

Understanding the use of Māori and English in dual language picturebooks.

Nicola Daly

University of Waikato

Children's picturebooks are often underestimated, but some bilingual picturebooks disrupt the status quo and promote an alternative language hierarchy.

Ngā Reo (language) in Aotearoa

- Three official languages
- English (de facto)
- Te Reo Māori (1987)
- New Zealand Sign Language (2006)



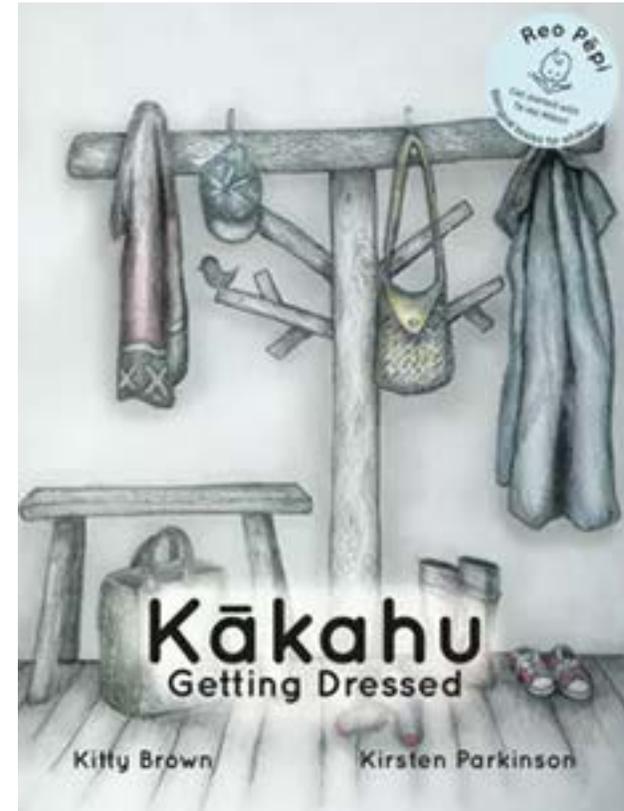
The Linguistic Landscapes of Picturebooks

- Linguistic landscape is a term used to describe the (usually visual) presence of different languages in public spaces (Landry & Bourhis, 1997).
- In my work with picturebooks I use this term to describe the space occupied by languages within a book.



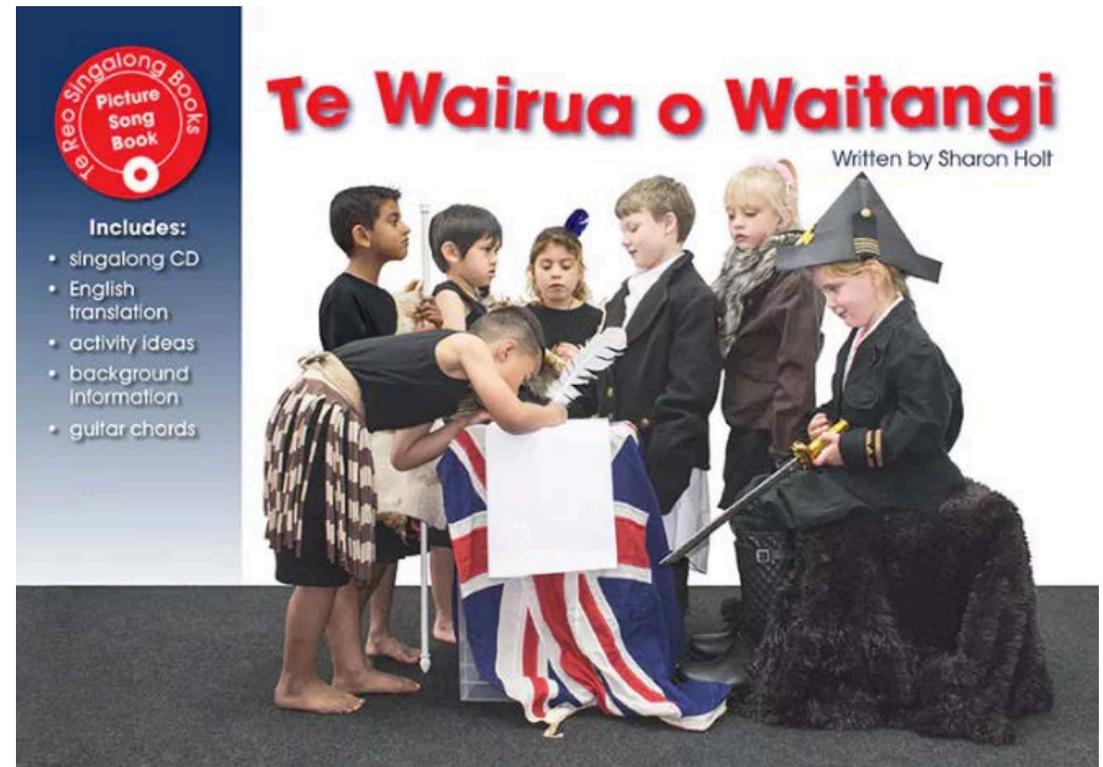
Ethnolinguistic vitality

- Landry and Bourhis (1997) argue that the presence of a language within a linguistic landscape has a positive effect on the social identity and ethnolinguistic vitality of a language community



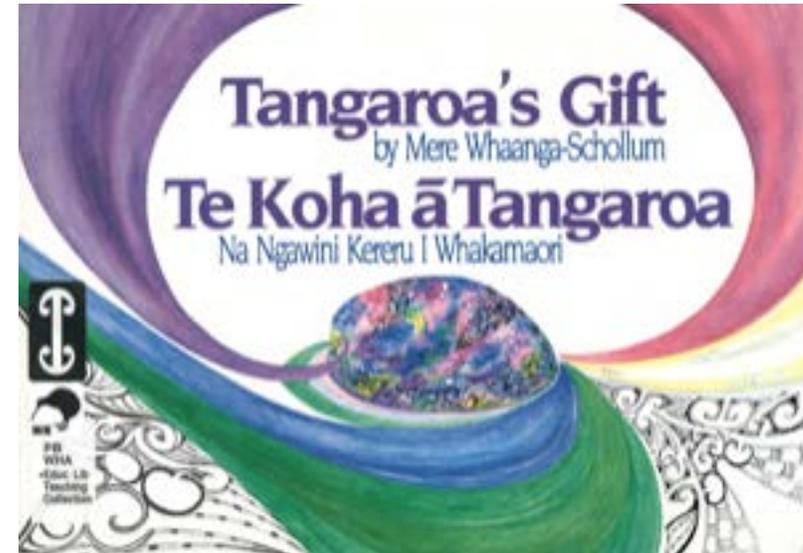
Dual Language picturebooks

- Ethnolinguistic vitality
 - Informative and symbolic functions
- The way in which languages are presented in bilingual children's books may encourage readers to value a language, or perhaps use this language more frequently, thus positively affecting its vitality.



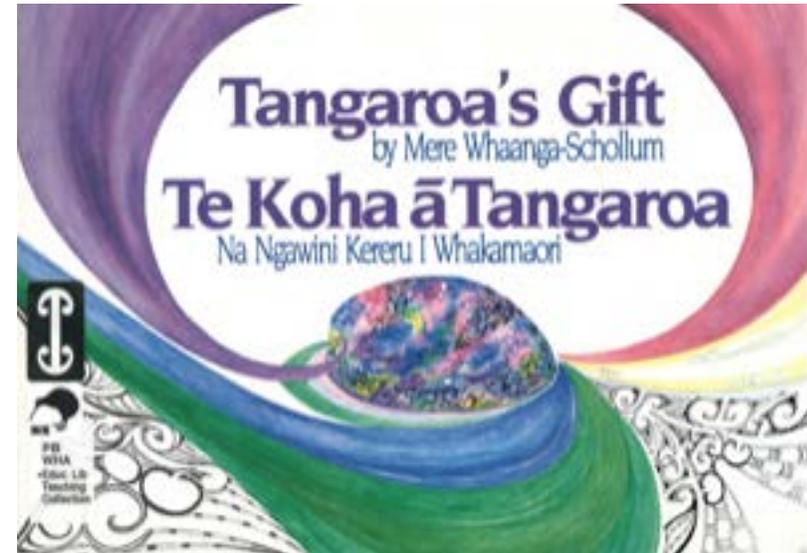
Method

- which language is presented first,
- which language uses a bigger font, and
- which language presents more information.
- Assumptions
 - Left dominant
 - Top dominant
 - Larger dominant



Tangaroa's Gift

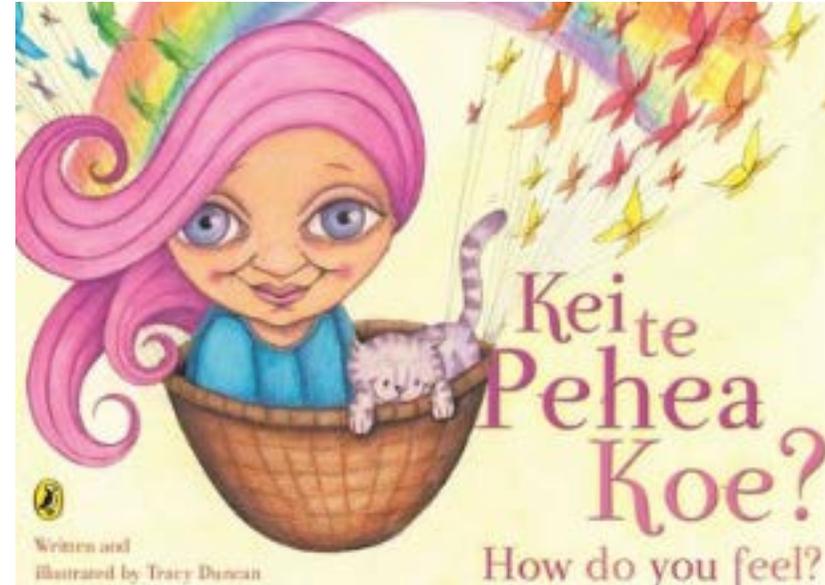
- English and Māori titles are both given on the front cover
 - English first
 - Māori larger
- The author and translator are also both given in the same sized font.
- In the body of the book, Māori is presented on the verso (left hand) and English on the recto (or right hand) page.



Whaanga- Schollum, M. Kereru, N.
(1990). *Tangaroa's Gift. Te Koha a
Tangaroa*. Auckland: Ashton Scholastic.

Kei te pēhea koe?

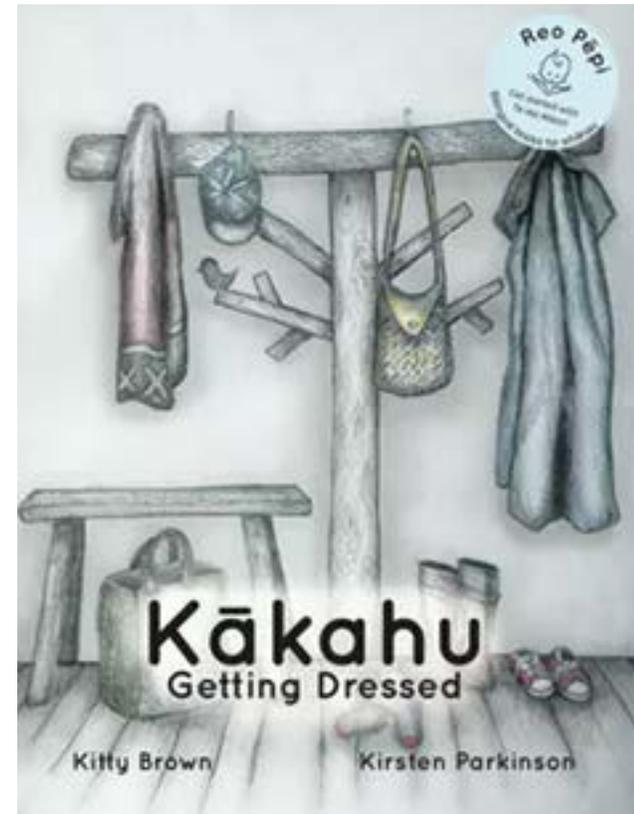
- On the cover Māori title is first and bigger font
- In the body Māori text is first and same sized font
- Pronunciation guide indicates pedagogic intent



Duncan, T. (2008). *Kei te pēhea koe? How do you feel?* North Shore: Puffin.

Kākāhu. Getting Dressed

- The title (Kākahu) is much larger than the English (Getting Dressed).
- In the body of the book, Māori is privileged in several ways.
 - Māori is given first on the page, with English underneath;
 - Māori is presented in a much larger font size than English; and
 - Māori is given in a bold typeface, whereas English is given in normal typeface.



Brown, K. & Parkinson, K. (2015). *Kākahu. Getting Dressed*. Dunedin: Reo Pepi.

Te Wairua o Waitangi

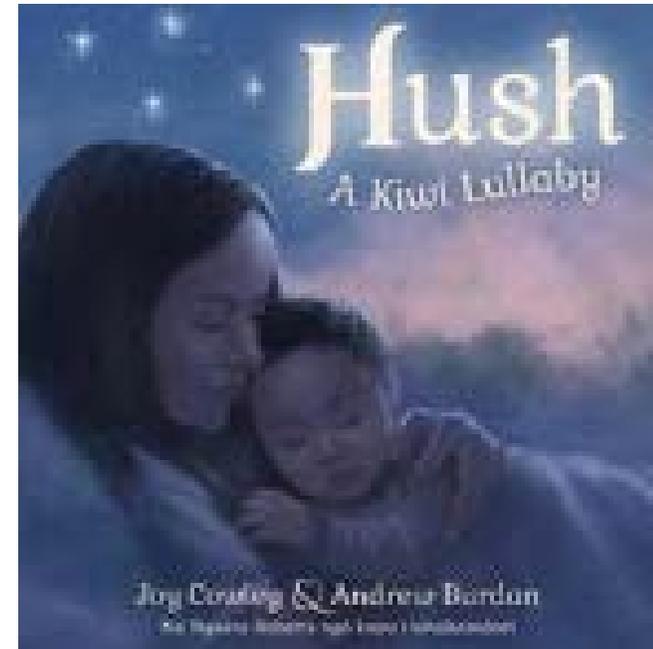
- A brightly coloured title in Te Reo Māori only.
- In the body of the book, only Te Reo Māori is used.
- At the back of the book, the lyrics for the song are given in Māori only with guitar chords.
- The picturebook includes a CD recording of the song, which also features a title in Māori and not English.



Holt, S. (2016). *Te Wairua o Waitangi*. Hamilton: Te Reo Singalong.

Hush. A Kiwi Lullaby

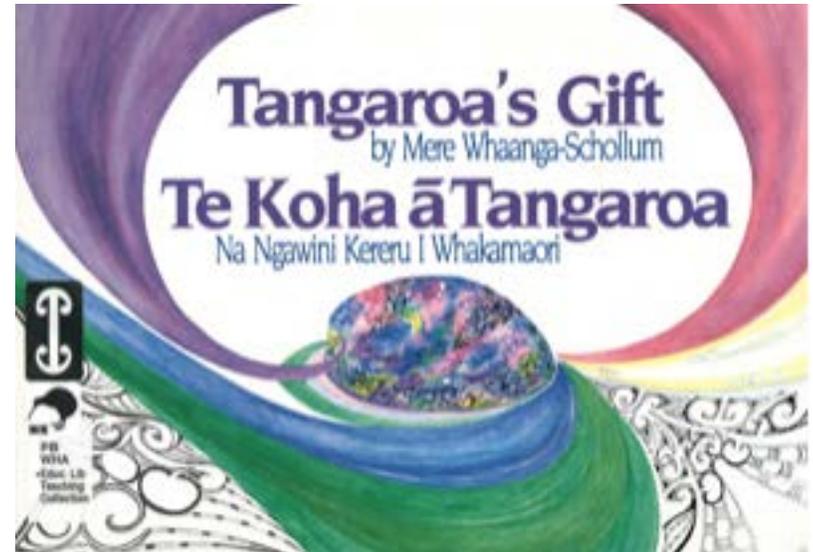
- On the cover there is a large English title, but no Māori title is given.
- The name of the translator on the front cover using a Māori phrase 'Nā Ngāire Roberts ngā kupu i whakamāori'.
- The first 23 pages give the English text surrounded by the richly coloured illustrations
- The Māori translation is given separately in the last 7 pages use pale monochromatic versions of the early illustrations.



Cowley, J. Roberts, N., & Burden, A. (2016). *Hush. A Kiwi Lullaby*. Auckland: Scholastic.

Changing attitudes

- Children and adults reading and listening to these books will see, albeit subconsciously, which language is being given higher status.
- In this way, new language attitudes are being formed and this may result in the adjustment of existing language hierarchies.



Children's picturebooks are powerful little things, eh.

References

- Daly, N. (2018). Children's picture books disrupting language hierarchies. *The Conversation*. Retrieved from <https://theconversation.com/how-childrens-picturebooks-can-disrupt-existing-language-hierarchies-96275>
- Landry, R. & Bourhis, R. Y. (1997). Linguistic landscape and ethnolinguistic vitality. An empirical study. *Journal of Language and Social Psychology*, 16(1): 23-49.