

TE HOE NUKU ROA

**A REPORT ON A
PILOT STUDY TO TRIAL A HOME-BASED
MĀORI LANGUAGE LEARNING
SUPPORT PROGRAMME**

**MĀORI PROFILES
RESEARCH PROJECT**

Research Centre for Māori Health and Development
Massey University

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Tōku reo, tōku ohooho
Tokū reo, tōku māpihi maurea
Tōku reo, tōku whakakai marihi

My language, my inspiration
My language is my special gift
My language is my precious treasure

E mihi ana ki ngā matua, ki ngā whānau o Te Arawaru ki te kura o Central Normal. Nā koutou tēnei kaupapa i whakarangatira, i whakaterere, i whakaū ki uta. Nō reira kei te mihi atu ki a koutou katoa i manaaki i whakarauika mai i te kaupapa nei.

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Tēnā koutou katoa.

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1. ABSTRACT

This report presents study findings and evaluations of a Māori language learning support programme for learners of te reo Māori undertaken by researchers from the Research Centre for Māori Health and Development at Massey University.

The present study examined the uptake and support for a home based Māori language learning support programme that was trialled with families and whānau living in Palmerston North and belonging to the Te Arawaru whānau at Central Normal primary school. Findings from an earlier and much larger study of Māori households from across the country showed that although there are a number of options on offer for learners of te reo Māori, access to these programmes can often be difficult, particularly for parents of young children attending school and for sole parents and young families who are struggling to make ends meet. The idea of having the language programme supported in the home and at times suited to individual circumstances was well received, so too was the way the programme was designed and administered to meet the individual learning needs of the participants.

2. BACKGROUND

In 1993 researchers from the Department of Māori Studies at Massey University in Palmerston North commenced a longitudinal study of representative samples of Māori households from six regional populations of New Zealand. The study, titled 'Te Hoe Nuku Roa'¹ includes a comprehensive questionnaire designed to canvas current status measures and personal aspirations concerning a range of social, economic, cultural and lifestyle factors impacting on Māori at personal and household levels. The questionnaire is administered face-to-face with study participants and repeat surveys have been carried out at regular three yearly intervals since the study's inception. A key component of the questionnaire examines experiences with the Māori language.

Findings have consistently shown that a significant number of Māori rate their overall ability with Māori language as *good*, *fair* or *poor*, and are *dissatisfied* with their ability level. Results also show that study participants rate Māori language usage in their home or within their whānau as *important* yet many of this same group were not undertaking any form of study or formal learning of Māori language.

In a follow up study of participants who had high proficiency levels with the Māori language and a similar sized group who had low proficiency levels the issue of access to learning the language featured as a key determining factor for acquisition of the language. For those who had experienced limited access to environments where the language could be learned proficiency levels were understandably low. For others who had been raised with the language or who had undertaken courses to learn Māori proficiency levels were good as one would expect. Findings from this sub-study also showed that while a wide range of learning opportunities had improved access for those wanting to learn Māori and the uptake for many courses had been high, many of those participating in the Te Hoe Nuku Roa study still found access to learning Māori difficult.

¹ For further information about the Te Hoe Nuku Roa study refer to the '[Te Hoe Nuku Roa Source Document: Baseline History](#)' THNR/1999/2, available from the Research Centre for Māori Health & Development, Massey University, Palmerston North

In an effort to better understand the issues and difficulties facing learners of Māori, members of the study research team suggested that access to Māori language would be improved if a programme of learning was developed for use in the home. This report describes the programme that was developed for this purpose and findings from the research attached to the programme in order to measure its usefulness as a tool for learning Māori.

3. THE MĀORI LANGUAGE LEARNING SUPPORT PROGRAMME

In response to research findings from the Te Hoe Nuku Roa longitudinal study of Māori households a pilot project providing support for learning Māori language in the home was developed for trialling with a range of families and households from different backgrounds. Proposed as an intervention programme offering the supply of te reo Māori resources designed for use in the home and supplemented by visits to the home by a Māori language learning support worker, the pilot project was trialled with ten families from Te Arawaru, the bilingual unit at Central Normal School in Palmerston North, who agreed to take part.

3.1. The Method

The home based Māori language learning support programme commenced with a written invitation to parents of children attending Central Normal primary school to participate in a pilot programme designed to support learning Māori language in the home environment. Senior staff at Central Normal school distributed the invitation through the school. Families and individuals who wished to participate were provided with contact details for the research team. Once contact was made with the research team an initial meeting was arranged at their respective homes to discuss their personal and family goals for learning and use of te reo Māori. After the discussion and in full knowledge of what participation in the study may involve, participants were asked to complete a consent form and a language assessment was undertaken to provide a baseline against which the intervention programme could be measured at a later date. The first part of the intervention programme involved the supply of relevant learning resources² for the family to use in their home. A date and time was also agreed upon for when the language support worker would next visit to check on how things were going and to introduce the next level of resources if the family wished to progress to an advanced level. This process was repeated several times over a ten week period with a final language assessment³ being administered to determine whether or not any progress had been with acquisition of te reo Māori and whether or not the specific personal and family goals and objectives from the programme had been met.

3.2. Resources

The intervention programme involved the introduction of a series of poster sets attuned to the level of competency each participant household displayed and agreed was appropriate for their learning. At the introductory level a set of posters describing basic reo Māori vocabulary, phrases and commands was provided to participant households for use in their homes and are included as appendix 2 to this report. Alongside the posters a booklet developed by Te Puni Kokiri titled 'Kei Roto i Te Whare' containing commonly used words and phrases in Māori was provided to each participating home. A CD explaining pronunciation and use of the words and phrases in the resource kit was included amongst the resources along with a set of Kupu (word) cards⁴ for use in the home. Visits by the Māori language support worker to the home to deliver and support the programme and to monitor progress was viewed as a significant component of resources provided to the participants.

² A copy of the posters used in the language programme is attached as appendix 3 to this report

³ A copy of the language assessment and programme evaluation questionnaire is attached as appendix 2 to this report

⁴ A copy of the set of kupu cards is attached as appendix 3 to this report

3.3. Monitoring and Support Visits to the Home

Over the ten week duration of the pilot study the te reo Māori support worker arranged to visit each participating household at least twice to provide additional support where needed and/or to exchange the supply of language resources for a more advanced level if desired. In addition to visits to the home the support worker would periodically telephone the participants to check on progress and to confirm meeting times.

3.4. Final Home Visits

After ten weeks of using the resources and periodic visits by the support worker, the project was concluded by a final visit to the home to discuss the project outcomes with the participants and to collect and return the resources for future use. At this final visit a language assessment questionnaire was also administered with each participant to measure the effectiveness of the programme and whether or not any advancement with acquisition and/or use of te reo Māori had occurred as a direct result of the programme. A modest gift was provided to each participant in appreciation of their time, effort and involvement in the study. A hangi kai was also provided to all participants as a token of thanks for their support for the project. Lastly, a copy of the study findings, once produced, was offered to each participant.

4. STUDY FINDINGS

The study findings from interviews held with the ten participating families relate to two separate measures and evaluation processes undertaken over the course of the programme. The first measure presents findings of language acquisition progression over the duration of the programme and relates directly to the language assessments undertaken during the initial visit (refer to appendix 2) with participants and then the follow up assessment that took place at the final visit with the participant (refer to appendix 3). The second measure describes responses to a structured questionnaire that includes a range of items present a reasonably comprehensive evaluation of the specific components of the language support programme and feedback on the programme overall.

4.1. Findings from the Post-Intervention Assessment Questionnaire

The following are excerpts typical of the responses from study participants to questions asked about their ability and use of Māori before and following their participation in the language support programme.

4.1.1. Differences in your use of Māori at home

What difference (if any) has the Māori language learning support programme made for the use of te reo Māori within your household?

The overall impression from the survey participants was that the Māori language learning support programme made a positive difference to their Māori language growth and development. Participants commented that the programme encouraged their use of te reo Māori in the home and with their children. Even those household members who had minimal contact with the language were encouraged by the programme to engage with others in the household in te reo Māori. Several comments typical of what was recorded through the survey are listed below:

Comment 1 *There has been a difference. There is more regularity, my son and I are interacting in te reo more often.*

Comment 2 *Having the resources has made us korero more, but learning them off by heart is hard and takes a bit more effort*

Comment 3 *Having it around, helped just remind me to use it, having the posters is quite good, helped me with the sentence structure, and to add in different words with the sentences. Definitely more reo being spoken. xxxx and I are interacting a lot more in te reo.*

Comment 4 *Good, use more language, can growl the kids in Maori (laughing)*

Comment 5 *Big difference, even xxxx is picking up a bit extra. Xxxx has picked up a lot as well and is a lot more involved with the kids.*

4.1.2. Difference in your use of Māori outside the home

What difference (if any) has the Māori language learning support programme made for the use of te reo with people outside of your household?

Survey participants responded to this question in a mixed fashion but again there are suggestions that the language support programme has had a positive effect on the use of te reo Māori when participants engaged with people living outside of the household.

Comment 1 *It's been rubbing off on friends who come to visit. They'll either test us, or some have been challenged to learn more.*

Comment 2 *A little bit more increased confidence with workmates.*

Comment 3 *Friends have noticed & shown interest. Tested people on cards.*

4.1.3. Viewing Māori television

How often do you watch Māori television?

The following scale of “*Often, Sometimes, Hardly Ever, Never and It doesn’t apply*” was used as a frequency measure for viewing Māori television. Between the two assessments results show that four of the ten participants increased the amount of time they viewed Māori television. Two of these participants had shifted from an initial response of having “*Never*” watched Māori television to now watch Māori television “*sometimes*”. For the other two participants the shift was from watching Māori television “*hardly ever*” to now watching Māori television “*often*”.

4.1.4. Listening to Māori radio

How often do you listen to Māori radio?

The following scale of “*Often, Sometimes, Hardly Ever, Never and It doesn’t apply*” was used as a frequency measure for listening to Māori radio. One of the study participants recorded a shift from “*Never*” listening to Māori radio when first interviewed before the programme was introduced to listening “*Often*” when assessed at the conclusion of the study. Another study had shifted from “*Never*” listening to Māori radio to listening “*Sometimes*”. The movement towards greater time spent listening to Māori radio can be linked to comments made by the same participants regarding the difference in the amount of Māori language being used in the home since the introduction of the learning programme, one spoke of a “*big difference*” the other referred to “*increased confidence*”.

4.1.5. Helpfulness of posters

On a scale of 1-5 (where 1=very unhelpful and 5=very helpful) how helpful have you found the posters in supporting your use and learning of te reo Māori?

The mean score across the survey of the ten participants was **4.3** suggesting that the resource was found to be very helpful as a tool to assist with learning and use of te reo Māori within the home.

Comment 1 *Attractive, all around the house so always reminded*

Comment 2 *Probably the best thing. Helps to remind me and make it into a habit.*

Comment 3 *Brilliant, want to keep them. Good to refer back to for help*

Comment 4 *They're there, read them a few times, might be better if the English was next to them to help me know what I'm saying*

Comment 5 *They're the best because they're there in your face (visible)*

4.1.6. Helpfulness of CDs

On a scale of 1-5 (where 1=very unhelpful and 5=very helpful) how helpful have you found the CD of pronunciations and translations in supporting your use and learning of te reo Māori?

The mean score across the survey of the ten participants was **3.0**. Participant comments regarding the usefulness of the CD of pronunciations and translations were mixed but highlighted the extra time and effort that using it required. While the resource was seen as helpful it did not rate as highly as the posters and other resources as a tool for helping learning of te reo Māori in the home.

Comment 1 *Good but tend to only use once or twice but good that it does it in Māori and in English*

Comment 2 *Has been helpful to get the flow and tone of voice*

Comment 3 *Hard to find time to sit down and listen to it.*

Comment 4 *Didn't use much*

Comment 5 *Haven't really used the CD*

4.1.7. Helpfulness of word cards – kupu cards

On a scale of 1-5 (where 1=very unhelpful and 5=very helpful) how helpful have you found the kupu (word) cards in supporting your use and learning of te reo Māori?

The mean score across the survey of the ten participants was **3.4**. Participant feedback on the helpfulness of the kupu cards was generally positive but again these did not rank as highly as the posters. Again the resource highlighted the extra time, effort and engagement required to use the resource as a detracting factor.

Comment 1 *Have been fun. Versatile can do things with them like games and tests.*

Comment 2 *Very helpful - playing games with them, testing each other.*

Comment 3 *Played games with them.*

Comment 4 *Have used them. Some of them are good, some are hard to incorporate into use*

Comment 5 *Haven't really tried them.*

4.1.8. Helpfulness of Booklet

On a scale of 1-5 (where 1=very unhelpful and 5=very helpful) how helpful have you found the Booklet 'Kei roto i te whare' in supporting your use and learning of te reo Māori?

The mean score across the survey of the ten participants was **2.3** suggesting that the resource had limited appeal for this group of users, as a tool to assist with learning and use of te reo Māori within the home. The time, effort and engagement factors required to utilise the resource may have contributed to this rating by participants.

Comment 1 *Haven't really read it*

Comment 2 *Haven't used it*

Comment 3 *Didn't use*

Comment 4 *Haven't really used it yet.*

Comment 5 *Haven't spent any time reading it*

4.1.9. Helpfulness of Home Environment

On a scale of 1-5 (where 1=very unhelpful and 5=very helpful) how helpful did you find having the Māori language learning support programme in taking place in your home environment as opposed to elsewhere?

The mean score across the survey of the ten participants was **4.4**. The participants were clearly in favour of having the programme delivered in their homes.

Comment 1 *Much more relaxing and confident at home*

Comment 2 *If there are classes involved, wouldn't make the effort; chose to do other things*

Comment 3 *More confidence using it in your own home. Comfortable environment, no whakama*

Comment 4 *You can feel OK to make mistakes not as whakama. Feel OK speaking 'pidgeon' Maori.*

Comment 5 *Really good, don't get shy, no-one to judge you*

4.1.10. Helpfulness of Personal Attention

On a scale of 1-5 (where 1=very unhelpful and 5=very helpful) how helpful did you find having the degree of personal attention that this programme offered you?

The mean score across the survey of the ten participants was **4.0**. The participants were very positive in their remarks about having the degree of personal attention afforded them through this programme. For some it was very much a case of acquiring a basic level of te reo Māori through one-to-one tuition and support and then moving on to a group situation for learning and conversation at a later stage. By this stage they would have gained at least some conversational ability and confidence through learning one-to-one.

Comment 1 *Prefer one-on-one attention. If I have a problem I can ask straight away*

Comment 2 *One-on-one works for me, don't want to be 'shamed out' by class situation.*

Comment 3 *Sometimes I get nervous in larger situation, so I prefer 1on1*

Comment 4 *Prefer the 1 on 1 work, nowhere to hide*

Comment 5 *Good, not whakama because of the relations - sometimes classroom environment and competitiveness can help*

4.1.11. Helpfulness of 'go at your own pace' approach

On a scale of 1-5 (where 1=very unhelpful and 5=very helpful) how helpful did you find being able to "go at your own pace" through this programme?

The mean score across the survey of the ten participants was **4.0**. The participants found it very helpful that the programme allowed them to go along at their own pace. Some positive feedback for this approach was recorded.

Comment 1 *Don't like pressure, so was good for me*

Comment 2 *Was excellent - gives you time to feel comfortable before moving on to next stage*

Comment 3 *xxxx-Sometimes I think I didn't push myself as much as I could. yyyy-has been good for me, not feeling pressured which sometimes makes people pull out.*

Comment 4 *You don't feel bad when life gets in the way*

Comment 5 *Mentor visits are motivating but like the lack of pressure*

4.1.12. Helpfulness of flexible timetable

On a scale of 1-5 (where 1=very unhelpful and 5=very helpful) how helpful did you find having a flexible timetable for visits by the support worker that this programme offered you?

The mean score across the survey of the ten participants was **4.2**. This factor of the overall Māori language learning support programme ranked highest amongst the participants. Clearly participants were very appreciative of the flexible time tabling for visits by the support worker to the home. It seems that time is viewed by this group of study participants as the single most problematic factor for learning te reo Māori within the home.

Comment 1 *Makes it easier for when times change in my schedule, I can call and reschedule*

Comment 2 *Really helpful being able to fit into our lifestyle*

Comment 3 *Works for me*

Comment 4 *Good because of kids*

Comment 5 *Great to be able to do it whenever I want, what fits in*

4.1.13. Further Comments and Feedback

Do you have any further comments about the Māori language learning support programme or any other related matter?

Responses to this question demonstrate the potential that a home-based Māori language learning support programme has to offer learners of te reo Māori. Feedback from participants was positive and clearly the programme was warmly received and welcomed by those who took part in the study. Several participants referred to developing the programme into a course of study and language learning for those wishing to further their knowledge and use of te reo Māori.

Comment 1 *Really enjoyed it, would like to do more learning like this. Was great to have time working together with my kids on our reo*

Comment 2 *Would like to have focussed on it more to make the most of it*

Comment 3 *I think it would be amazing, wonderful opportunity, people need to be aware of it & have a level of understanding first. Timing & lifestyle is important. An orientation with what opportunities are there would be good*

Comment 4 *Would definitely pick up if it were a whole course*

Comment 5 *Was good enjoyed it*

Comment 6 *Really enjoyed it*

Comment 7 *It's good. It would be really worthwhile to support the use of it at home. Would be great as a course*

Comment 8 *All good. Bilingual*

Comment 9 *Awesome study, great resources. Would definitely pick it up if it were a course*

5. DISCUSSION

The object of this pilot project was to trial a home-based Māori language learning support programme with individuals, families and whānau who wished to develop their abilities and use of Māori language. The key indicators for the trial were centred on testing for levels of uptake and usefulness of the programme as a Māori language learning method and tool.

5.1. Programme Uptake and Deliverability

Results from the study have shown that the programme is deliverable to learners of Māori from different backgrounds and has widespread appeal amongst people for diverse household and personal circumstances and situations. Initial uptake levels for the programme were strong and no-one elected to withdraw from any part of or the entire programme at any stage.

5.2. Programme Usefulness

Study findings have shown that the home based Māori language learning support programme was well liked by study participants who made use of it for their individual and group learning of Māori. Results from the participant surveys show that although some components of the programme were deemed less helpful than others, the feedback regarding the helpfulness of the overall programme was very positive with constructive comments and remarks offered to assist the further development and enhancement of the programme for future use. There was genuine interest and support from study participants for developing the programme further.

5.3. Programme Accessibility

The competing demands on parents, individuals, families and whānau in contemporary times sometimes leaves little space for people to undertake study and or pursue their own personal interests. The availability of this programme to be delivered at home and at times convenient to the household was viewed as a strong point by study participants.

5.4. Programme Comfort

The fact that learning of Māori through this programme was at a pace that did not pressure or intimidate people was also seen as a positive feature. While one study participant remarked that “*sometimes a classroom environment and competitiveness can help*” the general consensus was that learning within the comforts of home and along with other members of one’s family and whānau removed any sense of embarrassment and whakamaa that could be felt in the classroom or learning alongside others with whom you were not as familiar.

6. CONCLUDING REMARKS

This study has shown that although there are an array of courses, programmes and methods on offer for people wanting to learn and develop their abilities with Māori language the concept of a home-based language learning support programme does have merit, moreover was regarded by some as a preferred method for learning Māori.

University and Polytechnic Māori language courses add to an academic qualification and are complimented by community driven such as Te Ataarangi and night school offerings around the country. The University of Aotearoa – Te Wananga o Aotearoa offer heavily subsidised and free Māori language courses across their many campuses

nationwide and many marae around the country have te reo Māori programmes for their affiliates and others keen to learn Māori. This study has shown that restricted access to these courses and methods for learning Māori has been limited to cost alone. Even the appeal of a free course has been overlooked by some keen to learn Māori because of time constraints and other demands upon individuals, families and whānau. Learning at home and with other members of the household offers real life situations for using te reo Māori and comfort levels that reduce embarrassment for new learners. Learning Māori at home presents opportunities for household members to create Māori only speaking domains and encourages the use of Māori as a normalised behaviour.

The posters and other resources used in this programme have supported learners of Māori in their homes and have shown that the programme has 'true value' as a method for learning te reo Māori.

It is hoped that findings from this pilot study will contribute to the development of a fuller and more comprehensive research project to investigate and explain the potential benefits of the home based Māori language learning support programme.

Perhaps in time research findings will reveal that with similar funding to what is currently contracted to educational providers to supply Māori language courses, a home based Māori language learning support programme could achieve to similar if not better levels.

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Te Puni Kokiri - Ministry of Māori Development., *Kei Roto i te Whare*, Wellington

Appendix 1: Acknowledgements

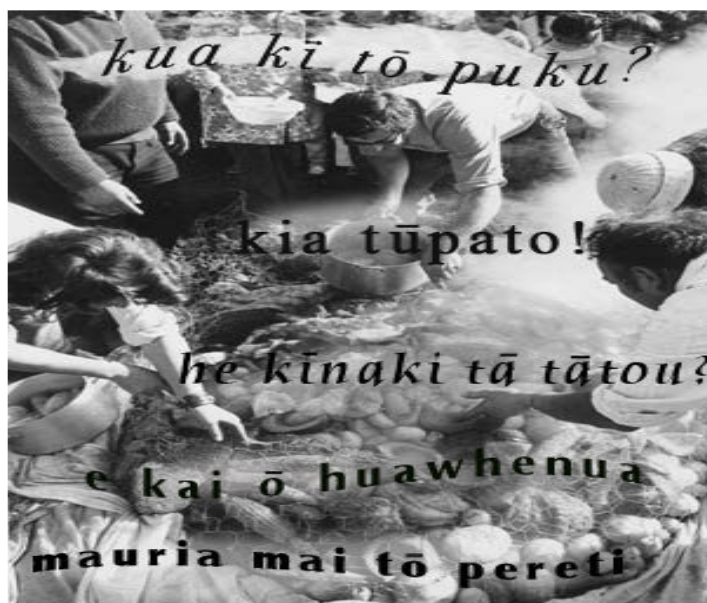
The collection of language activities used for this project includes material suitable for infants to older children. The material was written by third year Māori students at the Palmerston North College of Education in 1990 and revised in 1996. James Kenrick and Nicola Johnson contributed much of the artwork.

Te Hoe Nuku Roa would like to acknowledge the work of the students and staff who have contributed to these materials and to **Kanuka Grove** (Massey University College of Education, education resource suppliers) who have kindly given permission for their reproduction and use in this project.

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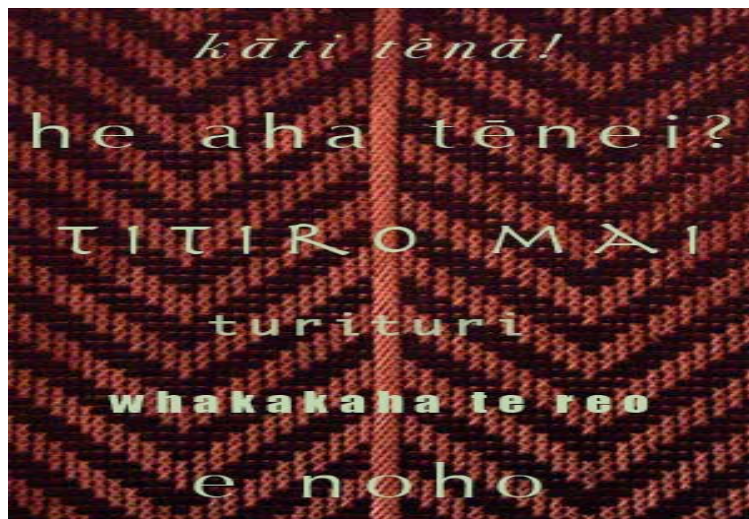
Appendix 2: Language Posters



kātia te kuaha
whakapō te raiti
ka nui tēnā
he matakū tēnei
whakapuare te matapihi
kumea ngā ārai

me paraihe koe i ō makawe
kei te oho koe?
kaua e wareware tāu kai
kua whakatikaina tō moenga?
kei te aha koe i tēnei rā?

pō māriri
takoto
E MOE
hōmai te kihi
haere ki tō moenga







Appendix 3: Word Cards

<i>Tēpu</i>	<i>Table</i>
<i>Kāpata</i>	<i>Cupboard</i>
<i>Ipu</i>	<i>Glass</i>
<i>Plate</i>	<i>Pereti</i>
<i>Kōhua</i>	<i>Pot</i>
<i>Taupoki</i>	<i>Lid</i>
<i>Papa</i>	<i>Floor</i>
<i>Wai Horoi</i>	<i>Detergent</i>
<i>Taora</i>	<i>Tea Towel</i>
<i>Pātaka Matao</i>	<i>Fridge</i>
<i>Papa Tapatapahi</i>	<i>Cutting Board</i>
<i>Tinohi</i>	<i>Stove</i>
<i>Umu</i>	<i>Oven</i>
<i>Tūpapa</i>	<i>Bench</i>
<i>Tīkera</i>	<i>Kettle</i>
<i>Kāpata Kai</i>	<i>Pantry</i>
<i>Rāpihi</i>	<i>Rubbish</i>
<i>Pātaka Keo</i>	<i>Freezer</i>
<i>Pune</i>	<i>Spoon</i>
<i>Naihi</i>	<i>Knife</i>
<i>Mārau</i>	<i>Fork</i>
<i>Tuanui</i>	<i>Ceiling</i>
<i>Pakitara</i>	<i>Wall</i>
<i>Pikitia</i>	<i>Picture</i>
<i>Ahi</i>	<i>Fire</i>
<i>Papamahi</i>	<i>Work Desk</i>
<i>Pouaka Whakaata</i>	<i>Television</i>
<i>Tūru</i>	<i>Chair</i>
<i>Tīwharawhara</i>	<i>Stereo</i>
<i>Waha</i>	<i>Speaker</i>
<i>Ārai</i>	<i>Curtain</i>
<i>Hāneanea</i>	<i>Couch</i>
<i>Rou Mamao</i>	<i>Remote Control</i>
<i>Hānea</i>	<i>Armchair</i>
<i>Matapihi</i>	<i>Window</i>
<i>Kuaha</i>	<i>Doorway</i>
<i>Hū</i>	<i>Shoes</i>
<i>Kāpata Kakā</i>	<i>Wardrobe</i>
<i>Moenga</i>	<i>Bed</i>
<i>Waea</i>	<i>Telephone</i>
<i>Hautōtō</i>	<i>Dresser</i>
<i>Whakakā</i>	<i>Light Switch</i>
<i>Kapū</i>	<i>Cups</i>
<i>Pukapuka</i>	<i>Book</i>
<i>Kākahu</i>	<i>Clothes</i>
<i>Moenga</i>	<i>Bed</i>

Appendix 4: Post-Intervention Assessment Questionnaire

**BEST OUTCOMES FOR MĀORI: TE HOE NUKU ROA:
MĀORI PROFILES RESEARCH PROJECT**

1993--2018—

Te Reo Māori Pilot Support Programme

POST-INTERVENTION ASSESSMENT

Developed and conducted by

Te Pūmanawa Hauora

Research Centre for Māori Health and Development

MASSEY UNIVERSITY

Post-Intervention Assessment Questionnaire

Name: _____

Date of Completion: _____

Q1.

How would you rate your overall ability with Māori language?

- 1 excellent
- 2 very good
- 3 good
- 4 fair
- 5 poor
- 6 not applicable

Q2.

Use showcard 8

Please rate your level at speaking Māori.

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Q3

Use showcard 3

How satisfied are you with your level of Māori language?

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Q4.

How often do you watch or listen to –

	Often	Sometimes	Hardly Ever	Never	It doesn't apply
Māori Television					
Māori Radio					

Q.5

Please list the members of your household by title, e.g. partner, son, parent, flatmate and your rating of their overall level of understanding Maori?

Household Member	Level of Understanding (Excellent, Very Good, Good, Fair, Poor)

Q6.

Please indicate your level of understanding for te reo Māori –

- 0 I cannot understand any Māori at all.
- 1 I can understand most basic greetings e.g. Kia Ora/ Tēnā kōrua/ Mōrena!/ Kei te pehea koe?/Ka kite!
- 2 I can understand some basic language e.g. He kakariki tēnei/ Nō hea koe?/ Kei whea te whare paku?
- 3 I can understand most basic survival language – e.g. Basic instructions Homai te tote, haere ki waho, he aha tēnei?
- 4 I can understand basic command, questions, and answers about everyday things – e.g. Titiro mai ki tēnei! Kei te pirangi koe he kapu tī? Me moe koe.
- 5 I can understand speech about everyday things, e.g. Mauria atu to pereti ki te kihene, Kauga e kōrero pēnā, e tama! Kua haere rāua ki hea?
- 6 I can understand extended, longer conversations and most radio news broadcasts in Māori about subjects with which I am familiar. E.g. Kua huihuinga e ngā kaiako o Te Kura Kaupapa o Manawanui i Te Rapare ki te whakatuwhera i te akoranga hou.
- 7 I can understand conversations in Māori about more difficult topics with which I am familiar. E.g. Kua whakapuakina te ingoa o te Tumuaki hou o Te Kura Kaupapa o Manawanui, nā reira e tika ana kia whakarārangitia ētahi o ngā mahi nunui i oti i raro i te mana o tō mua Tumuaki.
- 8 I can understand almost everything spoken in at least one dialect, by a group of native speakers talking together.
- 9 I can understand almost everything in Māori in any dialect, about any topic, by any speakers known or unknown to me.

Q 7.

How often would you use te reo Māori –

	Often	Sometimes	Hardly Ever	Never	It doesn't apply
At Home					
At Work					
At the marae					
In social settings					
At school					
In public					
At church					
At sports					

Q8.

How comfortable would you be using Māori

	Very Comfortable	Comfortable	Not Comfortable	Very Uncomfortable	It doesn't apply
With your children					
With other children					
With other whānau members					
With kau mātua					
With friends					
With counter staff in shops etc					

Q9.

What difference (if any) has this made for the use of Te Reo Māori with other members of your household? _____

Q10.

What difference (if any) has this made for the use of Te Reo Māori with people outside of your household? _____

Q11.

On a scale of 1-5 (where 1=very unhelpful and 5=very helpful) how helpful have you found the resources in supporting your use and learning of te reo Māori?

Posters

1 2 3 4 5

Comments -

Pronunciation/Translation CD

1 2 3 4 5

Comments -

Word/Kupu cards

1 2 3 4 5

Comments -

“Kei Roto i te Whare” booklet

1 2 3 4 5

Comments -

On a scale of 1-5 (where 1=very unhelpful and 5=very helpful) how helpful did you find having the Māori language learning support programme in taking place in your home environment as opposed to elsewhere?

1 2 3 4 5

Comments -

On a scale of 1-5 (where 1=very unhelpful and 5=very helpful) how helpful did you find having the degree of personal attention that this programme offered you?

1 2 3 4 5

Comments -

On a scale of 1-5 (where 1=very unhelpful and 5=very helpful) how helpful did you find being able to “go at your own pace” through this programme?

1 2 3 4 5

Comments -

On a scale of 1-5 (where 1=very unhelpful and 5=very helpful) how helpful did you find having a flexible timetable for visits by the support worker that this programme offered you?

1 2 3 4 5

Comments -

Do you have any further comments about the Māori language learning support programme or any other related matter?
