkoi mātou i ngā wā katoa engari ko ngā haerenga ngā wānanga mō tētahi rā katoa, i aua wā te tino... ko te tino hua ko ngā kōrerorero.” “Tērā pea me kai tahi tatou, tērā pea he rerekē ngā kōrero. Tērā pea me haere tātou ki te whare o tētahi he mea anō ki te tunu kai, ki te mauria mai tētahi kai pērā. Tērā pea he wero ki a tātou e haere ana, ki te kawea mai he hoa hou.” “Kia noho te kaupapa, ka haere tonu ahakoa ngā tāngata, ehara i te mea mā (ingoa) e whakahaere ia wā, tērā pea kia rima e āta whakaaro, e āta tiaki i ngā whakaritenga kia haere tonu ia marama me kī. Engari he mea pai kia noho atu i tētahi tangata kia kore ahakoa nāu anō i tīmata ehara kia noho hei mahi a (ingoa), me pēhea ki te taka koe ki te māuiuitanga, ka pēhea?”
Kaiuiui 3	“Kua whai haerenga tātou, kua haere koutou ki Waiheke? I ētahi wā kua haere koutou ki te mātakitaki i ētahi whakaaturanga, ētahi whakaari, kiriata? Ka tae atu koutou... he aha kē atu?” “Mēnā ka whai wā ahau āe, ka tae atu au ki ēnā momo kaupapa. Āe te puta, te mātakitaki whakaaturanga, kiriata rānei, arā, ka tae atu tātou pea ki Poi e, ngā kaupapa pērā. Tērā tētahi wā, i toko ake te whakaaro kia whakatū rōpū pānui pukapuka reo Māori, tērā tērā whakaaro, Māori bookclub. Kua ora tērā? Kua whakatūria tētahi kaupapap pērā...?” He whakahaere kaitahi, ki ngā kāinga kia huri rauna, kia kai tahi tātou ki ngā kāinga maha o te rōpū.” “Ko tāku e hiahia nei kia tipu ake, kia whānui ake te rōpū, kia whai uri pea te Kapa Kōrero nei, kia whakatūria Kapa Kōrero hou ki wāhi kē atu o Tāmaki Makaurau, kia kaua e noho kotahi noa iho te Kapa Kōrero engari kia whānui ake ai ngā rōpū pēnei, i te mea he kaupapa whakahirahira, he kaupapa tino whai hua ki a tātou te hunga pīkoko nei ki te reo Māori.”
Kaiuiui 4	“Ko ētahi o ōku whakaaro he whakaaro kaiako, kei te whakaaro au pēnei nē, engari kua waihangatia e koe tētahi wāhi reo māori koirā te mea matua, ki tōku nei whakaaro, mehemea ka tautoko te tangata i ēnei momo mea, mehemea ka haere ki ia pō, ia pō, he nui ngā hua mō tō tātou reo, hoki atu, hoki atu ētahi tāngata engari ka puta ētahi ka wehe atu ētahi engari, pēnei i taku kī i mua ka tautoko i ēnei mea nā te mea ko te reo Māori te take. Mehemea ka whakaponu koe ki te reo Maori ka ū koe ki te whakaaro o te reo Māori ka tautoko te tangata i ērā momo mea.” “Ki tōku nei whakaaro, nā te mea he tauira katoa tātou o Kapa Kōrero, he pai ētahi anga – structure nē, ki tōku nei whakaaro he pai te pahupahu noa engari he pai ētahi mea pēnei i ngā kēmu mā tēnā ka taea e te tangata te whakarite i ētahi rārangi kupu,

	mehemea ka mōhio ka haramai tētahi kēmu ka taea e te tangata te whakarite i tētahi pātaka kupu, kei te mārama tērā.”
Kaiuiui 5	“I almost want to say that we could meet more regularly than we do although we already meet every 2 weeks I don’t know if as many people would come or if there would be the demand for that. I think, I’m inclined to do a strengths based analysis and you know, think about all the positive things about it, you know there’s so much to be said about it, we have a core group of people at different levels who are committed to it and regularly come along, and although people may skip one or two because they have other commitments, they always come back, we meet every 2 weeks even though we’re all doing different things now and in different places – well it feels like that to me – I guess you’re in class with more people. But yea what would I improve, I guess if we had different places to do it that would be cool, but I dunno, and we are trying that but it’s also hard to find places. Games work well.” “I was just thinking, you know replicating this sort of model in different places, if that was something you were thinking about at any point... Well I mean like different cities, and different groups of people, if you wanted to hold Kapa Korero up as a successful conversation group that’s been going for a couple of years, I think that’s a good milestone, others might want to follow that milestone, what’s been important to that success and I think having that core group of people that are committed which I think is a major thing, I think other attempts could sort of fail if you don’t get a driver, someone who is going to do it regardless, and also rope in those people who are going to sort of support that and involve them like you involved me and organising hui, and I think that whole being very welcoming and appreciating that people are at different levels and I think that’s the other major thing, and I think that’s something that you’ve done, I’ve kinda mentioned this but you’ve welcomed people and especially newcomers. I think those are the two most important things.”
Kaiuiui 6	“Tērā pea, me whai kēmū tātou, ko te āhua o ngā kēmū, ka taea e te katoa te tākaro, ka whai wāhi te katoa, ko ngā kēmu he mea pai, he mea katakata. Ngā pō patapatai he mea pai he mea kata, engari me pēhea te whakarahi o te rōpū, koinā te mea kāore au i te tino mōhio. Me pēhea te whakarahi, nā te mea i reira ngā mea pūmau. Me tū tētahi tangata hei kaiwhakahaere... engari ka tūhonohono te tokomaha ki te whārangi pukamata engari kāore te nuinga o rātou ka tae mai ki ngā hui, ko te whakamā he mea, o te reo, o te rōpū hou hoki, tera pea me ‘bring a friend’. Nā te mea tērā pea he ‘daunting’ pea mēnā ka tīmata te tangata ki te ako, me pērā, ka noho mū, heoi me mōhio rātou pea kei te pai ki te noho mū, āe haramai ki te whakarongo, haramai ki te kata, haramai ki te waiata, kei a koe, engari ko te mea pai – haramai!”

5.7 Pātai 7: He aha ngā wāhi e kōrero Māori ai koe?

Māraakerake te kitea i konei, ki ngā kaiuiui, e ruarua noa iho ngā wā me ngā wāhi ki te kōrero Māori. Ahakoa kua whakapau kaha rātou ki te whakamāori i tō rātou ao, he uaua tonu te whaiwhai horopaki reo Māori. Waimarie hoki ērā o ngā kaiuiui e mahi ana i roto i te reo, e wātea ana rātou ki te kōrero Māori i reira, ki te māwhitwhiti i waenga rānei i ngā reo e rua. Heoi, ko ēnei wāhi mahi ko ngā kura reo Māori, ko whakaata Māori, ko ngā wāhi mahi kaupapa Māori rānei, engari e ruarua hoki ēnei momo wāhi mahi. Ki te mahi te tangata i tētahi wāhi auraki, te āhua nei chara tērā i te wāhi pai ki te kōrero.

Ahakoa ko te reo i te kāinga te mea nui mō te whakaora reo (Fishman, 1991), ko te reo Pākehā tonu te reo matua i te kāinga o ngā kaiuiui katoa. He maha ngā take e pērā ana te āhua, kāore he tamariki ā ētahi, kāore he hoa kōrero Māori i te kāinga, i tīmata tōmuri te ako nā reira he uaua te panoni i te reo Pākehā. Heoi, ahakoa te take he tohu tēnei me whai wāhi te reo Māori i ngā horopaki whānui ake i te kāinga. E pīkoko ana ēnei tāngata katoa ki te ako, ki te kōrero hoki engari kāore te kāinga i te pai ki a rātou i tēnei wā. Tērā pea ka whānau pēpi ētahi i ngā tau kei te heke mai, kātahi ka whakatipu tamariki i roto i te reo, ā tōna wā ka kitea. Ka mutu ka pēhea taua tangata e whakapakari i tōna reo i mua i te tīmatanga o tōna whānau, me kī, ko ētahi o ēnei kaiuiui te “piriti” pea i waenga i te reanga i whakangaro ai te reo me te reanga whakatipu i roto i te reo. Me tautoko ēnei pakeke, i te mea kei te whakakapi rātou i tētahi tūranga rangatira, arā, e tiaki ana ēnei pakeke i te reo.

Whakaahua 8: Mō ngā wāhi kōrero Māori

Kaiuiui 1	• Ki tōku whānau, ko tōku tuahine me taku irāmutu • Ētahi hoa mahi • Ōku hoa kōrero Māori • Pīnakitanga
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Kaiuiui 2	• I te mahi, engari he āhua ōkawa i te nuinga o te wā, koinā noa iho • Mahi whakaako reo – katoa i te reo
Kaiuiui 3	• Tētahi wāhi nui o tāku mahi ko te kōrero Māori ki āku ākongā, ki āku hoa mahi hoki. • Te Pīnakitanga – ia Pōhina, me ngā wānanga • I te kāinga i ētahi wā, ki tāku tāne ahakoa kāore he kōrero Māori ia • Kia tūpono atu au ki tētahi o ōku hoa reo Māori kāore e kore ko te reo Māori te reo kawē “Ka tūmeke te tangata, i tana rongo i taku reo Māori i runga hoki i taku nei kiritea, ākene pea, i runga i taku nei tino Pākehātanga, ka haramai ētahi ki te mihi mai, ki te kī ‘ahh it’s so good to hear Māori being spoken’ ya know, i ētahi taima ka tae mai te tangata me te kī, ‘te wā tuatahi tēnei kua rongo au ki te reo Māori – that’s the first time I’ve ever heard Māori being spoken in the flesh’. Engari kāore anō au kia tūtaki, kia rongo rānei i te wairua kawa mō te reo Māori, mōku e kōrero Māori ana, ko te katoa o ngā tāngata e kaha tautoko ana.”
Kaiuiui 4	• I te taha o aku hoa mai i Te Aupikitanga me Te Pīnakitanga, kāore au i te kōrero i te reo Pākehā ki ōku hoa... kāore anō au kia rongo i tō rātou reo Pākehā i te mea ka ū au ki te reo, ki a au me karo i te reo Pākehā. I tūtaki au i aua tangata i te reo Māori, nā reira me noho i runga i taua reo. • Ki aku whanaunga, ki te marae “Ka kimi au i ngā āheinga, i roto i āku mahi, uinga, puna hoa, hoa ako, ka kōrero i ngā wāhi tūmatanui kia whakapūmautia te reo, ka tuhituhi au i te reo”
Kaiuiui 5	• Not as many [opportunities] as I would like. So, I don’t have a lot of opportunities, which I’ve been thinking this is something I should rectify but I don’t know how to, and that’s one of the reasons Kapa Korero has become so important to me • Wānanga • I talk to myself, think to myself (laugh) well it’s helpful • Class – which is only 2 hours a week “Without it [Kapa Kōrero] there’d be this huge gap, and I don’t know if I would have kept going because just learning in class isn’t enough to ignite, or to just keep that fire burning, its important and necessary... but it gets a bit dry after a while, you need that social interaction, I think I need to make more of an effort to meet up with people.”
Kaiuiui 6	• Ki a (ingoa) taku tino hoa • Te mahi – i te kura engari he reorua, ko te reo Pākehā te reo kawē • Wānanga o Te Pīnakitanga • Kura Reo ā-tau

5.8 Pātai 8: He aha koe e haere ai ki Kapa Kōrero?

Ka whakataurite ahau i tēnei āhuatanga ki te rangahau a Pohe (2012) me tāna

“Whanaungatanga ā-reo”. He āhua ōrite te momo whanaungatanga, arā, ko te reo te kaupapa e honohono ana i ngā mema o te rōpū. Heoi, kua ako tahi ētahi mema, kua tūtaki ētahi i wāhi kē, ahakoa te whanaungatanga he hiahia nō rātou katoa ki te whai i te reo. Kei te hāneanea ngā mema ki te tūtaki i waho hoki i te horopaki ōkawa pērā i te akoranga, te kura reo, te aha rānei. Ko te hiahia ki te kōrero i te reo i waho i te akoranga he tohu anō hoki o te taumata o tōna reo, o tōna māia, o tōna kōingo rānei. Heoi, ahakoa te aha, koinā tētahi mea nui ki ngā kaiuiui, ko te kōrero i waho i te akoranga.

Kua meatia kētia he momo pīkoko rawa ēnei kaiuiui, nā konā, kia kite rātou i tētahi kaupapa reo Māori, ka ngana rātou ki te tautoko atu. Kua pērā te kaiuiui nama whā me te kaiuiui nama ono, i whakaaro rāua me tautoko a Kapa Kōrero i te mea he kaupapa reo Māori tērā.

Tētahi āhuatanga matua e ngākaunui nei ngā kaiuiui, hei tā te kaiuiui nama tahi rāua ko te kaiuiui nama toru, ko te wairua ōpaki. He rerekē te wairua o ngā kōrero o Kapa Kōrero i ngā kōrero i roto i te akoranga, kāore he aromatawai, kāore he kaiako e whakatika ana i a koe, kāore hoki ngā hoa ako hei whakawā i āu kōrero. Nā reira ka māmā ake te rere o te reo, ka māmā ake te āmaimai kia pāngia koe i roto i te akoranga. Tēnā, ko te wairua ōpaki tētahi mea pai, tētahi take e tae ai ētahi ki ngā hui o te rōpū.

I kī mai a te kaiuiui nama rima he uaua ki a ia ki te tae atu ki tōna hui tuatahi. I warea ia e te āmaimai, nā reira i tae ia i te taha o ētahi hoa ako, kia māmā ake ai tōna āmaimai. I noho mū noa ia, ka whakarongo anake, engari nā wai rā i tipu ake te māia ki te kōrero, ā, kei te haere tonu ia. Ko ngā hoa te take i tae atu ia ki te mea tuatahi, ko ngā hoa tētahi take anō hoki ka hoki tonu atu ia.

Nā reira, mō ēnei whakaaro, arā, kei te pīrangi ngā kaiuiui ki te kōrero i waho i te akoranga, i waho hoki i te hamarara ōkawa o te akoranga, he aha ngā whare wānanga e kore ai e whakatū i ēnei momo kaupapa mā ngā tauira reo Māori? Tērā pea, me whakatewhatewha a Kapa Kōrero i ngā āhuatanga o tētahi momo hononga i waenga i ngā akoranga reo Māori maha o Tāmaki. Ki te piki ake te māia o ngā tauira i waenga i ō rātou puna hoa ako, ā, ka mōhio ngā tauira ka tūtaki rātou i ētahi tauira anō nō kura kē engari he ōrite tō rātou taumata reo, tērā pea ka patua te whakamā, otirā ka tūhonohono anō hoki te tokomaha o ngā tauira kōrero Māori.

Whakaahua 9: He aha ngā take ka tae atu koe ki ngā hui?

Kaiuiui 1	“Mō te wā tuatahi: Ki a au nei i te hiahia au ki te kōrero ki ōku hoa i waho o te karaehe, nā reira āe koirā te take i te hiahia au ki te hanga i te rōpū me kī, engari ko te take kei te hiahia au ki te haere ki te kōrero a waho i te karaehe, nā te mea i roto i te karaehe ko ngā aromatawai, nga mahi, koinei te wāhi – waiho ngā mahi ki te karehe, mau tonu i te reo engari whai ki tētahi wāhi ngāwari pērā i te cafe, nā te mea ko tēnei te wā tuatahi ki a au ki te haere ki tētahi kāwhei, hoko kāwhe, kai rānei, kōrero Māori ai. Atu i ngā hui a TKT (Tītahi ki Tua, AUT Tauira Māori rōpū, hui i te marae) nā te mea he wāhi Māori tērā, engari ko KK he wāhi Pākehā tēnei nē, arā, te cafe.” “Ko ngā tāngata, ko te reo hoki, engari ko ngā tāngata... ko te tuatahi ko ngā tāngata, ko te tuarua ko te reo.”
Kaiuiui 2	“Mō te wā tuatahi: Ki a au nei i te hiahia au ki te haere engari i te nuinga o te wā ka pokea e te mahi, kei wāhi kē au ia wiki, i ētahi atu pō kei te mahi au, atu i āku mahi i te tari nei. Nā reira i maumahara au nā (ingoa) i mea mai mō tēnei rōpū engari ka āhua roa, tērā pea ētahi marama te wā kia taea e au te haere.” “Ki te kōrero, ki te kite i ngā... i a koe i ētahi atu hoa o te whare wānanga rā. Ki te kōrero i te reo.”
Kaiuiui 3	“Ko te painga, ko te nuinga o ngā mema o te Kapa Kōrero, he tauira tonu o te reo ko te nuinga kei te uru i ngā kura pō, pera i te Pīnakitanga, i te Aupikitanga, nā wai atu rānei, nā reira ko te painga, ko te hononga i waenga i te Kapa Kōrero, me te Pīnakaitanga me ngā kura pō katoa, ka kōrerotia te reo ōrite, chara e ōrite ana ngā kupu katoa engari, ki ngā kaupapa pērā i te kaupapa Kapa Kōrero, ka rangona anō aua kupu hou, kātahi anō ka ākona i te Pīnakaitanga, ā, ka whakaharatau ka whai wā koe ki te whakaharatau i aua kupu i te taha o ngā tāngata kua āhua mōhio kē ki aua kupu, he tino tautoko tērā ka kōrerotia te reo ōrite, we’re

	speaking the same language me kī (kata), i te mea he ‘lingo’ tō te Pīnakitanga, he kupu motuhake to te Pīngakitanga ahakoa te pīkoko, te ika-a-Whiro, ērā momo kupu, kāore pea koe e tino rangona ki ngā wāhi kē atu.” “Mai i taua hui tuatahi i tino mahana tā koutou whakatau mai ki a ahau, tino tau tōku wairua i runga i te wairua mahana, te wairua pai o te rōpū rā.” “He reka ngā kaupapa ōpaki, ngā kaupapa he whakakōrero, he whakangahau, whakakatakata i a tātou, i rō pāparakāuta, ahakoa pō patapatai, ahakoa he speed dating, ahakoa he momo charades... ērā momo kēmu kōrero i te tangata, pārekareka katoa ērā kaupapa ki a au. He rawe hoki, he whaiwāhitanga anō te tūtaki ki ngā hoa hou.”
Kaiuiui 4	“Ki te kōrero Māori, ki te tūtaki ki tāngata kē, ki te tākaro i nga kēmu, he social creature tēnei, he pai te kōrero Māori, he pai ki te tautoko i ngā kaupapa ki Tāmaki Makaurau, mehemea ka puta mai tētahi kaupapa reo Māori kei reira au.”
Kaiuiui 5	“Mō te wā tuatahi: I think at that point I’d known about kapa korero for a little while because my kaiako had talked about it – but anyway, my kaiako had talked about it and said that we were welcome, he’d obviously got the word from you guys that we were all welcome, and I remember I’d seen that interview that you, and I think it was (ingoa) did, and I remember thinking ‘oh yea’. But I remember there was a bit of time I kept hearing about it, I’d spoken to someone or was talking to some of my hoa ako aswell and I definitely didn’t want to go alone so I think when I did go it was with friends. Umm you know alot of people come to kapa korero through a friend, I invite people I know you invite people and other people invite people that they know so that’s a good thing you have someone. But with us it was sort of a whole bunch of strangers who had this connection to AUT but we know are gonna be a lot better than us you know like a couple of classes ahead of us. So yea I think I came because of encouragement from the teacher and because I knew it would be good, because I didn’t have that strong social speaking thing going on and I think because one day after class I managed to rope a couple of people in to coming along with me so I wasn’t doing it alone (laugh).”
Kaiuiui 6	“I runga hoki i tērā whakaaro ka tū tētahi pāparakāuta Māori [BlackNote], ka tū tētahi rōpū reo Māori e hiahia ki te kōrero, i runga i ērā whakaaro katoa i whakaaro, pai me haere.” “Te pai o ngā hoa, ngā tāngata o reira, he tino hoa tātou katoa, nē? Āe, i tērā atu tau ka noho ētahi o mātou ko (ingoa), ko (ingoa), ko (ingoa), ko au, i te karaehe kotahi, engari i tēnei tau kua wehe atu mātou ki karaehe kē atu, nā reira, koinā te wāhi ka huihui tahi anō tātou ngā hoa ki te kōrero, kionā te pai, ka whakakaha anō ngā hononga i waenga i ngā hoa.”

5.9 Pātai 9: He aha tō tino kōrero āwhina ki tētahi tauira hou ki te reo?

Mō te pātai nei, kāore i uia ngā kaiuiui katoa, nā reira koinei ngā whakautu o rātou i uia.

E rua pea ngā kōrero matua,

1. Ko te whakamā tētahi taero, kia tūpato ki te whakamā, patua te whakamā kei warea koe e ia.
2. He mahi nui te ako reo, kāore he ara poka. Kaua e pōhēhē kia tere tō eke ki te taumata o te mātanga reo. Me manawaroa, me haere tonu hoki koe i runga i tō huarahi, tē noho kau noa.

Whakaahua 10: Kōrero āwhina ki ngā tauira reo Māori hou

Kaiuiui 1	“Mō te whakamā: Te kore hiahia ki te kōrero, ki te ū tonu ki te reo, he momo taniwha tēnei mea te whakamā ki a au, koinā te mea, essentially the whakamā is holding you back from what you’re trying to achieve, e kore au ki te ako ki te kōrero tonu, ka noho mū ahakoa te maha o nga whakaaro, ahakoa nga kīwaha ‘pai tū, pai hinga’ ko te whakamā he taniwha tonu.”
Kaiuiui 5	“There are no shortcuts”
Kaiuiui 6	“...haere tonu ahakoa te uauatanga ko tētahi whakatauki nō Nelson Mandela i puta, ka tae atu te tangata ki tētahi taumata o te maunga, he pai tera, ka whakatā, ka noho, ka hoki whakamuri ki to haerenga nāu i haere, te uauatanga i roto rā, noho mō te wā poto, whakatā, engari ka kite anō koe i tētahi maunga teitei rawa atu i mua i a koe, me here tonu, ehara i te mea kua oti tēnei mahi, no reira ka tae atu ki tētahi tihi, me whakatā, engari haere tonu. Kaua koe e warea e te uauatanga e te hēmanawa, kaua ahakoa te uaua, waiho, haere tonu nā te mea ka whai hua. Ka poho kereru au i a au anō i taku haere ahakoa me whakaiti, ko tētahi atu mea i roto tino poho kereru au i tāku haerenga, ahakoa he roa, tino roa taku haerenga engari āe, i kite au i roto i āku tamariki i tērā poho kereru ki a au ‘kei te mōhio tōku māmā ki te kōrero Māori’ he pai tēnā ki a au, tino pai, ahakoa kāore ratou e kōrero – poho kereru rāua i a au, tōku hoa anō hoki, nō reira me te mea hoki waiho ki te taha ngā korero kino, pērā i te ‘ehara te reo Māori i te reo whai hua’ ‘ehara te reo māori i te reo whai take, me whai koe i tētahi reo whai take pērā i te reo wīwī, te reo paniora, te reo āhia’ waiho ērā kōrero ki te taha.”

5.10 Whakatepe

Koinei ngā whakautu me āku kōrero tātari mō ngā pātai i tukuna atu ki ngā kaiuiui tokoono o te rangahau nei. Ahakoa he rerekē ngā whakautu me ngā whakaaro o tēnā, o tēnā o ngā kaiuiui, ā, kua puta ngā whakaaro maha, ko ngā mea matua kua tāutungia e au e hāngai pū ana ki a Kapa Kōrero, ko ēnei:

1. Kei te hiakōrero ngā kaiuiui katoa
2. E ruarua noa iho ngā wā me ngā wāhi ki a rātou ki te kōrero
3. He pai ki a rātou te horopaki ōpaki ki te kōrero
4. Kei te pīrangi ngā kaiuiui ki te whakawhānui i ō rātou puna hoa kōrero Māori

He rerekē ngā wheako, ngā tuakiri, ngā whakapapa, me ngā hītori o ngā kaiuiui katoa, ā, i puta ēnei rerekētanga i waenga i ā rātou whakautu, engari i puta hoki ēnei kaupapa ōrite, ki a au nei koinei ngā mea matua o te rangahau nei.

Mō te mea tuatahi, he pai ki ētahi ngā momo kōrero tene, kōrero hōhonu ahakoa te kaupapa, ki ētahi he pai ki te whakarite i ētahi kaupapa kōrero hei kaupapa mā ngā hui a Kapa Kōrero, heoi ko te mea nui ki a rātou ko te rere o te reo kōrero, he mea nui rawa tēnei ki te whanaketanga o tō rātou reo.

Ko tētahi āhuatanga uaua rawa ki te whanaketanga o tō rātou reo, ko te korenga o ngā wā, me ngā wāhi ki te kōrero. Kua whakamāori rātou i ō rātou ao kia pai ake te noho o te reo i waenga i ngā mahi maha a ā rātou mahi o ia rā, heoi, i te mea he āhua manawa kiore te orange o te reo i te whenua nei mō te whaiwhai horopaki reo Māori ao noa, pō noa, tē taea te pēhea.

Ko tētahi o ngā mea pārekareka o ngā hui a Kapa Kōrero ki te nuinga o ngā kaiuiui, ko te āhua ōpaki. I roto i ngā momo hui ōkawa, i te akoranga rānei, kei reira he wairua ōkawa, arā, me tika te reo i mua i te kaiako kei whakamātauria koe, engari anō ki ngā hui o Kapa Kōrero. He āhua hāneanea ake ngā kaiuiui ki te hapa, i te mea kei te mōhio pū rātou he āhua ōrite ngā mema katoa, ā, e kore rātou e whakawākia. Ahakoa he āhua

āmaimai tonu ētahi ki te kōrero ki ō rātou tuākana ā-reo, he rerekē tērā i te āmaimai i mua i te kaiako.

Ko tētahi o ngā mea matua ka hoki atu, hoki atu ngā kaiuiui ki ngā hui a Kapa Kōrero, ko ngā tāngata. E ngākaunui ana ngā kaiuiui ki ō rātou hoa kōrero Māori, ā, e hiahia ana rātou te kite i te whanaketanga o ngā kanohi kitea i ngā hui. Ki te piki ake te nama ka piki ake hoki te nama o ngā kōrerorero, o ngā hoa, me ngā āheinga i roto, i waho hoki o Kapa Kōrero kia kōrerotia te reo.

Upoko 6 - Whakakapinga

I tīmata tēnei tuhinga i taku kōrero mō tōku ao, i reira i whakahihiko ai tōku aroha ki ngā mea Māori, ki te iwi, ki tōku haukāinga, ki tōku reo. Āe, ko ‘tōku reo, tōku ohoo’’, ahakoa tōku aroha ki te ao Māori mai i tōku tamarikitanga, i panoni tōku tirohanga ki te ao, ki tōku ake ao, ki tōku tuakiri, ki āku mahi, whai muri i taku ako i te reo.

I runga hoki i tāku hīkoitanga i kitea tētahi tauira o ngā momo taero e pā mai nei ki te tini o tātou, ā, he mahi nui rawa ki te ako i te reo hei reo tuarua, heoi ki ētahi he uaua ake, i ēnei rā ko te reo he taonga mā te tino waimārie. Heoi, ahakoa te aha he huarahi roa te huarahi reo Māori, kāore ōna ara poka, he nui te mahi, i ētahi wā he mokemoke hoki, ā, ka mate ētahi i te taumaha. Nōku te waimārie hoki, engari kei te mōhio pū hoki au kāore he mutunga tō te huarahi nei.

Nōku i te whare wānanga i whakatōkia te orokohanga o te kaupapa nei, arā, i te ako ahau i te reo Māori engari kāore ōku hoa, me ngā horopaki i waho i te akoranga hei whakamahi i te reo. Ehara i te mea ko au anake me tēnei tūāhua, arā noa atu ngā ākonga pakeke e pēnei ana i a rātou e whai ana i te reo, he uaua rawa te kite i ngā wāhi me ngā horopaki reo Māori. Ko te pātai nui, me aha kē tātou, ngā ākonga, ngā whare wānanga, ngā hapori, ngā iwi, ngā whānau?

Kei te whai te rangahau nei i te tukanga kaupapa Māori (Smith, 2012) i runga i te tūmanako ka tautoko te rangahau nei i te reo Māori, ngā ākonga pakeke, me ngā momo rōpū reo Māori. I te mea ko te reo kei te pokapū o te kaupapa, mokori anō kia aro atu te kairangahau ki ngā mātāpono Māori.

Ko te tukanga matua hei kohikohi raraunga, ko te uiuinga o ngā mema tokoono o te rōpū Kapa Kōrero, nā reira he rangahau ine kounga, ehara i te mea he ōrite ngā pātai i

tukuna ki ngā mema katoa, he ōrite ngā pātai ārahi engari i peka atu ia uiuinga ki tēnā, ki tēnā o ngā whakaaro rerekē i puta mai i ia tāngata i tōna ake uiuinga. I konei i kitea ngā wheako me ngā hīkoitanga rerekē i waenga i ā rātou kōrero katoa, i te mea he rerekē ā rātou kōrero me ā rātou rautaki ako, ahakoa kei te whai rātou i te mea kotahi arā noa atu ngā huarahi. Kāti, he ōrite hoki ētahi wheako, me ētahi rautaki ako, engari pea he rerekē tonu ō rātou whakaaro mō te wheako ōrite. Ko ēnei rerekētanga, me ēnei ōritenga te matū o te rangahau, ahakoa tokoono anake rātou o te kaupapa nei, he paku tirohanga ā rātou kōrero ki te ao whānui ake i te tokoono anake.

Ki te whakaaro tātou mō te ao whānui, ko te nukunuku reo (Fishman, 1991) te raru nui ki ngā reo taketake o te ao, ā, e hāngai pū ana tēnei ki te reo Māori. Kei te heke iho te nama o ngā whānau e tuku nei te reo ki āna tamariki i te mea kua whakapākehātia te whenua nei. Kāti, ki te whakakōaro nuku reo me tīmata anō tērā tukunga o te reo ki ngā tamariki, koinā te rautaki matua. Koinā hoki te mahi mā ngā pakeke, arā, me ako ngā pakeke o ngā reanga i hipa ai te reo, kātahi ka rere anō te reo ki ngā reanga tamariki. Heoi, ehara i te mea he mahi māmā noa tēnei, tino kore nei, me ūngia katoatia te kaupapa e te pakeke. Ki ētahi o ngā mema o Kapa Kōrero, āe mārīka ka tūhonohono anō rātou i ō rātou whānau ki te reo, engari ki ētahi atu, kāore ā rātou tamariki, kua pakeke kē rānei ā rātou tamariki. Me kaua tātou e pōhēhē he moumou wā tērā, kao, e whai tikanga tonu ana ngā kaikōrero katoa i te mea me kite hoki ngā tamariki i ngā kōrero Māori i ngā horopaki whānui ake i te kāinga me te whānau.

Ko te mea nui me whai ngā mumu reo i ngā wā hou, ngā wāhi hou, me ngā hapori hou hei whakamahi i te reo (King, 2001; Spolsky 2003). Koinei hoki tētahi o ngā whāinga o Kapa Kōrero me āna mema, engari ko te Kapa tētahi āhuatanga iti rawa o te pikitia nui.

Ki te titiro whakamuri tātou ki te ngahurutanga 1980-1990 me te whakarewatanga a Te Kōhanga Reo, koirā tētahi o ngā pou matua hei whakaora i te reo Māori i Aotearoa nei,

ā, he hua tēnei o ngā mahi ā-hapori, ā-iwi rānei. He tauira pea tēnei o ngā momo mumu reo o taua wā i whakapeto ngoi ki te hoki anō ki te tuku i te reo ki ngā tamariki, ki te whai wā, ki te whai wāhi hou hoki kia whakamahia te reo. Nā reira, he mea whakahirahira ngā tāngata e ngākaunui ana ki te reo i te mea ka ūpoko pakaru rātou, mō te reo te take. Me whakamahi ēnei momo mahi ā-hapori, ahakoa te iti, te nui rānei (Fishman, 1991).

Tēnā, ki te rere te reo i te kāinga, me Te Kōhanga, ka whakawhānui ngā wāhi hei kōrero, arā, te whakapūmautanga o te reo. He tohu pai anō tēnei o te oranga o te reo mēnā e māori ana te karawhiu o te reo ahakoa te aha, heoi me māia te tangata ki te kōrero Māori i ngā wāhi tūmatanui ki ōna hoa me ōna whanaunga (Pohe, 2013), me māia anō ia ki te kōrero, ki te hono atu ki tētahi momo rōpū pērā i a Kapa Kōrero mēnā he tauhou.

Tētahi o ngā tino taero ki te ako i te reo, ki te kōrero Māori rānei, ko te whakamā. Te mahi a te tangata kua pāngia e te whakamā, nā reira me māia ngā mema o Kapa kōrero i te wā tuatahi kia tae ā-tinana rātou ki tētahi hui. He rerekē te kounga o te reo i waenga i ngā mema nā reira ka tūtaki ngā mema hou ki ētahi kaikōrero pai ake, me ētahi kaikōrero ngoikore ake. Tōna tikanga he kaha ake te whakamā i a koe e kōrero ana ki tētahi mātanga reo (Chrisp, 2005) engari he akoranga anō hoki tēnei, ā, ki ētahi ko te whakamā tētahi take ki te ū atu ki te reo kia kounga ake ai. Waihoki he rerekē ngā tāngata katoa, nā reira me whai ia tāngata i te rongoā pai ki a ia anō.

Mehemea ko te whakamā tētahi o ngā taero ki te ako i te reo, ko ngā hononga i waenga i te ākonga me ōna hoa kōrero Māori tētahi āhuatanga matua hei āwhina i te whanaketanga o tōna reo (Pohe, 2012; Ratima, 2013; Te Huia, 2013). Hei tā Ratima (2013) me whakatītina ngā kaiako reo Māori i te momo wairua pai, te wairua ā-whānau pea i waenga i āna ākonga kia whakaūngia ngā momo hononga, me ngā momo hapori

reo. Heoi ki te whai ngā momo akoranga reo Māori kia tūhono ngā momo ākonga maha o te rohe, kia tūtaki ai ngā ākonga reo Māori katoa, ka piki te ora o te reo i te rohe. Ko te iti o ngā wā, ngā wāhi, me ngā hoa kōrero Māori, he taero nui ki te whanaketanga o tō te ākonga reo.

Ētahi rautaki angitu kua kitea ki Aotearoa nei, kei ngā rautaki o te ao kura te whakaaweawe nui rawa pērā i Te Kōhanga Reo, Te Kura Kaupapa, Te Wharekura, me Te Kura Reorua. Heoi me kua rawa a Aotearoa whānui e pōhēhē mā ēnei rautaki anake e whakaora anō ai te reo, tino kore nei, koinei tētahi wāhanga anake o te rongoā. Me maumahara tonu a Aotearoa he huarahi roa rawa te huarahi whakakōaro nuku reo, ā, me ū ngā kōeke o te Āwhata Haukotinga Tukunga Iho, nā Fishman (1991). He mea nui tonu ngā taiwhanga atu i te pūnaha mātauranga, pērā i te whakaoranga o te reo Wiwi ki Quebec, i tīmata ngā mahi whakaora i te pūnaha mātauranga, engari i whawhai tonu te iwi, ā, i hoki anō te reo ki ngā kaupapa tōrangapū, me ngā kaupapa ōhanga. I horapahia te reo ki ngā horopaki whānui ake i te kura, me te kāinga. He āhua pēnei hoki te reo ki Kataronia, mā te aroha ki te reo, ka kōkiritia ngā kaupapa whakaora, mā ngā kaupapa whakaora, ka whakawhānuitia ngā horopaki, mā te whakawhānuitanga, ka whakora anō te reo.

Mō ngā ākonga pakeke e ako ana i te reo, koinei te pūtaketao o te whakaora reo e ai ki a te Āwhata Haukotinga Tukunga Iho a Fishman (1991). Mehemea kua haukotia tētahi reo, ka tatū te haepapa kia whakaorangia anō te reo ki ngā pakeke. Me whiriwhiri ngā pakeke ki te ako i te reo, me whiriwhiri ngā mātua kia tukua te reo ki ngā tamariki, me whiriwhiri hoki rātou ki te kōrero i te reo. Nā reira, me pēhea ēnei kōwhiringa e ākina, e whakaohootia rānei? He nui te whakaohoho o ngā momo mahi a ngā rōpū pāpori, me ngā rōpū mahi ki ngā kōwhiringa a ngā pakeke me ngā mātua. Ki te kitea ēnei momo rangapū e tautoko ana i te reo, ka kitea hoki te whaitake o taua reo e ngā pakeke, ā, kia eke anō te tūponotanga o tā rātou hikitanga i te reo.

Kei te kitea te arotahi a Te Puni Kōkiri i te whai tikanga o ngā pakeke, i roto i tā rātou Rautaki Reo Māori (2014), arā, ko te whāinga tuatahi ‘Me whakapiki te mana o te reo’. Ko ngā momo rōpū pērā i ngā rōpū ā-pāpori, i ngā rōpū ā-mahi hoki he waka whakahirahira hei kawē i te kaupapa nei. Me mahitahi ngā kaikōkiri o te reo.

I te tau 2018 nei, he ao hangarau, he māori noa ngā momo pūrere ki tērā whare, ki tērā whare o te whenua nei. He rautaki anō tēnei ki te hanga rangapū reo Māori, he huarahi matua hoki te ao hangarau kia whakawai i te reanga taiohi, te reanga tamariki anō hoki ki te reo Māori. Ko Pukamata te pūtaketanga o ngā whakaritenga o te rangapū, o Kapa Kōrero, hei reira ngā kōrerorero me ngā whakaritenga katoa e pā ana ki te kapa me āna hui. Ehara i te mea ko ngā rauemi hangarau tētahi rongoā ki te reo, engari mō ngā momo rautaki whakaora reo, mō ngā momo rōpū reo Māori, mō ngā momo mahi whakangahau ki te reanga taiohi, he rautaki whakahirahira te ao hangarau me ōna āhuatanga maha.

Heoi, ki te anga whakamua, me titiro whakamuri. Ko te ao o nāianei e mōhio nei tātou, me ngā rauemi hangarau, te āhua o te reo, te whakatakotoranga o ngā rau iwi ki Aotearoa i ēnei rā, he rerekē rawa i ngā rā o mua. Kua whanake haere te reo, he nui te whakaaweawe o te ao Pākehā ki te ao Māori me te reo. I te rīkarika te iwi Māori kia whai wāhi atu ki ngā ariā Pākehā, arā, he tere te kite i ngā painga o te reo tuhi, me te aha i tere ako ngā tūpuna ki te tuhi, ki te kōrero pukapuka anō hoki i ngā reo e rua. Manohi anō i kite hoki te iwi Pākehā i whai take te reo Māori, me te aha nā rātou te reo Māori i ako. Ahakoa he poto noa te wā, i te takiwā o te tīmatanga o te rautau 1800 ki te ngahurutanga whai muri mai i te hainatanga o Te Tiriti, he whenua reorua a Aotearoa. E kore a muri e hokia engari ko te pātai kē pea, me pēhea a Aotearoa e whakahoki i te mana o te reo Māori, me pēhea hoki ngā miriona tāngata o te whenua nei e kite anō i te uara, i te whai tikanga rānei o te reo Māori.

Mō te whakaaweawe o te ao Pākehā ki te reo Māori, āpāia, koinā te mea nui kua pā mai ki te reo, ā, kei te pā tonu mai. Kāti, i ngā rau tau kua hori ake nei kua kitea ngā painga me ngā mōrearea i te whakaaweawe e kōrerotia nei, engari me ui pea te pātai kua ako tātou i te aha? Kua pai ake tātou te kite atu i te rerekētanga i ngā mea e rua, arā, ngā mea e hāpaitia ai te reo me ngā mea e tāmia ai te reo? Ehara i te mea ka whakaora mai anō te reo Māori mā te aroha me te pipi noa iho, me whakapau werawera tātou katoa, e kīia nei au ‘tātou katoa’ i te mea nō ‘tātou katoa’ te reo, Māori mai, Pākehā mai, nō Aotearoa whānui te reo Māori. Kei te rite tātou ki te mahitahi? He aha hoki te tūranga o te reo Ingarihi me te iwi Pākehā i te whakaoranga o te reo taketake o te whenua nei. Kua roa te wā e tukituki ai ngā tini whakaaro o te whenua nei, koinei pea te pūtake o te nuinga o ngā raru ki te reo, ahakoa te horopaki, ko te pūnaha mātauranga, te reo kawē i te kāinga, te pūnaha hauora, te mea, te mea. Whakaarohia ngā kupu o te waiata nei, ‘mā wai rā e taurima te marae o waho nei, mā te tika, mā te pono, me te aroha e’, āe ehara i te mea kia whakaora mai anō te reo mā te aroha me te pipi noa iho, engari he mea nui tonu te aroha ki te reo.

I ngā rautau kua taha ake nei, kua kitea ngā piki me ngā heke o te reo, ko te mea nui pea ko te tūtakinga o te reo Pākehā ki te whenua nei, ā, kei te tūhura tonu te iwi o Aotearoa me pēhea te reo Pākehā me te reo Māori e haere ngātahi i te whenua nei. Kei tua o tēnei whakaaro, tērā pea kei te tūhura tonu ēnei iwi e rua te mōhio ko wai tātou? Me pēhea tātou e noho ngātahi ki te whenua nei? Ehara i te mea kei te noho tonu tātaou i te ao o ō tātou tūpuna, tino kore nei, arā noa atu ngā rerekētanga, me titiro tātou ki muri kia mōhio ai tātou kia anga whakamua, engari he aha kei mua i a tātou? He aha ngā akoranga o ngā tūpuna hei arahi i ngā mokopuna ki mua?

Ki te hiahia koe ki te ako i te reo Pāniora, ka taea e koe te tae atu ki Peina ki te ruku atu ki ngā hōhonutanga o taua reo. I puta pea te whakaaro ki te whakatū i te rōpū Kapa Kōrero i te mea kāore e taea e te tauira reo Māori te tae atu ki te ‘Whenua Māori’ kia

karapotia ai e te reo. Me kimi kē koe i ngā wāhi reo Māori i te whenua nei, he tūmataiti te nuinga o ēnei wāhi, nā reira, ki te kore koe e mōhio ki ētahi hononga ki ēnei momo wāhi, he uaua rawa te mahi. Nā reira, i puāwai mai te kapa, he momo hapori kōrero Māori.

Kei te āhua whai te rōpū i te ariā nā Fishman (1991) i whakatū, arā, te Āwhata Haukotinga Tukunga Iho. Tōna tikanga ka pēnei te āhua o ngā mahi whakaora reo, i te tuatahi me whiriwhiri te pakeke ki te ako, kātahi ka whai hapori reo Māori ia. Ko ngā āhuatanga e hāngai pū ana ki a Kapa Kōrero ko te rere o te reo i ngā wāhi tūmatanui, arā, hāunga a Kapa Kōrero, ko te reo Pākehā te reo matua o taua wāhi. He tino ōpaki te rōpū. He rautaki tēnei ki te whakawhānui i te puna hoa, te hapori rānei ki te kōrero Māori, mā ēnei hononga ka māori haere te karawhiu o te reo. He toa takitini te whakaora reo. Nā reira, kei te kite te Kapa i ngā hua o te rere o te reo i ngā wāhi tūmatanui, arā, ka haere ngātahi te reo Māori me te reo Pākehā, tērā pea me tūhura tonu tātou i tēnei āhuatanga. Ka pēhea te āhua o Aotearoa ki te whakawhānuitia tēnei, arā, ka reorua ngā taone o Rotorua, o Ōtaki, o Wairoa anō hoki, ka pēhea te āhua o ēnei taone kia whakaūngia te reoruatanga? Koinei pea te tīmatanga o tētahi kokenga pai, o tētahi kokenga nui, koinā te tūmanako.

Ki te titiro whakamua tātou me mātua titiro tātou ki ngā kōrero a ngā pia o te reo. Mai i ngā māngai o ngā kaiuiui kua whakakupu rātou i tētahi pikitia o te huarahi mā ngā pakeke e ako ana i te reo. Kua kōrerotia kētia, he mea nui ngā pakeke ki te whakaora anō i te reo, nā reira me aro atu ki ā rātou kōrero ka tika. Ko ētahi tāhuhu kua kitea i te rangahau nei, he pēnei:

Me whai hoa te ākongā:

He huarahi mokemoke rawa i ētahi wā, heoi ka māmā ake te haere me he hoa i tō taha, he pai kē atu ki te haere tahi i te taha o tētahi hapori hoa. Nā reira, me whakaaro pea e

tātou ngā rautaki pai hei whakahonohono i ngā kōrero Māori e horapa ana i ngā pito katoa o te motu. Mā te takitini, ka toa. He rerekē hoki te reo i waenga i ngā hoa, arā, te reo ōpaki o ia rā, i te reo o te akoranga. Ahakoa he hua tō ngā mea e rua ko te whāinga matua ko te reo o ia rā, kāore ko te reo o te akoranga.

Ko te reo me te ahurea Māori te mea rongomaiwhiti o Aotearoa:

Kei te kitea e ngā kaiuiui katoa ko te reo me te ahurea Māori kei te manawa o te tuakiri o te whenua nei. Ki ētahi, ko te putanga atu i te whenua nei te whakaohoho ki te whai tikanga o te ao Māori ki te whenua nei, ahakoa te aha, nā tēnei whakaoho ka piki ake te whakaute ki te reo me te ao Māori. Nā reira, me pēhea tēnei whakaoho e horapa atu ki Aotearoa whānui? Kei te hikitia te kaupapa whakaora reo e te torutoru noa iho, ka pēhea ērā atu tāngata e whakawaia mai?

He uaua te ako engari kei reira ngā hua:

Arā noa atu ngā uauatanga ki te ako i te reo, he uaua anō ki te eke ki te taumata matatau pērā i ngā kaiuiui. Heoi, ahakoa ngā uauatanga, arā noa atu hoki ngā hua, ā, koinei ngā mea e whakakipakipa ai te ākonga kia haere tonu. Koinei te utu mō te tōtā.

Kei te whānui ake ngā whāinga i te tangata:

Ahakoa kei te ako rātou katoa i te reo kia taea e rātou te kōrero, e hāngai ana hoki ngā whāinga ki te pikitia nui, arā, he mea nui ki te kōrero ki te whānau, ki te hoki ki te kāinga kōrero Māori ai i te marae, tukuna ngā akoranga ki ngā tamariki, whakahokia rangahau ki te iwi. Koinei ngā momo kaupapa e hāngai pū ana ki te mana motuhake, me te hāpainga o te mana o te reo. Kei te puāwai mai ngā tikanga Māori i roto i a rātou. Mēnā e pēnei ana te whakaaro o rātou e ako ana i te reo, me whakapau kaha te Kāwanatanga, ngā iwi, a wai rānei ki te tautoko i a rātou, ko rātou ngā tino kaikōkiri o

te reo, he tohu hoki o ngā painga ki te ako. Ehara i te mea i tīmata ā rātou haerenga i runga i te whakaaro pēnei, i te ngākau pēnei rānei te pai, mō te reo te take.

Ko Kapa Kōrero he peka anō hei taunaki i te ako:

I te mea ko te reo Māori te reo tuarua ki ngā kaiuiui katoa, ā, he uaua te kitea ngā taiwhanga reo Māori i waho i te akoranga. Kāore rātou i pakeke mai i roto i te kāinga kōrero Māori, kāore he Māoriland hei wāhi taurikura ki te ako, nā reira, ki a rātou ko Kapa Kōrero he momo taunaki pai hei hoa mō ngā akomanga ōkawa. Heoi, ko te wairua ōpaki he mea nui anō hoki, arā, kāore ngā herenga, kāore ngā whakamātautau, ngā aromatawai rānei. Hei te tīmatanga, ki ētahi, he āhua tauamaha te whakaaro ki te tae atu ki tētahi huihuinga, ā, me ū koe ki te reo, engari kāore e roa ka mauri tau te tangata i te wairua ōpaki.

He mea nui anō hoki kua tautuhia, ko ēnei hui he wā kia whai take ai te reo Māori ki ngā momo mahi māori o ia rā. Nā konā, he tūāpapa tēnei kia māori ai te karawhiu o te reo i waho i te akomanga. He wāhi pai hoki ki te kōrero ki ngā hoa e whaiwhai hoki i te reo pēnā i a koe, nā reira ka taea ngā momo kōrero mō ngā wheako, mō ngā momo akoranga, mō ngā kura reo, tokohia kē atu ngā tāngata kua whakariterite kia tae atu ki tēnā kura reo, ki tēnā kura reo i te mea ka whai hoa rātou.

Kua tautuhi hoki ngā kaiuiui, ko te rere o te reo he mea nui, me te pūkenga ki te whakaaro i te reo. Waihoki, he tohu nui o te whanaketanga o te ako, kia tīmata te whakaaro i te reo. He uaua rawa te kōrero mēnā e whakaaro ana te tangata i te reo Pākehā, kātahi ka whakaaro ia mō ngā kupu Māori. Ko te painga o ngā huihuinga o te Kapa, ka taea e ngā mema te whakamātau tō rātou reo, ō rātou whakaaro hoki i te reo. Ko te reo kia rere, ko te reo kia tika, ko te reo kia Māori.

Ko te tikanga e pā ana ki te teina me te tuakana he mea anō e kitea ana i te Kapa. I te mea he rerekē te taumata reo o tēnā, o tēnā o ngā mema, i a rātou e hui ana, ka kōrero rātou ki ētahi tēina me ētahi tuākana, ā, he rerekē te wheako o ngā mea e rua. Heoi, ka whakakapi ngā mema i ngā tūranga e rua, kei te āhua o te horopaki. Mēnā he tuakana te mema, māna te teina e manaaki, e akiaki, e āwhina, manohi anō ka piki anō tō te tuakana māia. Otirā, mēnā he teina te mema, he momo akoranga anō te kōrero ki tētahi tuakana, i te mea ka rangona ngā kupu me ngā rerenga hou, arā, ētahi rautaki anō hei whakapuaki whakaaro. Tōna tikanga, i te akoranga he āhua ōrite te taumata o ngā tauira i te akomanga kōtahi, he pai a Kapa Kōrero i te mea ka whakawhenumihia ngā taumata, ā, he painga kei reira.

Ētahi whakaaro kia whakakahangia anō te Kapa:

Ahako ko tētahi o ngā painga o te Kapa ko te whakahoahoa, ko te tūtakinga ki ngā hoa kōrero Māori hou, kei te hiahia tonu ngā mema kia eke anō te nama o ngā mema kia piki ake anō te nama o ngā tāngata e muimui atu ai ki ngā huinga. Arā noa atu ngā painga ki te whakapiki anō te nama, he momo toa takitini. Heoi, ko te pātai, me pēhea ngā hui me te nama o ngā tāngata e whakapikia? Ko ētahi whakaaro, kia whakawaia pea ētahi ki ngā kaupapa rerekē, hei tauira ko ngā pō patapatai he kaupapa angitu.

Manohi anō he nui hoki te mahi ki te whakariterite i ēnei momo kaupapa, ā, koinā hoki tētahi mea nui, ko te haepapa o ngā mahi whakahaere. Tērā pea, me titiro whānui ake a Kapa Kōrero ki ngā wā me ngā wāhi kōrero Māori kei waho i te Kapa, ka pēhea ēnei momo kaupapa katoa e tūhonohono? Me tuku pea te pātai nei ki a Te Mātāwai hei matapaki.

Kei hea te reo i ēnei rā tonu?

Kua tautuhia rawatia, ko tētahi raru nui ki ngā kaiuiui nei, ko te korenga o ngā wā me ngā wāhi ki te kōrero, ki te rongorānei i te reo Māori. Anei ngā wāhi matua ka taea e rātou te kōrero:

- Akomanga rūmaki, he tauira harangotengote te katoa
- Wāhi mahi i ētahi wā, mēnā he mahi kaupapa Māori
- Ki ētahi hoa me ētahi whanaunga, i ētahi wā noa iho

Ngā take e tae atu ai ngā mema ki ngā hui:

Ko ngā tāngata te take matua ka hoki atu ai ngā kaiuiui ki ngā hui. Ko te tukanga angitu rawa hei whakatairanga i te Kapa, ko te kōrero ā-ngutu kau noa. Ki te mōhio kē te tangata ki tētahi mema he nui ake te tūponotanga ka tae ā-tinana atu ia ki tētahi huinga. Ka hoki anō ia i runga i te manaakitanga ka rongorānei ia i te hui. Ko te wairua ōpaki he mea nui anō e rata atu ai ngā mema, ko te wairua ōpaki me te wairua māori te karawhiu o te reo. I te mea he tāngata pūkoko rawa ngā kaiuiui, kia ara ake mai tētahi kaupapa Māori ki Tāmaki, tōna tikanga kei reira rātou.

Me hoki whakamuri, kia anga whakamua, nā runga i tēnei whakaaro kua kī mai ngā kaiuiui i ēnei kōrero hei āwhina i ngā tauira hou ki te reo:

1. Kia mau ki tō wairua ‘upoko pakaru’, ehara tēnei i te huarahi māāmā, ehara tēnei i te huarahi poto, ā, tērā ētahi wā ka tutuki koe i tō waewae engari, haere tonu, haere tonu.
2. Kāore he ara poka! Kia manawaroa.
3. Kaua e aro atu ki ngā kōrero kino mō tō kōwhiringa ki te whai i te reo, pono mārika, he hua kei roto, ahakoa ngā kōrero whakatakē.

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Glossary

Reo Māori

Aroha ki te tangata

Arohaehae

Ara poka

Āwhata Haukotinga Tukunga
iho

Āwhata Rikitā

Harangotengote

Ine kounga

Kanohi kitea

Kataronia

Kaua e takahia te mana o te
tangata

Kia ngākau māhaki

Kia tūpato

Manaaki ki te tangata

Mōtītītanga

Ngā rautaki angitu

Ngā tautoko me ngā ārai ki te
ako I te reo

Pōutoa te kakī

Te ao hangarau

Titiro, whakarongo, kōrero

Te mātai

Te mātai tatauranga

Te nukunuku reo

Te whakakapi tūranga o ngā
ākonga reo pakeke

Reo Pākehā

Respect for people

Analysis

shortcut

Graded Intergenerational Disruption Scale (GIDS)

Richter Scale

Part-time

Qualitative

To be seen in person

Catalan

Do not trample a person's mana

Do not flaunt your knowledge

Be cautious

Be generous with your hospitality

Assimilation

Successful strategies

Supports and barriers to learning the language

Decapitation

The realm of technology

Observe, listen, speak

Observation

Statistical observation

Language shift

The role of adult language learners

Reo Māori	Reo Pākehā
Te whakakōaro nuku reo	Reverse language shift
Te whakapūmautanga o te reo	Language normalisation
Wairua hihiko	Spontaneous
Whakamahere reo	Language planning
Whakamahi o te reo	Language use
Whakamahuki	Explanation
Whakamāramatanga	Interpretation
Whakatuanui ā-mātauranga	Hegemony
ukiuki	Fulltime

Appendix A: Ethics Approval

22 June 2016

Dean Mahuta

Te Ara Poutama

Dear Dean

Re Ethics Application: **16/196 The role of Maori Language Speaker Groups in normalising te reo Maori**

Thank you for providing evidence as requested, which satisfies the points raised by the Auckland University of Technology Ethics Committee (AUTEC).

Your ethics application has been approved for three years until 22 June 2019.

As part of the ethics approval process, you are required to submit the following to AUTEC:

- A brief annual progress report using form EA2, which is available online through <http://www.aut.ac.nz/researchethics>. When necessary this form may also be used to request an extension of the approval at least one month prior to its expiry on 22 June 2019;
- A brief report on the status of the project using form EA3, which is available online through <http://www.aut.ac.nz/researchethics>. This report is to be submitted either when the approval expires on 22 June 2019 or on completion of the project.

It is a condition of approval that AUTEC is notified of any adverse events or if the research does not commence. AUTEC approval needs to be sought for any alteration to the research, including any alteration of or addition to any documents that are provided to participants. You are responsible for ensuring that research undertaken under this approval occurs within the parameters outlined in the approved application.

AUTEC grants ethical approval only. If you require management approval from an institution or organisation for your research, then you will need to obtain this. If your research is undertaken within a jurisdiction outside New Zealand, you will need to make the arrangements necessary to meet the legal and ethical requirements that apply there.

To enable us to provide you with efficient service, please use the application number and study title in all correspondence with us. If you have any enquiries about this application, or anything else, please do contact us at ethics@aut.ac.nz.

All the very best with your research,

A handwritten signature in black ink, appearing to read 'K O'Connor', written in a cursive style.

Kate O'Connor

Executive Secretary

Auckland University of Technology Ethics Committee

Cc: jojoheap@gmail.com

Appendix B: Participant Information Sheet



Participant Information Sheet

Date Information Sheet Produced:

22 June 2016

Project Title

How does Kapa Kōrero support adult learners of te reo Māori to normalise the language in their lives? (working title)

An Invitation

Kia ora, my name is Joanne McNaughton, I am a Master's degree student enrolled at Auckland University of Technology (AUT). I extend an invitation to you to take part in this research project. Your participation is purely voluntary and would be very much appreciated. It is entirely up to you if you want to take part or not, if you do accept you may even withdraw at any time prior to the completion of data collection, this will not reflect badly upon you in any way. You may participate in either English or Māori, or both, depending on what you are comfortable with throughout the duration of the interview process.

What is the purpose of this research?

The proposed research topic is to *analyse a Māori language speaker group, namely Kapa Kōrero, and whether there are benefits that positively contribute to the normalisation of the Māori language.*

This research will discuss all forms of feedback of the informal speaker group being analysed, in this case Kapa Kōrero. As an informal and voluntary initiative, it can be difficult to be sure of what is working well, and how the group can continue to benefit its members and the language. This type of research stands to inform the researcher, members of the group, along with other similar groups, of the benefits associated with the group, its success factors, and future considerations.

How was I identified and why am I being invited to participate in this research?

You have been identified as an active member of Kapa Kōrero, fitting the following criteria:

- A member for at least six months
- Attended at least three meetings
- Intermediate to advanced level of language

Given the small number of people in the group I have identified individuals that fit the criteria and e-mailed you all individually. The first eight people to accept, will participate in the study.

What will happen in this research?

For the purposes of gathering information for this project there will be face-to-face interviews conducted with the primary researcher, which will take up to two hours. I, the researcher, will transcribe all interviews.

What are the discomforts and risks?

I do not expect there to be any discomforts or risk. However, if you feel discomfort of any sort, any time throughout the interview process, please do not hesitate to let me know. It is important that any participants in this research feel as comfortable as possible.

How will these discomforts and risks be alleviated?

As stated above, there is no expectation of discomfort and/or risk. However, if there is any feeling of discomfort while in the interview, participants can stop the interview and re-evaluate, or they can choose to have a pseudonym assigned to them.

What are the benefits?

Your participation will be beneficial to Kapa Kōrero and members of the group, it has the potential to also benefit other similar groups. This research is a requirement for the Master of Arts programme and will help the researcher gain a higher qualification.

How will my privacy be protected?

A pseudonym will be assigned to you if you do not want to use your own name, however, due to the small pool of potential participants who are known to each other I can only guarantee limited confidentiality. You will make a significant contribution by informing the research. Respect for you and your privacy will be upheld at all times. You will be asked to approve/amend transcripts before the analysis of the interviews begin. You have the right to withdraw yourself and any data at any time up until this point in the research.

What are the costs of participating in this research?

The only cost to you is your time. Interviews will be conducted face-to-face and take no more than 2 hours.

What opportunity do I have to consider this invitation?

I will provide interested persons with this information sheet and a consent form. Once you have read this information sheet and I have answered any queries you may have, you may then sign the consent form. If you need more time to consider the project, you will have a further two weeks, following which I will again contact you regarding your interest to participate.

How do I agree to participate in this research?

In order to participate in this research project you need to complete and sign the consent form.

Will I receive feedback on the results of this research?

As stated in the consent form, you have the option of receiving a copy of a report of the findings of this research. You will also be given the opportunity to review and amend the transcript of your interview.

What do I do if I have concerns about this research?

Any concerns regarding the nature of this project should be notified in the first instance to the Project Supervisor, Dr Dean Mahuta, dmahuta@aut.ac.nz Phone: 09 921 9999 Extension 6427

Concerns regarding the conduct of the research should be notified to the Executive Secretary of AUTC, Kate O'Connor, ethics@aut.ac.nz , 921 9999 ext 6038.

Whom do I contact for further information about this research?

Please keep this Information Sheet and a copy of the Consent Form for your future reference. You are also able to contact the research team as follows:

Researcher Contact Details:

Joanne McNaughton

Ph 021 1349214

jojoheap@gmail.com

Project Supervisor Contact Details:

Dr Dean Mahuta

WB405,

Te Ara Poutama,

AUT,

Wellesley Street,

Auckland

dmahuta@aut.ac.nz

Phone: 09 921 9999 Extension 6421

Appendix C: Interview Consent Form



Consent Form

For use when interviews are involved.

Project title: *How does Kapa Kōrero support adult learners of te reo Māori to normalise the Māori language (working title)*

Project Supervisor: *Dr Dean Mahuta*

Researcher: *Joanne McNaughton*

- ☐ I have read and understood the information provided about this research project in the Information Sheet dated 22 June 2016.
- ☐ I have had an opportunity to ask questions and to have them answered.
- ☐ I understand that notes will be taken during the interviews and that they will also be audio-taped and transcribed.
- ☐ I understand that I may withdraw myself or any information that I have provided for this project at any time prior to completion of data collection, without being disadvantaged in any way.
- ☐ If I withdraw, I understand that all relevant information including tapes and transcripts, or parts thereof, will be destroyed.
- ☐ I agree to take part in this research.
- ☐ I wish to receive a copy of the report from the research (please tick one): Yes ☐ No ☐

Participant's signature:

Participant's name:

Participant's Contact Details (if appropriate):

.....

Date:

Approved by the Auckland University of Technology Ethics Committee on 22 June 2016 AUTEK Reference number 16/196

Note: The Participant should retain a copy of this for

Appendix D: Safety Code of Practice for Researchers

A Code of Practice for the Safety of Social Researchers

Introduction to the Code

This is the SRA's Code of Practice for the safety of social researchers, particularly those conducting research in the field on their own. The code focuses on safety in interviewing or observation in private settings but is of relevance to working in unfamiliar environments in general.

There are a number of dimensions to the risk that social researchers may face when involved in close social interaction:

- risk of physical threat or abuse
- risk of psychological trauma, as a result of actual or threatened violence or the nature of what is disclosed during the interaction
- risk of being in a compromising situation, in which there might be accusations of improper behaviour
- increased exposure to risks of everyday life and social interaction, such as road accidents and infectious illness
- risk of causing psychological or physical harm to others.

The Code is designed for research funders, employers, research managers and researchers carrying out fieldwork. The aims are to point out safety issues which need to be considered in the design and conduct of social research in the field and to encourage procedures to reduce the risk. The intention is not to be alarmist about potential dangers but to minimise anxieties or insecurities which might affect the quality of the research.

The Code covers:

- clarifying responsibilities
- budgeting for safety
- planning for safety in research design
- risk assessment
- preparing for fieldwork
- setting up fieldwork
- interview precautions
- maintaining contact
- conduct of interviews
- strategies for handling risk situations
- safety of respondents
- debriefing and support after the event
- making guidelines stick.

Clarifying responsibilities

Employers of researchers, generally universities or research institutes, have a 'duty of care' towards their employees under the terms of the Health and Safety at Work Act, extended by the Management of Health and Safety at Work Regulations which are supported by a European Union Framework

Directive. The European Directive provides a code covering elements of guidance such as:

- avoid risk altogether
- combat risks at source
- adapt work to the individual
- make sure employees understand what they need to do
- ensure that an understanding of risk is integrated within the organisation's overall policy framework.

Although a personnel officer might legally stand as the employer, the duty of care might be regarded as reverting to the research manager who might be, for example, either the head of the research unit or the grant-holder.

Safety at work is a dual responsibility of the employer and the employee. A number of situations can arise in the conduct of social research where the responsibility for safety might be contested, if, for example, a researcher has to stay overnight in a hotel while on fieldwork.

Budgeting for safety

All research proposals and funding agreements should include the costs of ensuring the safety of researchers working on the project. It may be helpful to distinguish infrastructure costs which are apportioned to all projects, from costs particular to the project.

Infrastructure costs might cover training on risk assessment, communication aids, personal or vehicle insurance cover, a named member of staff responsible for fieldwork safety, staffing a fieldwork contact point. It will be important to clarify which of these costs fall to the employer and which are to be borne by the funder.

Project costs might include extra fieldwork time (working in pairs, providing a 'shadow' or reporting back to base), taxis or hired cars, appropriate overnight accommodation, special training and counselling for staff researching sensitive topics. These extra costs elements may need to be discussed with funders as the proposal is being drafted.

The research institute should be prepared to devote resources to safety issues: raising awareness; clarifying responsibilities and lines of accountability; creating and implementing procedures; carrying out regular reviews.

Planning for safety in research design

Researcher safety can be built into the design of proposals.

- Choice of methods - include safety in the balance when weighing up methods to answer the research questions. Challenge research

specifications which take for granted face-to-face interviews in potentially risky sites.

- Choice of interview site - consider whether home interviews are necessary for the research. Interviews in a public place may be acceptable and safer substitutes; for example, meeting a working person during the lunch break rather than at home in the evening.
- Staffing - consider designs where it is possible to use pairs of researchers to conduct an interview, or to interview two members of the household simultaneously.
- Choice of researchers - consider whether the research topic requires the recruitment of researchers with particular attributes or experience. Research managers may have to decide against using existing staff if the content of the interview will arouse strong feelings or cause distress.
- Recruitment methods - where possible, design methods of recruitment to allow for prior telephone contact. This provides an opportunity to assess the respondent and their circumstances.
- Time-tabling - take account of the tiring effects of spells of intensive fieldwork. A more relaxed schedule may mean that researchers are more alert to risk and better able to handle incidents.

Assessing risk in the fieldwork site

Once the fieldwork site has been selected try to reconnoitre the area before fieldwork starts. Questions to ask include:

- Is there reliable local public transport?
- Are reputable taxis firms easy to access?
- Is it safe to use private cars and leave them in the area?
- Is there a local rendezvous or contact point for researchers?
- Are there appropriately priced and comfortable hotels within easy reach?
- Are there local tensions to be aware of such as strong cultural, religious or racial divisions?
- What do local sources, such as the police, say about risks in the research territory?
- It may be useful to prepare the ground by:
 - meeting local 'community leaders' to explain the research and gain their endorsement.
 - informing other significant local actors, such as statutory and community organisations in touch with potential interviewees
 - notifying the local police in writing about the purpose and conduct of the research and asking for a contact telephone number.

Risk and respondents

The topics for discussion in many social research interviews - for example, poverty, unemployment, relationship breakdown, social exclusion, bereavement and ill-health - may provoke strong feelings in respondents and

prompt angry reactions. Some research may be concerned explicitly with phenomena where the threat of violence is likely - investigating criminal behaviour, working across sectarian divides or studying homophobic violence, for example.

Some respondents may present a greater possibility of risk than others. Some research involves people who have a history of psychological disturbance or violent behaviour. If such characteristics are known in advance, the researcher and supervisor should be as fully briefed as possible on the risks involved and understand the precautions they need to undertake.

Issues of race, culture and gender may impact significantly on the safety of researchers. Lone female researchers are generally more vulnerable than lone males. More orthodox cultures may be hostile towards them. Certain racialised contexts may make the conduct of non-ethnically-matched interviewing more fraught than otherwise. Risk situations of these kinds may be avoided by contacting respondents in advance to ask about preferences and expectations.

Setting up fieldwork

Wherever possible, interviewers should try to obtain prior information about the characteristics of selected respondents, their housing and living environments.

- Study a map of the area for clues as to its character. Look for schools, post offices, railway stations and other hubs of activity. Think about escape routes from dense housing areas.
- If doubts about safety are indicated, reconnoitre the vicinity in advance to assess the need for accompanied interviews, shadowing and pre-arranged pick-ups.
- If the design allows, telephone in advance to assess the respondent and enquire whether any other members of the household will be at home.
- If 'cold-calling' in a potentially risky area, travel in pairs to set up interviews.
- Arrange alternative venues, already assessed for safety, if security is in doubt.

Interview precautions

Research managers should instruct interviewers to take precautions to minimise risk in the interview situation and ensure that help is at hand. The following practical tips might be considered.

- Avoid going by foot if feeling vulnerable. Use convenient public transport, private car or a reputable taxi firm. Plan the route in advance and always take a map.

- Try to avoid appearing out of place. Dress inconspicuously and unprovocatively, taking account of cultural norms. Equipment and valuable items should be kept out of sight.
- Where 'cold calling', assess the situation before beginning the interview and if in doubt re-arrange the interview for when a colleague can be present. Plan what to say on entry phones to maintain control while protecting confidentiality.
- Try to make sure you are seen entering an interviewee's home. Greet porters or caretakers, ask in a local shop for directions or use other ways of ensuring your presence is noted. But take care not to compromise interviewee confidentiality.
- In multi-storey buildings, think about safety when choosing lifts or staircases.
- If in the light of prior information there is any doubt about personal safety, a co-researcher or paid escort should wait in the dwelling or in a visible position outside. If waiting outside, a system for communicating needs to be arranged in advance.
- Carry a screech alarm or other device to attract attention in an emergency.
- Let the interviewee know that you have a schedule and that others know where you are. Stratagems include arranging for a colleague or taxi to collect you; making phone calls; arranging for calls to be made to you. Leave your mobile phone switched on.
- Assess the layout and the quickest way out. If interviewing in a private dwelling, stay in the communal rooms.
- Always carry identification, a badge or a card, authenticated by the head of the research organisation and giving the researcher's work address and telephone number. Respondents should be invited to check the authenticity.

Maintaining contact

It is essential to establish reliable lines of communication between the usual office base and the fieldwork site. The research manager should designate a responsible person at the office-base fully briefed on the research team's schedule and clearly instructed on when and how to take action.

The main elements of a fieldwork contact system are as follows:

- Details of the researcher's itinerary and appointment times - including names, addresses and telephone numbers of people being interviewed or called and overnight accommodation details - should be left with a designated person at the office base or a temporary fieldwork base (taking care about interviewee confidentiality)
- The researcher should notify base of any changes during fieldwork.
- Fieldworkers should carry mobile phones so that base can contact them.
- Where more than researcher is working in the site they should meet or communicate by mobile phone at pre-arranged times. If such an

arrangement is not kept, the other researcher should inform the responsible person at base.

Ideally, at the end of the day's work a telephone call should be placed informing base that the schedule of work has been completed. This may require the designated person being on duty outside normal office hours to receive the call or check for recorded messages, and to follow-up if no call arrives. Or the employer might contract with an alarm service.

If the researcher prefers to call in to a household member or friend, then this should be agreed with the employer, whose responsibility it is to ensure researcher safety.

Conduct of interview

Despite taking precautions, risk situations may arise in the course of the interview. Issues in race, culture and gender may prompt hostility.

To avoid engaging in inappropriate or provocative behaviour researchers:

- should be briefed on cultural norms
- need to be aware of the gender dynamics of interactions.
- need to appreciate the use of body language and the acceptability or not of physical contact
- need to establish the right social distance - neither over-familiar nor too detached.

Strategies for handling risk situations

Employers should ensure that researchers are trained in techniques for handling threats, abuse or compromising situations, and research managers could consider ways of refreshing their knowledge. External trainers may be useful, both for initial training and in keeping the issue live.

Carrying mobile phones and/or personal alarms may be helpful, as long as these are considered only as part of a comprehensive safety policy. Over-reliance on mobile phones and alarms must not substitute for proper training in inter-personal skills.

Researchers should always carry enough money for both expected and unexpected expenses, including the use of taxis. It is sensible not to appear to be carrying a lot of money, however, and to carry a phone-card, in case it is necessary to use a public telephone.

Household dogs may make some researchers uncomfortable. It is reasonable to ask the owner to put the dog in another room until the researcher has left.

Researchers should also be prepared to deal with the effects of the interview on respondents, and be ready to spot signs that the respondent is becoming

upset or angry. Often, the researcher's training means that strong feelings of this kind can be acknowledged and contained, but there may be occasions when it is more sensible to end the discussion and leave. Such a withdrawal should be decisive and quick, offering an appropriate reason. A lost interview may be made up, if this seems appropriate after discussion with the research manager.

Debriefing and support after the event

When research fieldwork is complete, it is helpful for researchers and their supervisors to reflect on their adherence to the guidelines and raise any difficulties encountered in meeting them. Some research institutes routinely conduct project reviews, and these should include an assessment of fieldwork safety. Researchers should be encouraged to cover fieldwork safety dimensions in reporting their research findings to funders.

If incidents have occurred, these should be recorded. Serious incidents should be discussed with safety officers or professional associations. If violent incidents have occurred which may have some impact on the well-being of the researcher, these should be reported to the employer's health and safety officer and to the local police force.

If incidents arise during the course of the fieldwork, these need to be dealt with straight away for the well-being of the researcher. The trauma of violence or the threat of violence may require structured support through counselling or the use of victim support organisations, or by providing leave of absence (taken as sickness leave). If the fieldwork is not complete, there may be a need for particular forms of support to enable the researcher to undertake any remaining work.

Appropriate debriefing - which should also protect the confidentiality of the respondent - may also help the researcher come to terms in a healthy way with the incident and feel free to continue his/her work programme, as well as providing further material to inform the development of safety codes.

Making guidelines stick

Ways of making guidelines stick will include awareness raising among both new and experienced staff.

- Safety issues should feature in the training of all new research staff, and guidelines should be included in induction packs and staff handbooks.
- There is a need for continual reminders and reinforcement throughout a researcher's career.
- Supervisors and research managers may need to take staff through procedures with each new fieldwork period.
- Support staff responsible for setting up fieldwork arrangements should be trained in the procedures.

There may be role for safety officers and outside bodies, such as the Suzy Lamplugh Trust advisers, to visit occasionally to bring fresh perspectives and maintain interest in issues.

It will always be important to remind research staff that if they ignore their employers' policies and procedures for health and safety at work, they may be considered negligent should an incident occur.

The authors are grateful to all those individuals and organisations which provided comments and ideas or simply encouraged us to write this code.

Some further reading on the subject

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