

USING ICT TO ENHANCE MĀORI LANGUAGE TEACHING



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Nuku**

The University of Auckland, New Zealand



Radio Kahungunu

765 AM & 94.3 FM



**THE UNIVERSITY
OF AUCKLAND**

NEW ZEALAND

Te Whare Wānanga o Tāmaki Makaurau



HAWKE'S BAY

Te Whare Takiura o Kahungunu



NGĀ PAE O TE **MĀRAMATANGA**

SOME BACKGROUND

- **Maori is the indigenous language of New Zealand**
- **With the widespread development of English since the 1800s, by 1972 only 15% of Māori people under 15 years of age could speak the Māori language**
- **On 14th September, 1972 The Māori Language Petition with over 30,000 signatures was presented to the NZ Parliament**



The presentation of the Te Reo Māori Petition, 1972

PETITION

To the Honourable the Speaker and the Members of the House of Representatives of New Zealand in Parliament assembled.

We, the undersigned, do hereby urge that courses in Maori language and aspects of Maori culture be offered in ALL those schools with large Maori rolls and that these same courses be offered, as a gift to the Pakeha from the Maori, in ALL other New Zealand schools as a positive effort to secure a more meaningful concept of Integration.

E hāu mā, tēnā koutou kōwhiri. E pūrangū āu mātau hāu whānaukōwhiri ki rōu Māori, me ngāu tikanga Māori, ki rōu i PĀHĀ KŌWHIRI me hāu āu ngāu kaitiaki Māori, me, hāu kōwhiri kōwhiri mātau kōwhiri hāu hāu ki te Pakeha, ki rōu i me mātau hāu mātau, hāu tikā ai te āwhiri hāu hāu hāu mātau.

A page of signatures from the 1972 Te Reo Māori Petition

SIGNATURE	ADDRESS	ARE YOU MAORI YES/NO
<i>A. J. [unclear]</i>	45 Levan St Panmua	NO
<i>[unclear]</i>	20 Levan St. Panmua	NO
<i>S.D. [unclear]</i>	-	NO
<i>[unclear]</i>	36 Levan St Panmua	NO
<i>[unclear]</i>	20 Levan St Panmua	NO
<i>[unclear]</i>	20 Levan St Panmua	NO
<i>[unclear]</i>	8 Levan St Panmua	NO
<i>[unclear]</i>	8 Levan St Panmua	YES
<i>[unclear]</i>	3 Levan St Panmua	YES
<i>[unclear]</i>	57 Astrolabe St	NO
<i>[unclear]</i>	146 In Pasa Ave Takahiro	NO
<i>[unclear]</i>	57 Astrolabe St	NO
<i>[unclear]</i>	51 Astrolabe St	YES
<i>[unclear]</i>	53 Astrolabe St	YES
<i>[unclear]</i>	47 Astrolabe St	NO
<i>[unclear]</i>	47 Astrolabe St	NO
<i>[unclear]</i>	49 Astrolabe St	NO
<i>[unclear]</i>	45 Astrolabe St Panmua	NO
<i>[unclear]</i>	10 Flax St Panmua East	NO
<i>[unclear]</i>	Box 18746 Wellington	NO

Petition forms should be returned to Mrs. T.J. Jackson, 23 Park Street, Auckland. Additional forms available on request from the same address.



In 1978 there was another Petition - for broadcasting assets

Census data: 1996 to 2006

- **The % of fluent speakers of Māori language dropped to 8% by 1996; then rose to 14% by 2006**
- **This rise is due largely to Maori-led efforts in:**
 - **education, and**
 - **broadcasting**



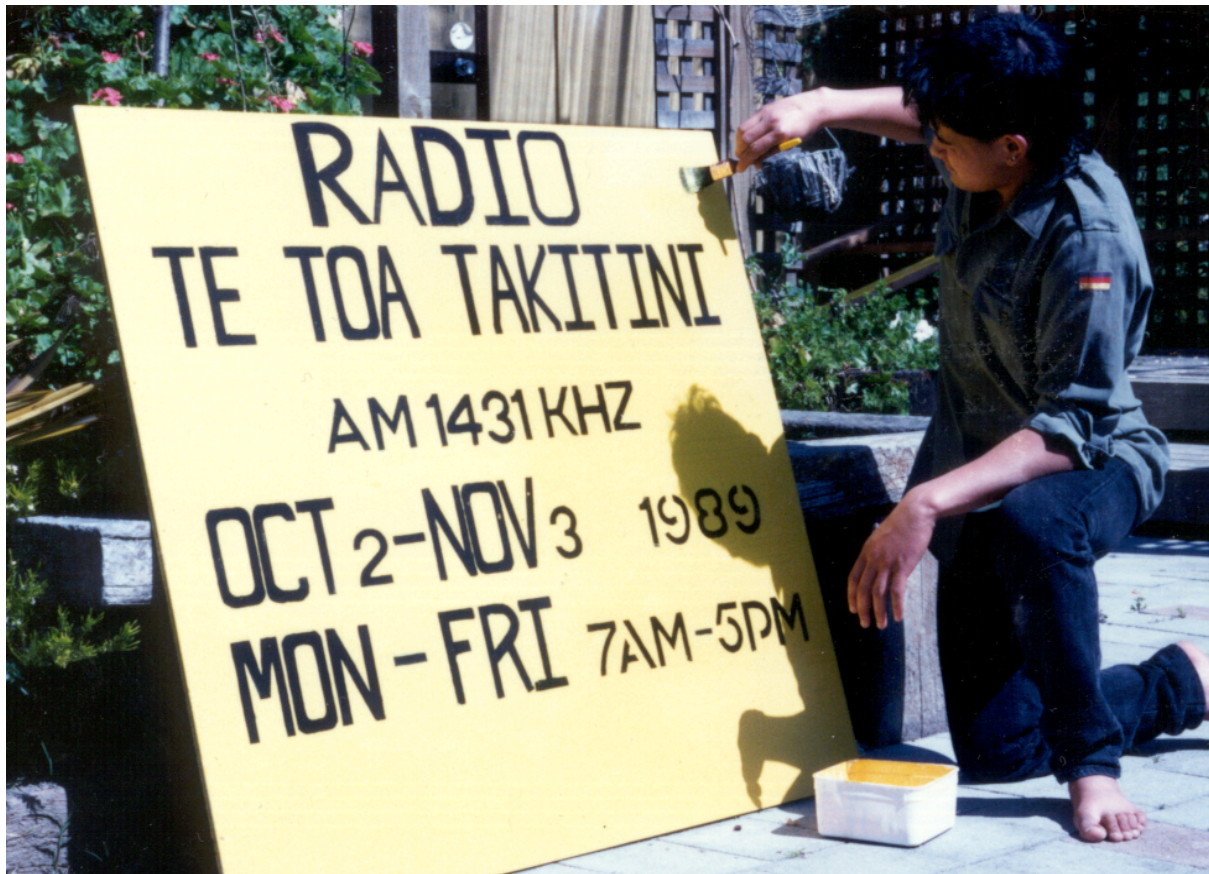
Education: Ōmāhu Pilot Bilingual School pupils at village marae

- **However, two weeks ago the Waitangi Tribunal reported that the Māori language is in crisis**
- **The number of native-speakers of the language is declining rapidly – they are mainly older people**
- **The quality of Māori language used by youthful speakers replacing the old speakers is also declining**

Māori language courses are too book oriented – students read and write Māori well but are less confident to speak it – as it is not spoken much in mainstream media & society



Broadcasting: Māori tribal radio station, Radio Kahungunu started up 22 years ago as a student radio



The 'new' Radio Kahungunu building located in Hastings



- **Native-speaking elders have been interviewed and recorded at the radio station since 1988**
- **We now have over 2,000 archival sound recordings**



The NZ Maori population has no magical linguistic homeland elsewhere to import fluent speakers from.



So we are highly reliant on the voices of our parents and grandparents for these precious archival recordings.

- **Since 1988 recording technology has improved greatly – from cassette, to reel-to-reel tape, to CD and now we are digitizing and copying the recordings onto external drives for safe off-site storage**
- **The recordings are excellent resources for Māori language teaching – for replay as interviews; or as a source of real ‘dialogues’ for a structured course**
- **The recordings are of actual conversations, not monologues, narratives, speeches or simulated scripts**

Unfortunately Māori language radio today faces strong competition for its listeners from English language radio stations



- Due to concerns at the quality of Māori language declining, we developed a research project
- It is named: 'Kia areare ki ngā reo o ngā tīpuna: strengthening Rongomaiwahine-Kahungunu dialects through archival recordings'
- The phrase in Māori means: 'Let us listen carefully to the voices of our elders'



The conversational recordings

- **Many Māori learners yearn to hear ‘natural’ conversational Maori language being continually spoken around them**
- **In the project we focus on recordings from an elders’ radio show ‘He Kohikohinga Kōrero’ hosted by Apikara Rārere with a regular guest, Irirangi Robin**
- **Our primary research objective is to produce a ‘talking book’ of 20 sound recordings with their written transcriptions and translations**



**Apikara Rārere
hosted a regular
9am-10am Monday
to Friday radio show
of Māori elders who
came into the
studio**

The research steps for the project include:

- **transcribing the oral recordings**
- **providing footnoted annotations & explanations**
- **analysing the transcriptions – listing common verbs, nouns, idioms and dialectal features**
- **translating the transcriptions into English**
- **creating a master copy of a ‘talking book’, and**
- **designing a radio Maori language course using the recorded material**

Benefits of research project for learners

- **They will gain access to oral recordings with transcriptions that will enable them to read along with the recordings and so ideally improve their pronunciation and rhythmical flow**
- **The translations into English will enable them to match up the spoken Māori word, the written Māori text, and the English translation**
- **The integration of the functions of language – listening, reading, speaking and writing will hopefully speed up their learning**

Using the recordings for a Māori language radio/web course

- We plan to design a radio course using the recordings
- A template for such a course already exists – ‘Korokoro Kiwaha’
- It was designed and produced by Radio Kahungunu with the local polytechnic, EIT Hawke’s Bay
- It was then distributed to other Maori radio stations through the Maori radio network via the internet

KOROKORO KĪWAHA

Part 1

Second Edition
Printed in June 2003

An intermediate Māori language course on
euphemisms, idioms, slang and other Māori sayings

This book is provided at no charge to students enrolled on this free Māori language course

It is reproduced here as a student text for a 40 lesson course designed for delivery by Māori radio

Acknowledgements

Maheua Haenga (Ngāiti Porou) – Main Course Writer
Hiria Tumoana (Tūhoe) – Māori Language Consultant
Joseph TeRito (Rongomaiwahine/Kahungunu/Rangitāne) – Course Designer & Editor
Staff of the Faculty of Māori Studies of EIT Hawke's Bay and Radio Kahungunu
Participating Māori radio stations and Te Māngai Paho

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Private Bag, 128L Tazadale, Napier
Telephone: 060 974-8000, ext. 5600

- **From there, it was re-broadcast by five other regional Maori radio stations through the airwaves and picked up by listeners through radios in their homes**
- **The voices used in the course were those of actors and the words they spoke were simulated conversations written by a scriptwriter**

How ICT will be utilized to enhance both the research and the teaching processes

- **When Radio Kahungunu started up it relied upon reel-to-reel tape-recorders or cassette recorders for producing programmes. This was very unwieldy.**
- **As computers came more into vogue, production has become so much easier. The course actors who voiced the scripts, some of them second-language learners, learnt their lines and were recorded digitally into the computer.**
- **Using Cool Edit Pro software, this recorded material was manipulated at will in the production studio. This was a major breakthrough in programme production – in fact revolutionary.**

- **Speakers' individual words, phrases, sentences can all be replicated by merely 'copying and pasting' the sound file; then a teacher's instructions can be inserted anywhere in the creation of a language course using this material.**
- **The original intention was to publish a hard copy book and distribute it to tribal members with a set of 20 CDs of the recordings.**
- **It was on discovering this conference however, that we soon realized that ICT could be used much more to our advantage than we had ever considered.**
- **For starters we selected 20 CDs from the radio station's archives; then downloaded transcribing software onto four laptops to speed up the transcription of all the CDs.**

- **Because our research team live in different cities we have a GMAIL account where we store the recordings, transcriptions & translations.**
- **Ant Concordance Software would then be used to analyse the transcribed Maori text to enable us to identify collocations for example.**
- **We could place the whole ‘talking book’ online instead of publishing a hard copy book. This realisation is an unexpected bonus for the researchers and for Maori language learners.**
- **Publishing unknown numbers of the books, replicating 20 CD sets of recordings, and distributing and selling the resource would be a huge undertaking and cost.**

- **Yet an online publication and online MP3 files are not constrained by numbers of copies or by area of radio signal reach any more because of the internet**
- **To have both a ‘talking book’ with MP3 sound files of our elders online; and to have a Maori language course using these authentic voices online too, would be utilising this material to the full.**
- **Hence through ICT applications, learners will be able to listen to the recordings; read the Maori text; the translations, the annotated footnotes, and the vocabulary and linguistic analysis**
- **They will also be able to partake in the on-air and on-line radio course. Please refer to the poster presentation at this conference entitled ‘A Radio Maori Language Course with ICT Applications’.**

- **Having the recorded conversations of our two elderly women, in the production of web-based courses will bring true authenticity. The music and rhythm of their voices, the rise and fall, the use of short and long vowels, the use of filler words and non-verbal sounds will all be authentic – as will their subject matter.**
- **Software like Cool Edit Pro will be used to manipulate this sound material. As with the simulated scripts of ‘Korokoro Kiwaha’ we will also be able to replay phrases, sentences or paragraphs – instructing the listeners to listen to the speakers, repeat along with the speakers, and then repeat after the speakers.**
- **In essence then, the voices of our forebears will be literally brought back into our households in lieu of the voices of our own familial grandparents of yesteryear.**
- **Once the web-bound courses have been designed and produced in the studio, they can also be delivered by radio as well as online. For the course to be most effective, students will need to have access to a textbook that they can actually view.**

Conclusions

- **Subject to computer access, anyone anywhere will be able to potentially access the online resource – whether in New Zealand or as far away as Italy. People can learn the language from the mouths of our two native speaking elderly women from just about anywhere in the world through ICT applications.**
- **And any number of people can do this – individuals can access the resource at times to suit their individual circumstances. They need not travel anywhere but learn in the comfort of their own homes and at their own pace. They can replay the recordings at their own discretion.**
- **A language teacher is not required. What is required is a computer with a good sound system and a student with high motivation to learn the Maori language.**

Hence through ICT applications of these recordings of elders from the Rongomaiwahine-Kahungunu tribal region, the learning process for potential students of Maori language will be hugely enhanced.

