1

Enabling conditions for professional development of te reo Māori teachers

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Abstract

The paper outlines a professional development programme for secondary school teachers of te reo Mäori (under the auspices of Te Hiringa i te Mahara) conducted by a language teacher educator and an expert in Mäori bilingualism and biliteracy. While the principles underpinning the programme reflect a strong task-based orientation, the programme approached development needs for the teachers from the point of view of understanding "enabling conditions" (Franken, Rau, Ngata & Parata, n.d.) for effective language learning and teaching (see also Ellis, 2005), rather than understanding task based learning and teaching per se. The programme drew on the current practices of the teachers and made use of epistemology of Mäori language and Mäori language learning. The paper presents observations from monitoring data collected during the programme supporting the claim that such an approach to the professional development of language teachers promotes a strong knowledge base and pedagogical reasoning skills (Richards, 1998), and in particular for te reo Mäori teachers, fosters a sense of their own professional identity.

Introduction

Participation in Māori language education in the school sector has remained at just over 7% of the total school population in New Zealand over the last three years. This figure is inclusive of the three types of provision: te reo Māori as a separate subject (when this constitutes more than three hours of instruction per week); Māori-medium education (when students are taught either all or some curriculum subjects in the Māori language, either in immersion or bilingual programmes); and Kura Kaupapa Māori. Kura Kaupapa Māori are state schools in which Māori language, culture and values predominate and in which the principal language of instruction is Māori. Table 1 provides the numbers of students in each of the three types of provision between 2005 and 2007.

Table 1: Students involved in Māori language education at 1 July school data returns in 2005, 2006 and 2007 (change from previous year)

	July 2005	July 2006	July 2007
Te reo Māori as a separate subject	20,822	19,875 (-4.5)	20,192 (1.6%)
Māori–medium	28,914	29,341 (1.5%)	28,490 (-2.9%)
Kura Kaupapa Māori	6,176	6,144 (-0.5 %)	6,267 (2.0 %)
Total numbers of students involved in Māori language education in schools	55,912	55,360	54,949
Percentage of students involved in Māori language education in schools	7.33%	7.27%	7.23%
Total numbers of students in schools	762,790	760,761	759,906

(Ministry of Education, School roll summary reports, 2006 and 2007)

Table 1 indicates not only relatively low levels of participation across the board, but also declining participation in te reo Māori as a subject, and in Māori medium.

Students from these three different types of language programmes often converge in secondary school classrooms where te reo Māori is taught as a subject, and to a lesser extent where it is part of a bilingual programme. The specialised preparation and support required for Māori language teachers to provide highly effective programmes for these unique language learning contexts and for these learners with vastly different levels of proficiency and needs, has been largely absent in the preservice and inservice experiences of those teachers.

The Initial Teacher Education Policy Review (Ministry of Education, 2007, p.25) comments on the fact that "the people capable of providing excellent teacher education [to prepare Māori medium teachers] are dispersed throughout the country". The review also identifies the need for particular consideration of the time it takes for Māori medium graduates to become "fluent te reo Māori speakers and competent in second language acquisition pedagogies, as well as effective newly qualified teachers" (p.22); and the need for resources to support more specialised practicum experiences (p.22).

While the Ministry of Education (Ministry of Education, 2007, p.25) has sought agreement with the education sector on the proposition, "That the education sector agencies and Māori work together to determine how teacher education expertise can be brought together to develop and offer targeted early childhood, primary, and secondary Maori-medium programmes" for future action, its strategy to date has largely been focused on teacher development. One such initiative that has been operating for almost a decade, is Te Hiringa i te Mahara.

Te Hiringa i te Mahara (the power of the mind) is a Māori initiative that has a multidimensional approach to providing national professional development programmes targetting Māori secondary school teachers with particular emphasis on te reo Māori teachers. (See http://www.thm.ac.nz). The interventions provided through Te Hiringa i te Mahara in the form of professional development are

ultimately aimed at significantly improving education outcomes for students (Māori in mainstream. Te tere auraki. Professional development strategy, Te Hiringa i te Mahara section, ¶ 1). Priorities identified in 2004 were to:

- increase Māori secondary teacher knowledge of assessment pedagogy
- pilot a programme with selected te reo teachers that aims to build the knowledge and understanding of second language acquisition pedagogy, with specific emphasis on a communicative approach that will support te reo Māori teachers to improve the design and delivery of te reo Māori curriculum in secondary schools where English is the first language.
- build the capability of Māori managers to be more effective professional leaders.
- strengthen online professional learning curriculum communities and resources.

The programme discussed in this paper was run under the auspices of Te Hiringa i te Mahara, and was a response to the second aim identified above.

The Te Hiringa i te Mahara second language acquisition and pedagogy professional development programme

The Te Hiringa i te Mahara second language acquisition and pedagogy programme was facilitated primarily by the authors in the workshop sessions (with the support of Apryll Parata) and extended by on-site visits after each workshop by Wayne Ngata.

The programme was run in three different locations (Tairawhiti, Waiariki and Auckland) and involved over fifty teachers of te reo Māori, most of whom were teachers of te reo as a separate subject. A small number were teaching in bilingual and immersion contexts (Māori Medium).

The framework for the programme

Three major questions identified by Van den Branden (2006, p.2) are helpful in considering what language teachers need to ask themselves, and therefore what a professional development programme to support language teachers can productively focus on. These are as follows:

1. What particular language learning goals need to be reached by the learner?
2. How can educational activities be designed and organized in order to stimulate and support learners into reaching these learning goals?
3. How will the students' learning processes and outcomes be assessed and followed up?

The paper discusses how the programme for the te reo Māori teachers approached each of these questions and offers some observations about how successful the programme may have been in answering the three questions for the participants. It also reports on other outcomes for participants. However, at this point, the paper proceeds with a consideration of the particular nature of the SLA theory and research underpinning the programme.

SLA theory and research underpinning the programme

Since its inception around two decades ago, task based language teaching (TBLT) has become a dominant paradigm in the minds of many SLA researchers, curriculum developers, teacher trainers and language teachers in many language teaching contexts and countries. As such, TBLT needed to be included as an important perspective in the programme.

As an approach to teaching, TBLT essentially specifies a commitment to "language education in which students are given functional tasks that invite them to focus primarily in meaning exchange and to use language for real-world non linguistic purposes" (Van den Branden, 2006, p.1).

A number of concerns are beginning to be raised about TBLT. One of these is the fact that 'task' is the primary unit for curriculum and syllabus planning and delivery, and the completion of the task is the success criterion. Other language learning goals, particularly linguistic ones, such as the knowledge and appropriate use of vocabulary, grammar or text type, receive little focussed attention. In contrast, we wanted to work with teachers in a way that supported them to think broadly and comprehensively about language learning goals and outcomes for their students.

The narrow focus of TBLT in its prescription of certain types of tasks and task cycles is another concern raised. Swan (2004) for instance expresses the view that TBLT potentially "promotes a climate in which potentially useful pedagogic procedures are discouraged or outlawed on doctrinaire grounds" (Swan, 2004, p. 383). In considering the question: How can educational activities be designed and organised in order to stimulate and support learners into reaching these learning goals?, we wanted to work with what teachers felt worked well. In other words, we wanted to supplement existing practice thereby avoiding a technicist approach to language teaching, i.e. one in which a 'toolkit' of correct tasks were seen to be the way to teach language better.

In TBLT, teachers are expected to select tasks and work them into their instructional sequences. The language learning value accorded to tasks and task cycles, ignores the learning potential that exists in the broader context of the classroom environment and activity.

The concerns raised above point to the need for a more holistic and contextual approach to using tasks in language classrooms. Rather than focusing on tasks and task design per se, we sought to focus on the "favourable contextual conditions for causal variables [of second language acquisition] to be at work" (Verhelst, 2006, p. 209), and the way in which particular tasks could be seen to promote such conditions. In this sense, a focus on 'favourable contextual conditions' or enabling conditions was consistent with a "task supported" approach (Ellis, 2003)

Researchers have identified the following three contextual and enabling conditions as essential (Doughty & Long, 2003; Ellis, 2005; Nunn, 2007); and some have singled them out as most important (for example, Verhelst, 2006; Wells, 1985):

1. extensive rich and personalised language input;
2. sufficient opportunities to produce output, particularly in the context of interaction;
3. and feedback on the language learner's comprehension of input and production of output.

The approach outlined above considers a variety of conditions beyond the condition identified by task-based researchers as the most significant by far – that being interaction. For instance it allows a consideration of language input. Swan (2004) comments that the exclusive use of TBLT is "particularly unsuitable for exposure-poor contexts where time is limited" (p. 397), thereby suggesting that TBLT does not sufficiently take into account the importance of language input.

With a "task-supported" approach in mind, we now explain how the programme helped teachers to respond to the three questions raised above by Van den Branden (2006). We include data from an initial needs analysis (see Appendix A), and comments collected both during and after the programme to support our analysis of what the teachers needed and how they responded to the approach taken.

Addressing the three questions

Broadening the scope of language learning goals

Nation states that, "Language courses must give consideration to the language content of a course…. Consideration of content makes sure that… the learners are covering all the things they need to cover for a balanced knowledge of the language" (Nation, 2000, Parts of the curriculum design process section, ¶ 4). In relation to the first of the three questions: What particular language learning goals need to be reached by the learner?, the programme aimed to broaden the scope of language learning goals considered by teachers in planning, teaching, and assessing.

Personal observation, anecdotal evidence, and analysis of curriculum documents and resources indicate that te reo Māori teachers maintain a strong focus on grammatical accuracy, and often also on other linguistic elements such as correct pronunciation. While these aspects of language learning are important, a strong and selective focus on them in planning, teaching and assessment can result in exposure to language that is "artificial and stilted" (Van den Branden, 2006, p. 5). Van den Branden also points to the fact that, "this approach assumes a model of language acquisition that conflicts with SLA research and with what we know about language learning. For instance research shows us that people do not learn isolated items in L2 learning one at a time, in an additive linear fashion, but rather as parts of complex mappings of form-function relationships" (Van den Branden, 2006, p.5).

Mindful of the problems inherent in an over-emphasis on grammar and of the criticisms leveled at TBLT with its narrow focus on task completion, the challenge for teachers is to have a comprehensive range of possibilities for setting language learning goals, and to set those in a balanced way so that assessment expectations are also met.

Our initial needs analysis also indicated a fairly low level of knowledge and confidence in the area of broad language outcomes.

Table 2: Mean ratings of knowledge and confidence of selected principles related to the scope of language outcomes

Principles		Waiariki	Auckland
1	Grammar should not be the sole focus of a lesson, unit or curriculum.	3	2.91
2	Planning for language learning needs to incorporate a number of different levels of language such as vocabulary, grammar, text structure.	2.6	2.77

Notes:

1. The scale moved from 1 (low knowledge and confidence) to 4 (high knowledge and confidence).

2. While these ratings may seem high, they are **relatively** low in comparison with those given to many other principles. The teachers tended to choose high ratings initially, which were later modified after programme sessions suggesting that teachers took some time to understand what they did not know.

The way in which we addressed this need was by:

- analysing the different aspects of language that can be focused on in language syllabus or unit planning with reference where possible to frameworks and taxonomies relevant to Māori world view and language. (See for instance Joseph, 2003, in Appendix B),
- analysing and deconstructing units of work and assessment specifications with reference to a comprehensive framework of language outcomes,
- analysing particular tasks in terms of their potential language learning outcomes,
- constructing language grids as an aid to planning for language teaching drawing on a metaphorical representation (of a language grid as a *whare*) that Māori teachers could relate to, and explaining elements of such a grids in te reo Māori (See Appendix C for an example), and
- designing language tasks from a number of different starting points and for a number of different purposes.

A number of participants indicated that the programme did provide both the declarative and procedural knowledge to enable teachers to set broad and comprehensive language learning goals. For instance teachers stated:

[The workshop has helped me on] . . . how to have a balanced curriculum. (Waiariki: workshop 2)

This workshop has given me a much sounder base on which to build my class programme. (Waiariki: workshop 2)

This course has given me understanding to broaden your horizons when planning work. By following a process [the language planning grid] you slowly see where development needs to happen and where gaps need to be filled. (Waiariki: workshop 3)

Participants commented on the helpfulness of the grid and its associated *whare* metaphor:

The grid was really the first time I'd written up a unit that incorporated the different skills. (Waiariki: workshop 3)

Planning and using 'te grid' has been extremely useful – enables more ... understanding when planning. (Waiariki: workshop 3)

The 'whare' analogy has become more helpful through these 2 days to affirm which language aspects to focus on. (Waiariki: workshop 3)

Some participants specified their understanding with respect to grammar

Accuracy becomes just one of the elements of learning and feedback. (Waiariki: workshop 3)

Before the workshops I think I understood what shouldn't be happening e.g. grammar shouldn't be the focus. However I didn't have a lot of knowledge about what should be happening. (Waiariki: workshop 3)

Designing and organising educational activities

1. Addressing the condition of extensive rich and personalized language input

As discussed above, a number of writers maintain that language input is not sufficiently accounted for in TBLT, however a great deal of research identifies it as a particularly significant enabling condition. Language input occurs both within the context of language tasks but also across the entire lesson or school day. As Verhelst (2006, p. 210) states, "In powerful language learning environments, children are provided with abundant and rich input at any moment of the day. Providing input does not need to be restricted to the language activities that are explicitly scheduled in the curriculum". Personal observation, anecdotal evidence, and analysis of te reo Māori text books and resources suggest that teachers (and developers) do not fully understand the potential they have to increase the amount of language input, and also to regulate the quality of that input that learners are exposed to.

Our initial needs analysis of teachers' understanding of principles related to input supported this assumption, particularly with respect to the quality and nature of input.

Table 3: Mean ratings of knowledge and confidence of selected principles related to enabling conditions (input)

Principles		Waiariki	Auckland
1	Teachers need to expose learners to lots of language both in written and spoken form.	3.10	3.27
2	Teachers themselves are an important source of language for students to listen to.	3.20	3.22
3	The language that students are exposed to shouldn't be too easy or too hard.	2.8	2.9
4	There are many different sources that teachers can make use of to increase their students' exposure to language.	3.35	2.84
5	Students find it hard to notice language patterns if they are exposed to a lot of new language, a lot of the time; Teachers can help by drawing students' attention to language patterns.	2.6	2.7
6	Teachers can create different texts for students, both written and spoken.	3.00	2.5

2. Addressing the condition of sufficient opportunities to produce output, particularly in the context of interaction

The notion of interaction in particular was not unfamiliar to teachers on the programme as many had had access to communication tasks from a communicative language teaching perspective. For instance, most were familiar with two-way tasks that require students to exchange information (see principle 3, in Table 4 below). However as indicated particularly in principle 5, they appeared to have less knowledge of how negotiation in two-way tasks facilitates language learning, less appreciation of the need for learners to use talk to test hypotheses about language; and a relatively small repertoire of tasks.

Table 4: Mean ratings of knowledge and confidence of selected principles related to enabling conditions (output and interaction)

Principles		Waiariki	Auckland
1	Students need to be encouraged to use learnt language items in new contexts and in new ways.	2.9	3.23
2	Teachers need to set up tasks to enable students to work together in a way that they can learn language from each other.	2.9	3.07
3	Interactive tasks that require students to share information are the most productive.	3.04	2.97
4	Teachers need to set up tasks that mean students use language in a real or authentic way.	2.98	2.93
5	Students need to use language to try out their hypotheses about how it might work.	2.6	2.4

3. Addressing the condition of feedback on the language learner's comprehension of input and production of output.

Many teachers in mainstream classrooms understand the notion of feedback and feed forward in general terms (see for instance, Ministry of Education, n.d., Assessment. 1 Teaching and learning, ¶ 5). The initial needs analysis of teachers' understanding of principles related to feedback may reflect this general knowledge and confidence. (See Table 5).

Table 5: Mean ratings of knowledge and confidence of selected principles related to enabling conditions (feedback)

Principles		Waiariki	Auckland
1	Peers give each other valuable feedback about language use.	2.9	3.1
2	Teachers need to be able to give feedback to students speaking in a way that helps them to notice what is wrong with what they are saying.	2.95	3

Once the programme began, however, many of the participants did not appear to be familiar with the way in which feedback specifically operates for language learning, and the ways in which teachers can optimise feedback opportunities.

In order to support teachers in their designing and organising of educational activities to better support the language learning of their students, the programme presented opportunities for the participants to:

- develop an understanding of the three major enabling conditions through reading of articles and discussion,
- think about the ways in which these conditions can be effected in classrooms,
- analyse and deconstruct units of work, and analyse the features of tasks with reference to the way they provide for the conditions,
- build up an inventory of task types,
- draft, trial and revise units of work in classrooms; and provide a rationale for their task selection and sequencing, and subsequent revisions,
- reflect on practice by using checklists (see an example in Appendix D), and feedback from colleagues, and
- receive feedback on classroom practice from a facilitator

Participants appeared to have developed an understanding of the enabling conditions. The evaluations included a number of general statements similar to that below:

[The workshop helped me in understanding] second language teaching and learning. The importance of input, output, interaction and feedback when planning units for teaching language. (Auckland: workshop 3)

I need to revisit the theory and principles around good conditions for language learning.

IOIF [Input, Output, Interaction, Feedback] really helped bring this to the fore when planning. (Waiariki: workshop 3)

Teachers commented on the importance of interaction:

Interaction is real, is a crucial learning tool. (Waiariki: workshop 3)

When students work together they remain on task more! To maintain the interest of students the use of authentic language and authentic texts should be encouraged. (Waiariki: workshop 3)

In terms of feedback the following statement was made by one teacher:

I don't do enough but will increase giving feedback in future lessons. (Waiariki: workshop 3)

Looking forward to try to incorporate this [feedback] more in my practice. (Auckland: workshop 3)

"Noticing' the psycholinguistic process which is seen to facilitate uptake of language items and patterns, as a result of particular exposure to input and negotiation in interaction, seemed particularly salient for some participants. When asked which was the most helpful concept, one participant said:

Noticing - providing a lot of opportunities for students to notice patterns of language is important - I have appreciated all the information received in regards to this. (Auckland: workshop 3)

Participants also appeared to have integrated knowledge of learning outcomes with task design. One teacher commented:

I have learned that there are other means by which grammar can be taught and learned - this is where thorough task design is integral. (Waiariki: workshop 3)

Assessing learning processes and outcomes

For te reo Māori teachers, particularly at a secondary level, there are a number of curriculum documents that they must navigate. The documents do not always present a consistent analysis to enable teachers to plan, deliver and assess language lessons in a clear and focussed way.

To explain the difficulty that teachers may have, let us examine how the new draft te reo Māori curriculum statement is complex and at times inconsistent in its articulation of achievement objectives. The achievement objectives include a number of functions (as in 1.1 greet farewell and thank people and respond to greetings and thanks; or 4.4 give and seek permission); a number of functional/grammatical categories (as in 5.1 communicate about past activities and events; and 8.1 communicate about certainty and uncertainty, possibility and probability); a number of topics (as in 1.4 communicate about personal information, such as name, age nationality, and home); a

number of notions (as in 1.5 communicate about location; or 2.4 communicate about time) and a number of genres or text types (as in 7.5 read about and recount actual or imagined events in the past). Teachers need to be able to analyse this complexity. They also need to reconcile this analysis with the different terminology of achievement objectives in the National Certificate of Educational Achievement (NCEA).

While our initial needs analysis did not ask for ratings of principles related to assessment, particularly as it pertained to NCEA, participants expressed a strong need for assistance in this area. A number of participants stressed the importance of planning and having sufficient time for planning in a systematic way in relation to assessment demands such as NCEA, and in relation to the new draft curriculum document.

The programme helped teachers to critically analyse the language learning outcomes (both explicit and implicit) of the draft te reo Māori curriculum and NCEA achievement standards because of the knowledge and experience of analysing language goals described in section 3.1 above.

One teacher commented:

Better able to navigate achievement standards and understand how to use the LPG [Language Planning Grid] to help me deconstruct them, then reconstruct and construct plan to teach the achievement standards. (Waiariki: workshop 3)

Another identified the following as one of the most helpful aspects of learning:

Unpacking an achievement standard making link to a unit plan. (Waiariki: workshop 3)

The work described in section 3.2 meant that teachers potentially had the knowledge to design tasks and units of work that could scaffold students' performance and attainment of language learning outcomes in the curriculum documents. One participant's comment was:

This course has made me check off everything I teach. Examples: is there input plus one, is there output, what was the feedback, does it fit with curriculum document and achievement standards etc. (Waiariki: workshop 3)

Another responded by saying:

> *Kua tino ū te whakaaro me pēwhea au e whakanui i ngā mahi kia nui rawa ngā whāinga ka riro i ngā tauira.*

[I really appreciate now how to extend the work so that students achieve the objectives.]

(Auckland: workshop 3)

Professional identity

In the evaluations of the programme, one strong and consistent response was communicated by the teachers. This related to their increasing self-awareness and sense of professional identity as teachers of te reo Māori. One teacher's comments sum up those of many. She said:

Understand the changes that need to take place as soon as I return to my kura - to action the changes immediately and start almost afresh. Understand how and why I am not motivating the students and how the changes should create a big impact for myself as well as my students.

(Auckland: workshop 3)

Another, when asked about the most useful aspect of learning in the programme, said:

> *Cement in my head what I'm doing in this profession, what I want and why I do what I do!*
>
> *"Te manu e kai i te miro, nōna te ngahere,*
>
> *Te manu e kai i te matauranga, nōna te aō".*
>
> *[The bird that gains nourishment from the miro berry, the forest is his*
>
> *The bird who gains nourishment from knowledge, the world is his].*

(Waiariki: workshop 3)

Conclusion

A number of priorities for professional development of te reo Māori teachers remain. The programme indicated that teachers would benefit from:

1. more opportunities to analyse levels of language and components of language planning grids; and more support in analysing the language demands of curriculum and assessment documents,
2. more opportunities to develop a greater repertoire of tasks and understanding of task sequencing by seeing examples,
3. more practice in designing and having access to materials and units of work planned to incorporate the assessment of NCEA and the achievement outcomes in the new curriculum,
4. more experiences to help them consolidate understanding of the enabling conditions and effect them in classrooms. In fact, this has been done to some extent by the provision of professional development materials and checklists on the te Hiringa i te Mahara website (see the following for 'inquiries' and checklists http://www.thm.ac.nz/resources/curriculum/maori_language/pedagogy/toc.htm).
5. more opportunities to observe and analyse examples of classroom interaction and tasks to more fully appreciate the enabling conditions and to observe how effective teachers make use of them.

Teacher professional development is proceeding to support the introduction of the new curriculum. However, in order to enable teachers to work from a more research and theory informed perspective, and to enable them to be more responsive and strategic in their teaching, the professional development initiatives may do well to adopt a number of aspects of the approach described in this paper.

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APPENDIX A: Needs analysis

Te Hiringa i te Mahara Professional Development Programme –

Second Language Learning & Acquisition: The Theory and Implications for Teaching Practice in Mainstream Education

Needs analysis

We are interested in finding out how much you feel you know about the following statements related to second language learning and teaching. This will be very helpful to us in the work we will do with you.

Read each statement below, and then decide if you:

1. Do not recognize or understand this concept, and need much more support in this area.

2. Do not understand this concept fully and need some more support if you were to explain how it works to other teachers.

3. Understand this concept but would not be very confident in explaining how it works to other teachers.

4. Understand this concept fully and could easily explain how it works it to other teachers.

Circle the number that best describes your knowledge. Please add any other comments under the sections.

Planning for teaching

Planning for language learning needs to incorporate a number of different levels of language such as vocabulary, grammar, text structure.	1 2 3 4
Grammar should not be the primary focus of a lesson, unit or curriculum.	1 2 3 4
Different students' needs should be taken into account when planning.	1 2 3 4
Tasks can be designed so that a teacher can predict which aspects of language students will use.	1 2 3 4

Comments:

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_____

Teacher knowledge, skills and resources

Teaching language requires a knowledge of how students best learn language.	1 2 3 4
Teaching language requires specific techniques.	1 2 3 4
Teachers themselves are an important source of language for students to listen to.	1 2 3 4
Teachers can create different texts for students, both spoken and written.	1 2 3 4
There are many different sources that teachers can make use of to increase	1 2 3 4

their students' exposure to language.	

Comments:

_____
_____
_____

Managing good conditions for language learning

Teachers need to expose learners to lots of language both in written and spoken form	1 2 3 4
The language that students are exposed to shouldn't be too easy or too hard.	1 2 3 4
Teachers should make sure there is repetition and recycling of the language items that they want students to learn.	1 2 3 4
Grammar should be dealt with in the context of tasks that are meaningful and focus on communication, both written and spoken.	1 2 3 4
Students need to be encouraged to use learnt language items in new contexts and in new ways.	1 2 3 4
The tasks that teachers plan for students should be unthreatening to them and encourage them to take risks	1 2 3 4

Comments:

_____
_____
_____

Managing interaction

Teachers need to set up tasks that mean students use language in a real or authentic way.	1 2 3 4
Teachers need to set up tasks to enable students to work together in a way that they can learn language from each other.	1 2 3 4
Interactive tasks that require students to share information are the most productive	1 2 3 4
Peers give each other valuable feedback about language use.	1 2 3 4

Comments:

_____
_____
_____

Helping students to learn how the language works

Students find it hard to notice language patterns if they are exposed to a lot of new language, a lot of the time. Teachers can help by drawing students' attention to language patterns.	1 2 3 4
Students need to use language to try out their hypotheses about how it might	1 2 3 4

work.	
Teachers need to help students understand the language rule so that they can use the knowledge again in a similar context.	1 2 3 4

Comments:

_____
_____
_____

Giving effective feedback

The focus of students' performance on language tasks should not only be on accuracy.	1 2 3 4
Teachers need to be able to give feedback to students speaking in a way that helps them to notice what is wrong with what they are saying.	1 2 3 4

Comments:

_____
_____
_____

APPENDIX B: Te Reo Māori text type taxonomy (Joseph, 2003, p. 48)

Te Puna *http://aotea.natlib.govt.nz/cgi-bin/Pwebrecon.cgi* Paengawhāwhā, 2002.		He Pukapuka Whakaako Reo Māori, Te Tauākī Marautanga Reo Māori, Toi Te Kupu	
Haka:	posture dance	Haka	vigorous dance
Haka tauā	war dance	Haka pōhiri	welcome dance
Pōkeka	chant with actions	Haukiri	autobiography
		Haurongo / kōrero	biography
Karakia:	intoned incantation	Hokinga mahara	tangata
Karakia tene	extemporised karakia	Karanga	recollection
Karakia-tuku iho	traditional pre-christian karakia	Kīwaha	formal call
Ātahu	type of karakia to cause love	Kōrero ahiahi	idiom
Ritenga Māori	customary spiritual practices	Kōrero-ā-iwi	light hearted story
Ritenga Hiki-Tapu	ritual for lifting tapu	Kōrero paipera	story from an iwi
Māhukihuki	ritual for lifting tapu	Kōrero paki	biblical writing
Ritenga-Whakatapu	ritual for placing tapu	Kōrero pono	fiction
Kōrero Māori:	Māori narrative	Kōrero tohutohu	non-fiction
Pakiwaitara	fictional story	Kōrero-whakatangatanga-pāpāringa	instruction
Kōrero Parau	fictional story	Kupu whakaari	joke
Pakimaero	fictional story	Mihi	prophetic saying
Kupu Whakaari	prophetic saying	Mōteatea-ā-kōrero	introduction
Mihimihi	formal exchange of speeches	Paki	indepth poem
Ngeri	rhythmic chant	Pakiwaitara	narrative
Pepe Taki-ManawaPepeha	tongue twister	Pakiwaituhi	fiction
	tribal saying	Panga	cartoon
Poroporoaki-Tūpāpaku	published obituaries	Pānui/tanga	riddle
Pūmahara	memories and recollections of Māori elders	Pānui whakamārama	advertisement
		Patapatai	brochure
Pūrākau	traditional story, historical and legend	Pepeha	interview
		Pitopito kōrero	tribal maxim
Reo o Nehe Rā	classical Māori	Poroporoaki	newspaper article
Reo Rotarota	sign language	Pūrākau	farewell
Rerenga Kōrero	social commentary or criticism	Pūrongo	origin narrative
Tuhituhinga-ā-rōpū:	archives of Māori organisations	Reta	report / document
		Rotarota	letter
Tuhituhinga Rōpū	archives of Māori organisations	Ruri	poem
Tuhituhinga Māori	historic letters of 19th Century		nursery rhyme, ditty
Waiata Māori:	general term for sung or chanted	Takawiri arero	tongue twister
songs		Tauira niupepa o mua	old Māori newspapers from 1800-1920
Karanga	semi-sung chant of welcome	Tauparapara	opening chant
Oriori	songs for children	Tohutaka	recipe
Pao	impromtu song	Waiata	song
Pātere	chant or song	Waiata-ā-ringa	action song
Waiata-matakiteWaiata Oha	prophetic songs	Waituhi whakakata	comic strip
	song to make others join an avenging party	Whaikōrero	speech, debate
		Whakaari	play/daram
Waiata Poi	song to accompany poi dancing	whakaaturanga	production
Waiata Tawhito	traditional melodic chants	Whakapapa	genealogy
Harihari	work song of unison	Whakaputanga whakaaro	editorial
Waiata Aroha	song of affection	Whakatauākī	specific proverb
Waiata-ā-ringa	movement song as a public performance	Whakataukī	general proverb
		Whakatautau	drama
Waiata Tangi	Māori funeral rite song	Whakawhiti kōrero	dialogue
Waiata Whaiāipo	romantic song	Whiti	light verse or poem
Whaikōrero: Poroporoaki	formal farwell speech		
Tauparapara: Whakamutunga Kōrero	incantation		
	valedictory material		
Whakataetae Kōrero	Māori oratory contest		
Whakatauākī	Māori proverb		
Whakataukī	Māori proverb		

Whika 6: Ngā Momo Kōrero i Te Puna, i Toi Te Kupu, i Te Tauākī Marautanga Reo Māori me Ētehi Pukapuka Whakaako Reo Māori

APPENDIX C: A language planning grid

<table>
<tr><td>Horopaki ako
Learning context</td><td>Kaupapa teina
Related topic/subtopics</td><td>Ā tikanga
Sociocultural aspects</td></tr>
<tr><td rowspan="3">Ngā rauemi</td><td>Ngā momo tuhinga
Text types and genres</td><td>Pūkenga whakarongo
Listening skills</td></tr>
<tr><td>Pūkenga kōrero
Speaking skills</td><td>Pūkenga pānui
Reading skills</td></tr>
<tr><td>Pūkenga tuhi
Writing skills</td><td>Pūkenga mātakitaki/whakaatu
Viewing/presenting skills</td></tr>
<tr><td colspan="2">Te wetewete o te reo
Grammar</td><td>Ngā kupu
Vocabulary</td></tr>
<tr><td colspan="2">Ngā rautaki
Strategies</td><td>Te whakahua/te mita
Pronunciation/phrasing</td></tr>
</table>

APPENDIX D: An example of a checklist for teacher practice

Checklist for input

Before your lesson: What input have you planned to use?

	Spoken input					Written input					
Sources of input	Teacher	Other students	Audio	Video	Other	Journal, etc	Teacher written text	Textbook	Magazine or newspaper	Internet based text	Other
Tick the boxes to check the variety of input.											

After your lesson: Evaluate the input your students were exposed to.

	Spoken input					Written input					
Sources of input	Teacher	Other students	Audio	Video	Other	Journal, etc	Teacher written text	Textbook	Magazine or newspaper	Internet based text	Other
Has the input been at the right level i.e. so that students have to stretch a little to understand?											
Have you worked to repeat and recycle language items in the input?											