

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



VICTORIA
UNIVERSITY OF WELLINGTON

Te Kawa a Māui

MAOR 407

Kaupapa Tūtahi
Special Topic

Analysis of Language
Revitalisation Initiatives

Special Focus: Te Ataarangi

Trimester Two
2008



IMPORTANT

**Please read and note the information
on the back page of this course outline**

MAOR 407

Te Kaupapa Tūtahi – Special Topic

Analysis of Language Revitalisation Initiatives
(Special Focus : Te Ataarangi)

Course Outline 2008

Uia mai ai tō taketakenga mai, e hoa, mā tō reo rawa hei whakautu. Ko te mita, te kupu, te kōrero whakatau, ko tō reo rawa rā tō mata ki te ao e. Kia kore koe e ngaro taku reo rangatira, kei tōrengi, kei whenumi, kei rehurehu noa tōku mata ki tua. Kei riro, hei kareao pūhia ki moana roa, ki ngaru whakakeo, tē hoki mai ki uta.

Tēnā huri mai ki te ia o te ngākau ki tēnei kura, ki tēnei wānanga. He wetewete tonu te hua – i ngā ripo, i ngā kōpua, i ngā au whakaeaea ake ai te reo Māori i te aroaro o kōangiāngi, i te paepae roa o te kore. He kaha tāmi nō ngā hau ō waho. Ētia he tī whatī ki te kōraha, ka wana, ka rito.

Koia ko te hua e whāia ana. He aha i tāmia ai, he aha wana ai, he aha rito pēnei mai ai ki te rā e whiti ana. Nō ngā rōpū, pēnei i a Te Kōhanga Reo, i a Te Ataarangi, i a Reo Irirangi Māori, tōna tini hoki e kore e kaha ki te whakahuahua. Koia tāu whakahuatia kia rangona, whakahuatia kia mōhiotia - ōna piki, ōna heke. Kia kitea he ara ki mua i te aroaro, kia kore koe e ngaro, e kore koe e ngaro taku reo rangatira.

1 KO NGĀ KAIWHAKAAKO Course Personnel

1.1	Ko te Pūkenga Course Coordinator	Ruakere Hond ruakere@gmail.com PO Box 886, Ngāmotu
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Notices and course information will be posted on the notice board at 48 Kelburn Parade and when necessary posted to students via email.

2 KO NGĀ WHĀINGA ME NGĀ HUA Course Aims, Objectives and Learning Outcomes

The aim of this course is to examine the experiences, motivations and visions of Māori initiatives in the revitalisation of Māori language.

- 1 Language within Communities: The nature of language use and change among indigenous communities.
 - a) Examine the relationship between language, culture and identity.
 - b) Analyse ecological factors that influence the status and use of languages among indigenous communities.
 - c) Examine concepts of language change, language maintenance, language revival and language revitalisation.
 - d) Critically discuss revitalisation theory, a range of strategies and their relative effectiveness in various community situations.

- 2 Comparative Analysis: International Initiatives by Communities to Reverse Language Shift.
 - a) Describe ecological characteristics of various language environments (political, economic, social, religious, ethnic, etc).
 - b) Examine case studies: Native American, Welsh, Kurdish, Hebrew, etc.
 - c) Compare and contrast initiatives of Māori language revitalisation with other indigenous language communities.
 - d) Consider the role of current and future technologies in supporting revitalisation initiatives.

- 3 Analysis of Factors of Success: Factors in the ongoing development of initiatives such as Te Ataarangi and comparisons with other similar community based initiatives.
 - a) Critically discuss the historical development of Te Ataarangi (theory, philosophy, methodologies, culture, organisational needs, economic considerations).
 - b) Describe key characteristics of Te Ataarangi as a language learning programme, community organisation and philosophy.
 - c) Examine the characteristics and role of Kaupapa Māori in ensuring effectiveness in meeting overarching goals.
 - d) Compare and contrast Te Ataarangi's experience with other similar initiatives (Kohanga reo, Kura kaupapa, Whare kura, Wānanga Māori, Iwi initiatives, Māori radio, Te Taura Whiri, Kapa haka, etc).

- 4 Māori Language Revitalisation: Essential strategies left for Māori communities to achieve for the successful revitalisation of reo Māori.
 - a) Essential strategies of language status.
 - b) Essential strategies of language use.
 - c) Essential strategies of language corpus.
 - d) Essential strategies of language awareness.
 - e) Essential strategies of language acquisition.

3 KO NGĀ PUKAPUKA Texts

3.1 Ko Ngā Pukapuka Matua Texts Required

Te Kawa a Māui Academic Writing Guide 2007 Edition. Wellington: Victoria University Student Notes Distribution Centre.

3.2 Ko Ngā Pukapuka Tautoko Reference Texts

- 1 Benton, R. (1991) *The Māori Language Dying or Reviving?*, Wellington: NZCER.
- 2 Bradley, D., and Bradley, M. (ed.s) (2002) *Language Endangerment and Language Maintenance*, London: RoutledgeCurzon.
- 3 Brown, H.D. (2001) *Teaching by Principles: An Interactive Approach to Language Pedagogy*, pp.13-37, New York: Addison Wesley Longman.
- 4 Brugman, C. (1995) *Communication and Context: A guide to issues in the interactional and transactional uses of language*, Dunedin: Otago University Press.
- 5 Cooper, R.L., and Spolsky, B. (ed.s) (1991) *The Influence of Language on Culture and Thought*, Berlin: Mouton de Gruyter.
- 6 Cooper, R.L., Shohamy, E., and Walters, J. (ed.s) (2000) *New Perspectives and Issues in Educational Language Policy: in honour of Bernard Dov Spolsky*, Philadelphia: John Benjamins Publishing Company.
- 7 Emmitt, M., Pollock, J., and Limbrick, L. (1996) *An Introduction to Language and Learning*, Oxford: Oxford University Press
- 8 Fase, W., Jaspaert, K., and Kroon, S. (ed.s) (1995) *The State of Minority Languages: International perspectives on survival and decline*, Lisse: Swets & Zeitlinger B.V.
- 9 Fishman, J.A. (ed.) (1985) *The Rise and Fall of the Ethnic Revival*, Berlin: Mouton Publishers.
- 10 Fishman, J.A. (1988) *Language and Ethnicity in Minority Sociolinguistic Perspective*, Clevedon: Multilingual Matters.
- 11 Fishman, J.A. (1991) *Reversing Language Shift: Theoretical and empirical foundations of assistance to threatened language*, Clevedon: Multilingual Matters.
- 12 Fishman, J.A. (ed.) (1999) *Language and Ethnic Identity*, Oxford: Oxford Uni. Press.

- 13 Fishman, J.A. (ed.) (1999) *Language and Ethnic Identity*, Oxford: Oxford Uni. Press.
- 14 Grenoble, L.A., and Whaley, L.J. (ed.s) (1998) *Endangered Languages: Language loss and community response*, Cambridge: Cambridge University Press.
- 15 Harris, R. and Rampton, B. (2003) *The Language, Ethnicity and Race Reader*, London: Routledge Ltd.
- 16 Hinton, L. and Hale, K. (2001) *The Green Book of Language Revitalization in Practice*, London: Pearson Education Ltd.
- 17 Holmes, J. (2001) 'Language maintenance and shift', in *An Introduction to Sociolinguistics*, 2nd ed., London: Pearson Education Ltd.
- 18 Kaplan, R.B., and Baldauf, R.B. (1997) *Language Planning: from practice to theory*, Clevedon: Multilingual Matters Ltd.
- 19 Kaplan, R.B., (Ed.) (2002) *The Oxford Handbook of Applied Linguistics*, London: Oxford University Press.
- 20 Liu, J., McCreanor, T., McIntosh, T. And Teaiwa, T. (Eds) (2005) *New Zealand Identities: departures and destinations*, Wellington: Victoria University Press.
- 21 Maaka, R. and Fleras, A. (2005) *The Politics of Indigeneity: Challenging the State in Canada and Aotearoa New Zealand*, Auckland: Oxford University Press.
- 22 May, S. (2001) *Language & Minority Rights: Ethnicity, Nationalism and the Politics of Language*, London: Pearson Education Ltd.
- 23 McGregor, G., and Williams, M. (1991) *Dirty Silence: Aspects of Language and Literature in New Zealand*, Auckland: Oxford University Press.
- 24 Nekitel, O.I.M.S. (1998) *Voices of Yesterday, Today & Tomorrow: Language, culture and identity*, Papua New Guinea: UBS Publishers' Distributors Ltd.
- 25 Waite, J. (1992) *Aotearo – Speaking for Ourselves: A discussion on the development of a New Zealand languages policy*, report commissioned by the Ministry of Education, pp.5-50, Wellington: Learning Media.

4 KO NGĀ MAHI Course Work

4.1 Ko Ngā Wānanga

Lectures are held at **Te Herenga Waka Marae, 46 Kelburn Parade** unless otherwise negotiated:

- Wānanga 1 Rāmere 10th – Rātapu 12th Hōngongoi
- Wānanga 2 Rāmere 15th – Rātapu 17th Here-turi-kōka
- Wānanga 3 Rāmere 12th – Rātapu 14th Mahuru
- Wānanga 4 Rāmere 17th – Rātapu 19th Whiringa-ā-nuku

4.2 Ko Te Nui O Ngā Mahi Course Workload

MAOR 407 2/3 24 hours per week (inclusive of lectures)

5 KO NGĀ TATAURANGA Course Assessment

5.1 Ko Ngā Mahi Course Assessment

All work submitted for this course **MUST** be posted in the Assignment Box, Māori Studies Office, 50 Kelburn Parade. The Māori Studies Office closes at 5:00pm each day and is not accessible on Saturday or Sunday.

E-mail copies of work will only be accepted as proof of submission by due date. Hard copies must be submitted to the Assignment Box to be marked by the Lecturer. In the first instance, submission of a hard copy of work is preferred.

All assignments are registered in the Māori Studies Office. **DO NOT** hand work to the Lecturer or leave assignments under the Lecturer's door. Please keep a copy of all work submitted to the Office.

5.2 Ko Ngā Reo Language Provision

Students are expected to submit work written in Māori. In some circumstances assessments written in English may be considered but prior consent from the Lecturer is required. All oral presentations are conducted in Māori.

5.3 Ko Ngā Tatauranga Assessment Tasks

Assessment profiles for each piece of assessment will be provided in lectures. These profiles outline the assessment criteria and marking schedule. If you require any clarification regarding an assessment, please discuss this with the Lecturer during course-time, make contact by email.

The course assessment is designed to assess your development in theoretical knowledge, critical examination and scholarship. The course topics are designed to assess the extent of student research, critical analysis and understanding of the theories presented in the course, and scholarship.

The assessment tasks comprise of three papers and a presentation. The final grade for MAOR407 will be determined by:

Internal Coursework 100%

5.4 Ko Ngā Rā Tuku
Submission and Due Dates

Essay One	30%	To Be Advised
Essay Two	25%	To Be Advised
Presentation	15%	To Be Advised
Essay Three	30%	Te Be Advised

5.5 Taumahi Tuatahi
Essay One 3000 words 30%
Theme – Nature of Language Shift

This essay establishes a theoretical background for the role of language in communities and changes in its use. It should consider how people respond to issues that affect the status and health of their language. It must describe at least four specific examples that demonstrate a range of community experiences with change in language use (objectives 1, 2, 3).

5.6 Taumahi Tuarua
Essay Two 2000 words 25%
Theme – Critical Factors of Language Revitalisation Initiatives

This assessment task requires students to conduct a critical examination of a specific language revitalisation initiative or a specific aspect of revitalisation in an indigenous setting other than Aotearoa. The analysis should include a brief overview of background to the initiative and clear description of how the example setting aligns with revitalisation theory (objectives 2, 3, 4).

5.7 Tuari Kōrero
Presentation (15-30 minutes) 15%
Theme – Strategies of Language Regeneration

This presentation serves to demonstrate the context and structure of analysis being used in the final assessment task. Students will present an overview of their final essay to test their treatment of the topic and encourage feedback from fellow students and academic staff. The presentation will utilise a data projector as a presentation tool (objectives 1, 2, 3, 4).

5.8 Taumahi Tuatoru
Essay Three 4000 words 30%
Theme – Strategies of Language Regeneration

In this final essay students will identify a language based initiative and the specific strategies utilised by those involved to ensure the achievement of its objectives. Critical factors contributing to success of the initiative should be examined within a brief historical overview and a clear explanation of overarching organisational goals (objectives 1, 2, 3, 4).

6 KO NGĀ WHIU Penalties

Extensions may be granted for circumstances of family or other hardship. You should contact the Lecturer in person to request an extension. Upon granting an extension ensure that a new submission date is agreed to. Papers submitted late will be penalised by 5% for each day late.

It is important to begin work on assessments well in advance of the due date. Lack of planning and organisation is not an extenuating circumstance.

7 KO NGĀ MAHI Course Requirements

In order to complete this course, students must:

- attend 75% of lectures
- satisfactorily complete the presentation
- attain 50% combined in written assessments
- complete any required additional course essays.

8 KO NGĀ HAUĀ Students with a Disability

The University has a policy of reasonable accommodation for the needs of students with disabilities in examinations and other assessment procedures. Please contact the Lecturer if you have any queries or issues.

9 KO TE MAHERE MAHI Course Programme

This course is presented over four intensive weekends within one semester. A Course Reader corresponds with the four lecture topics. Students are encouraged to complete the set readings before the commencement of the next intensive. The course themes are:

- Background to Language Loss
- National and International resistance initiatives
- Factors of success among language revitalisation initiatives
- Strategies for the acquisition of language.

Wanaga	Date	Lecture	Course Information
1	10–12 Hōngongoi	Whakapapa of Resistance	Analysis of Responses by Māori Initiatives to Reverse Language Loss
2	15–17 Here-turi-kōka	Comparative Analysis	International Initiatives by Communities to Reverse Language Loss
3	12–14 Mahuru	Analysis of Success	Factors in the Ongoing Development of Te Ataarangi and comparison with similar community based initiatives
4	17–19 Whiringa-ā-nuku	Acquisition Strategies	Language learning methodologies utilised by Te Ataarangi kaiako

The Library offers a variety of workshops on advanced searching and use of computer programmes to support research and scholarly work.

Students are encouraged to research and read widely and using a range of sources to support papers including those available electronically, from the National Library and other sources.

The Māori Resource Librarian, Sue Hirst, is available at the Library to assist with your research.

Te Pūtahi Reo/Language Learning Centre
Von Zedlitz Building

Māori resources are preserved and catalogued as archives at Te Pūtahi Reo (Language Learning Centre). All students can use the self-access facilities to listen to this material. The Centre holds other Māori resources that could be useful in your research.

10 GENERAL UNIVERSITY STATUTES AND POLICIES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct, and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hardcopy or under "about Victoria" on the Victoria homepage at:

http://www.victoria.ac.nz/home/about_victoria/calendar_intro.html

Information on the following topics is available electronically under "Course Outline General Information" at:

<http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general>

- Student and Staff Conduct
- Academic Grievances
- Academic Integrity and Plagiarism
- Meeting the Needs of Students with Impairments
- Student Support.

11 WITHDRAWAL DETAILS

Have you changed your mind about the courses you want to do this trimester? If you do not withdraw from a course in time, you will receive a fail grade. A fail grade stays permanently on your academic record. You can avoid the fail grade by withdrawing properly from courses before it is too late!

It is not enough just to stop attending lectures and tutorials, or to tell your lecturer or school administrator. You must complete a change of course form, available from your Faculty, Student and Academic Services Office, and submit it by the following deadlines.

Second Trimester Courses, July to October 2008

No addition of second trimester courses permitted after **Friday, 18 July 2008**.

Withdraw before **Friday, 18 July 2008** and you will get a full refund of fees.

Any student wishing to withdraw from a second trimester course after **Friday, 19 September 2008** will require approval from the Associate Dean.