

**The Rhetorical Organisation of Discourse:  
Language Revitalisation and the Question of Authenticity**

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**Abstract**

We propose here one approach to unravelling some aspects of authentic discourse construction in a way that may prove useful to teachers and learners of Maori. The approach is illustrated in relation to one text which realises the *argument genre* in Māori. In terms of *text-type*, the example provided is an *open letter of advice/warning*. The approach illustrated here, and the hypotheses emerging from it, are currently being further tested by one of the authors with reference to a corpus of written texts.

**An Approach to the Analysis of Discourses in Māori**

Morphological, syntactic and phonological systems underlie the operation of languages and these systems play an important role in the realisation of meanings. However, there is much more to using languages effectively than the control of such systems and the appropriate use of vocabulary. Much of the meaning of discourses is conveyed pragmatically, through the interaction of text and context. Thus, for example, when it occurs as part of a discourse, a sentence such as "It's hot in here" has both meaning (semantic) and value (pragmatic). There is nothing in the sentence itself to indicate that it may be intended to function as, for example, a warning or a compliment or an inducement to open a window. However, in certain contexts, it may be intended to have any of these functions, or, indeed, one or more of a wide range of other functions. Functions such as this are often referred to as micro-functions (see, for example, the Council of Europe draft Framework for modern languages (Council of Europe, 1996). There is a wide range of other types of function that are critical to the creation and interpretation of coherent discourses. To understand these, it is important to look at morphology, syntax and phonology. It is, however, also important to look beyond these systems in order to gain a more complete understanding of the ways in which discourse segments function in relation to discourses as a whole. In doing this, we need to take into account the fact that social and cultural understanding play an important role in discourse construction and interpretation. It is this that is critical to the research with which we are concerned here.

As Pilegaard and Frandsen (1995, p. 1) note, linguists have struggled for some time with the problem of distinguishing among different types of text:

The past two decades have seen several studies which have struggled to establish a distinction between various kinds of texts on the basis of structural (linguistic) and/or functional (communicative) criteria. The shared ambition

of these studies has been dual: i) to develop an overall typology of texts, and ii) to provide a theoretical and empirical foundation for comparative discourse research. These efforts have been closely connected with the rising interest in text linguistics and discourse analysis especially since the beginning of the 1970s.

Both *genre* and *text-type* assignment represent two important, and related, aspects of distinguishing among texts. However, these two terms (*genre* and *text type*) are used in different ways by different analysts and so it is important to specify how they are used here. In the discussion that follows, the term ***text-type*** is used with reference to the ways in which societies (or groups within societies) group texts in relation to a range of criteria relating to **(a)** overall form and/or appearance (including, for example, the presence of certain types of salutation such as *Dear X*), and/or **(b)** their overall function such as, for example, to welcome visitors. In this sense, letters and *whaikōrero* (speeches of welcome) each represent different text-types. Our primary interest here is in *genre* rather than *text-type*. However, we shall say a little here about text-type before moving to genre.

Many ***text-types*** have different sub-types which may be associated with different contexts and levels of formality (business letters versus personal letters, for example). It is, therefore, not a simple matter to establish a typology of text-types. Thus, **(a)** although some text-types are likely to be recognised by most members of a society, others may not be, and **(b)** as society and culture changes, so do text-types. In general, therefore, the number of text-types (and the variety within each of these) that is identified in any typology will relate to the overall purpose of the typology. If, therefore, the reason for establishing a typology of text-types is to initiate young learners of a language at intermediate level into the use of these text-types, the number of different types recognised, and the distinctions made within each of these types, will be different from those recognised in the context of the teaching of advanced learners who need to use the language for a range of academic purposes.

Each ***text-type*** (eg novels, letters) is likely to be typically associated with a particular genre or a particular range and/or sequence of ***genres***, a genre being essentially a discourse style or discourse orientation. Thus, for example, a *car manual* (text-type) is likely to be written largely in the *instructional genre*, whereas a *newspaper editorial* (text-type) will often exhibit the *argumentative genre*. Of course, a text that represents a particular text-type may, and generally will, involve a range of different genres. Thus, a text that realises the text-type 'novel' may combine a variety of genres such as narrative genre, instructional genre, argumentative genre etc.

| <b>Text-type</b>    | <b>Genre</b>                                 |
|---------------------|--|
| Car manual          | Instructional                                |
| Newspaper Editorial | Argumentative                                |
| Novel               | Narrative, Instructional, Argumentative etc. |

In the same way as different text-types may be sub-divided into a range of different categories (personal letters, business letters etc.), so too may genres. Thus, for example, the *argumentative genre* may be subdivided into a range of different categories depending on the degree of delicacy considered necessary in terms of the overall purpose of the taxonomy.

In general, *genre typologies* relate primarily to the general cognitive operation involved (eg describing, informing, arguing). However, different analysts have proposed different genre typologies in relation not only to general cognitive operations, but also in relation to different communicative functions (such as giving directions) and different typical combinations of linguistic realisations (such as the combination of particular types of participant and process (see, for example, Derewianka, (1990)). Thus, although Biber (1989) recognizes eight main genres, Werlich (1983) recognizes only five: *description*, *narration*, *exposition*, *argumentation*, *instruction*. In common with Derewianka in *Exploring How Texts Work* (Derewianka, 1990), a textbook designed for teaching English to primary school students in Australia, we prioritise here six different genres. These are: *recount*, *narrative*, *instruction*, *information report*, *explanation* and *argument*.. Essentially, each of these genres can be characterized in terms of its overall (or primary) purpose which, in turn, relates to the primary type of cognitive operation involved. Thus:

The *recount* genre relates what took place;

The *narrative* genre relates events, and feelings (and reactions associated with these) in order to teach and/or engage sympathy or imagination;

The *instruction* genre outlines the sequence of actions involved in achieving or accomplishing a goal;

The *information report* genre describes and classifies phenomena;

The *explanation* genre outlines the way/s in which things function or operate and/or provides reasons for events or phenomena;

The *argument* genre provides justification/s for one or more positions adopted in relation to events or circumstances that are open to different opinions or interpretations.

If this work were to be of practical use, it was necessary to begin by analysing the *tasks* required of students learning a range of curriculum areas through the medium of Māori in order to determine the different *genres* and *text-types* generally required of them. Thus, for example, presenting the arguments for and against home schooling would involve using, primarily, the *argument genre* in the context of a *text-type* that could broadly be described as *academic essay*, a text-type that has a number of different varieties depending on the nature of the academic subject and the specific task involved. In general, the text-type 'academic essay' as realised in English is associated, at higher levels of study, with a range of *structural features* including *title*, *general statement about the content of the sections to be included*, *main section* (including references, footnotes and/or endnotes), *concluding section*, *bibliography or list of references*. Figures and diagrams need to be appropriately labelled and, in general, need to be accompanied by particular types of discussion and highlighting. At lower levels of study, references may not be included in the main section and there may be no final list of references. The main section of the essay will be structured differently, depending on the nature of the task and, therefore, on the genre or genres that are drawn upon. So far as academic essays written in Māori are concerned, there will be a range of differences associated with both (a) characteristic features of that text-type in Māori, and (b) characteristic features of the genres involved as realised in Māori.

If students are familiarised with characteristic features of different genres in Māori texts, they can then make use of these in the context of different text-types, adding to their understanding of genre an understanding of the characteristic features of the different text-types they will be required to draw upon. Thus, students who have become familiar with the *argument genre* can then make use of this understanding wherever argument is required in particular sections of a text (whatever the text-type involved).

An analysis of the writing tasks required of students working in the medium of Māori at School Certificate, Bursary and first year university level in a range of different subjects revealed that certain text-types appeared frequently. These included letters (business letters and personal letters) and academic essays of various types. It also revealed that the six main genres outlined above occurred frequently. Thus, for example, in writing business letters, students would often need to outline a series of events (*recount genre*), explain a problem that had arisen in relation to that series of events (*explanation genre*) and then make a complaint based on an argument (*argument genre*). In order to perform this task adequately, they would need to be able to make use of **(a)** the characteristic features of the *recount, explanation and argument genres* in Māori discourse, and **(b)** the characteristic features of business letters written in Māori. First, however, it was necessary to discover what these characteristic features were.

Although looking at particular texts in terms of their discourse characteristics involves an integrated approach to genre and text-type, we confine the discussion here to genre and, in particular, to one type of genre, that is, the argument genre.

In looking first at *genre*, samples of texts written by Māori scholars (past and present) which conformed as closely as possible to a single genre were selected. Six texts representing each of the six genres outlined above were selected - a total of 36 texts. Each group of six texts was then analysed from a number of different perspectives in an effort to determine whether there were properties that each group of texts shared that were different from those properties shared by the texts representing each of the other genres. At this stage, the search was for characteristic features of each of the six genres as represented by Māori texts written by educated native speakers recognised for the high quality of their discourse production. This part of the research is still in progress. At this stage, therefore, the features proposed as being characteristic of the *argument genre* in Māori discourses should be regarded as tentative.

When this section of the research has been completed, students can be introduced to characteristic features of each of the six genres and can practice creating their own texts in line with exemplars exhibiting these features. Initially, they would be encouraged to create texts representing a single genre. Later, they would be encouraged to combine different genres in different ways to create more complex, multi-faceted texts. At each stage, an approach such as that recommended by Derewianka (1990, pp. 6 - 9) based on a curriculum cycle involving *preparation, modelling, joint construction* and *independent construction* of texts could be followed.

Thus, texts written by highly proficient users of the language were analysed in relation to genre characteristics. Although an attempt was made to select texts that conformed as closely as possible to a single genre, some of the texts proved to be

were multi-generic, that is, they exhibited different genres at different stages. This did not create any major problems. Indeed, it provided an opportunity. Thus, one section of a text might exhibit the *argument genre*, another section might exhibit the *recount genre*. When these same texts were examined in relation to *text-type* rather than *genre*, the fact that certain text-types were typically associated with certain multi-generic characteristics began to emerge. This is central to the research as a whole although it is not the focus of attention here.

### The Analytical Categories

Analysis of the six texts belonging to the argument genre was conducted in relation to the following categories:

- the different overall functions (eg *position statement*) associated with different parts of the text: **functioning segments**.
- the semantic relations (eg *reason-result*; *denial-correction*) that *typically* occur in each of these text-type functional segments, *the typical grouping* of these semantic relations and the *typical interactions* among them (both within and between segments) within the genre being examined: **relational structure**.
- the specific language in which these semantic relations are *typically* encoded/realised within the genre being examined: **relational encoding characteristics**.
- other features of language that appear to *typify* the genre under investigation: **language features**.

On the basis of the types of analysis outlined above, the following hypotheses in relation to typical aspects the *argument genre* in Māori are proposed. These hypotheses can be tested in relation to a range of further texts belonging to the argument genre. Thus, texts belonging to the argument genre are, it is hypothesised, generally characterised by the features that are outlined below.

### Hypothesis concerning typical functioning segments of the argument genre in Māori texts

Frequently, the following functioning segments, in the order indicated, occur in examples of the argument genre in Māori:

- **General statement** (situational and/or attitudinal context);
- **Specific issue** (current position);
- **Thesis Statement 1** (statement of one possible perspective on specific issue, generally *not* that adopted by the writer);
- **Thesis Statement 2: Problem/Issue** (statement of another possible perspective on specific issue, generally that adopted by the writer);
- **Probable Resolution (general)** (expressed metaphorically as *whakatauāki* (saying));
- **Problem/Issue: further details** (often involving personal statement);
- **Summing up of Situation** (general);
- **Problem/Issue: specific effects** (often involves listing of points);
- **Return to Specific Issue:**
  - (a) **further detail (point 1 ff.)**

**(b) general summing up;**

- **Specific practical details** (optional);
- **Specific practical issue** (optional);
- **Conclusion** (often in the form of an injunction);
- **Restatement of Probable Resolution** (general) (expressed metaphorically as whakatauāki (saying));
- **Concluding Remarks** (optional, involving positive outcome statement)

**Illustration of functioning segments with reference to a text by Timoti Kāretu, former Māori Language Commissioner**

**General statement** (situational and/or attitudinal context):

I ēnei rā o te tino kore nei te mōhio ka pēhea ra ngā nekeneke me ngā hiahia o te Kāwanatanga e tika ana kia noho tūtakarerewa, kia noho matawhiwhiu ki ngā whakatau, ki ngā āhuatanga hou ka puta.

*In these times of uncertainty about the movements and the wishes of Government, it is understandable that there are feelings of apprehension and the need to be alert to the decisions, to the reorganisation which will take place.*

**Specific issue** (current position):

Kua puta te kōrero a te Minita Māori ki te ao whānui mo tōna hiahia kia whakakotahitia ngā whakahaere katoa e whai pānga ana ki te reo. Nā, hei whakatutuki i tērā whakaaro ōna ko te whai kia kotahi a Te Taura Whiri i te Reo Māori me te Māngai Pāho nā te mea ko ēnei whakahaere e rua i takea mai i te reo me tōna ora, tōna mau haere ake nei.

*A public announcement has been made by the minister of Māori Affairs of his wish to amalgamate all organisations associated with Māori language. Now, to accomplish his idea, the aim will be to amalgamate Te Taura Whiri i te Reo Māori and Te Māngai Pāho because both organisations are associated with the Māori language, its revival and its survival in the future.*

**Thesis Statement 1** (statement of one possible perspective on specific issue, generally *not* that adopted by the writer):

Ā hinengaro nei mārakerake ana te kitea atu o te whāinga o tērā whakaaro ināhoki ki te whakakotahitia te taha whakahaere inā kē noa atu te pūtea ka toe mai hei whakapeto ki ētahi atu mahi e ora ai, e pakari ake ai te reo.

*Thinking about this, the aims behind this idea are obvious, for if the management of these two organisations were amalgamated, there would be a considerable amount of funding left over to distribute to other factions involved in the revitalisation, the strengthening of the language.*

**Thesis Statement 2: Problem/Issue** (statement of another possible perspective on specific issue, generally that adopted by the writer):

Engari hāunga ia tēnā, ko te raruraru kē hoki ko te āhua o te noho tahi he minita kē noa atu hoki nōna te mana ki Te Māngai Pāho, ā he minita kē noa atu anō hoki nōna te mana ki Te Taura Whiri i te Reo Māori.

*But that aside, a problem is posed by the fact that two ministers, one in charge of Te Māngai Pāho, and another whose responsibility is to Te Taura Whiri i te Reo Māori will both be directly involved. It is imperative that these two concur. If there is dissension, the proposal will not be completed, it will remain unresolved.*

**Probable Resolution (general) (expressed metaphorically as whakatauāki (saying)):**

Mate atu he tētēkura, ara mai he tētēkura  
*As a chief dies, so another arises*

**Problem/Issue: further details** (often involving personal statement):

Waihoki, ko mātou ko āku nā kaimahi e noho maunawenawe nei i te korenga e puta wawe o tētahi kōrero kia tau ai ō rātou mauri kia kore ai hoki e noho i runga i te tītakataka, i te māharahara.

*Furthermore, there is the uncertainty for me and for my staff because definite notification, needed to help settle their emotions, so that they do not wallow in their anxieties has been slow to emerge. Nevertheless, they continue to function and to move this organisation forward although the future direction is uncertain.*

**Summing up of Situation (general):**

***Ahakoā pēhea ka rere kē te āhua o te Taura Whiri me āna mahi ka mahi.***

*Whatever happens, the organisation and the role of Te Taura Whiri will be different.*

**Problem/Issue: specific effects** (often involves listing of points):

Inā eke tā te Minita Māori e whai nei kua kore te Taura Whiri e whakatū e whakahaere rānei i ngā kura kua roa nei e haere ana engari ka hokona mai i tētahi atu whakahaere i tērā mōhio o te whakatū kura.

*When the objectives set down by the Minister for Māori Affairs are fulfilled, the Taura Whiri will no longer establish or organise the schools which have been running for some time now but instead, some other organisation with the necessary expertise, will contract for, and will run these schools.*

Kua noho te Taura Whiri hei kaihoko ratonga, kua kore i riro mai māna ake te ratonga e whakawhiwhi ki te hunga tonu.

*The Taura Whiri will become a purchaser of services and will no longer have the role of providing Māori language services to applicants.*

Tērā pea ko ngā mahi ka mau tonu ko 'He Muka' me 'Ko te Whānau' engari atu i ērā ka hokona katoatia mai ngā ratonga e hiahiatia ana.

*It is possible that the work for 'He Muka' and 'Ko te Whānau' may possibly continue, but beyond these, all services required will be purchased.*

**Return to Specific Issue:**

**(a) further detail (point 1 ff.)**

Ko te whai kē hoki kia hāngai atu ngā mahi a Te Taura Whiri ki te Mahere Rautaki Reo kua whakatakototia nei e te Kāwanatanga hei whāinga mā te motu arā,  
*The aim is also to align the working of Te Taura Whiri with the Māori Language Strategy which the government has set down for the nation that is,*

- (1) kia tokomaha ake te hunga mōhio ki te reo Māori mā runga anō i te maha o ngā āheinga o te tangata ki te ako me ngā wāhi ka taea te reo te ako  
(1) *to increase the numbers of those who know te reo Māori as a result of an increase of the abilities of those who teach together with an increase in the number of contexts where te reo can be taught*
- (2) kia pai ake te kōrero me te tuhi i te reo Māori, kia kaha ake anō hoki te mārama atu ki te reo Māori mā runga anō i te āta whakarongo me te pānui i te reo Māori  
(2) *to improve speaking and writing in te reo Māori, to heighten the understanding of te reo Māori through careful listening and reading in te reo Māori*
- (3) kia nui ake ngā wā me ngā wāhi e āhei ana te tangata ki te kōrero Māori  
(3) *to increase the times and places where people may speak Māori*
- (4) kia tere ake te whakawhānuitia ake me te whakapakiritia ake o te reo Māori  
(4) *to hasten the spread and to increase the strength of te reo Māori*
- (5) kia aro pai mai te Māori me te Pākehā ki te reo Māori me te whakapono anō hoki he tino hua kei roto i te āhei o te tangata ki te kōrero i ngā reo e rua, he painga anō hoki kei roto i tērā mō Aotearoa whānui.  
(5) *so that both Māori and Pākehā are favourably disposed toward te reo Māori, and believe that not only are there advantages for those who are bilingual, but that bilingualism could also benefit New Zealand as a whole.*

**(b) general summing up**

Kāti, koinei rā ngā take e whāia nei me kore e tutuki ā, e tutuki ai me whakarere kē ko te āhua o te Taura Whiri i te Reo Māori.  
*So then, these are the issues which may or may not be resolved and will mean changes to te Taura Whiri i te Reo Māori.*

**Specific practical details (optional):**

Nā reira koia noa nei te whakamōhio atu ko ngā kura kua whakaritea kia tū i roto i tēnei tau pūtea, arā atu i te 30 o Pipiri ka tū tonu, ā, ko aua kura ko tō ngā akonga taipakeke o ngā Kura Kaupapa Māori ka tū ki Waititi ā te 30 o Haratua - 3 o Pipiri me tō ngā pakeke ki Ngahutoitoi ā te 27 o Pipiri – 2 o Hongongoi,

*This, therefore, is merely clarification that those schools which were established under this year's funding, to the 30 June, will continue and those schools are the senior Kura Kaupapa Māori classes to be held at Waititi Marae from the 30 May to 3 June and the adult classes at Ngahutoitoi Marae on 27 June to 2 July,*

**Specific practical issue (optional):**

engari ko o tua atu i taua rā kāore i te mōhiotia ka aha i ngā āhuatanga hou nei.  
*but beyond that it is unclear what will evolve from the new system.*

**Conclusion** (often in the form of an injunction):

Koirā au e kī nei, he whakaōhiti, he whakatūpatō tēnei kia noho mataara, kia noho mōhio mai ai koutou he aha te aha.  
*It is for that reason that I say that this is a word of warning, a note of caution, so that you be watchful, so that you be aware of the developments.*

**Restatement of Probable Resolution (general) (expressed metaphorically as whakatauaiki (saying))**

Waiho ki tā rātou i kī rā ‘ Mate atu he tētēkura, mai he tētēkura’  
*Let it be, as stated (by our ancestors): 'As a chief dies, so another arises'*

**Concluding Remarks (optional, involving positive outcome statement):**

Otirā koirā te wawata nui o te ngākau e tātou mā, mo te whakahaere nei, mō Te Taura Whiri i te Reo Māori.  
*Indeed, that is the deepest desire, held by us all, for this organisation, for Te Taura Whiri i te Reo Māori.*

**Hypothesis concerning typical interaction of functioning segments and semantic relations in Māori texts exhibiting the argument genre (illustrated with reference to a text by Timoti Kāretu, former Māori Language Commissioner)**

**The textual (semantic) relationships outlined here are as follows:**

Reason-Result;  
Outcome-Reason;  
Grounds-Conclusion;  
Means-Purpose;  
Statement-Purpose;  
Statement-Summary;  
Condition-Consequence;  
Statement-Amplification;  
Concession-Outcome;  
Denial-Correction.

With the exception of Statement-Amplification and Statement-Summary, the parts of these relationships may appear in any order (eg Reason-Result; Result-Reason).

These relationships are not defined here. However, the examples should be sufficient to indicate the general sense in which the terms are used.

**General statement (situational and/or attitudinal context) - Reason-Result (or Result-Reason) (often stated indirectly):**

I ēnei rā o te tino kore nei te mōhio ka pēhea ra ngā nekeneke me ngā hiahia o te Kāwanatanga (REASON)

e tika ana kia noho tūtakarerewa, kia noho matawhiwhiu ki ngā whakatau, ki ngā āhuatanga hou ka puta. (RESULT)

*In these times of uncertainty about the movements and the wishes of Government, (REASON)*

*it is understandable that there are feelings of apprehension and the need to be alert to the decisions, to the reorganisation which will take place. (RESULT)*

**Specific issue (current position) - Statement - Amplification with embedded Purpose-Means (or Means-Purpose) and/or Reason-Result:**

Kua puta te kōrero a te Minita Māori ki te ao whānui mō tōna hiahia kia whakakotahitia ngā whakahaere katoa e whai pānga ana ki te reo. (STATEMENT)

Nā, hei whakatutuki i tērā whakaaro ōna ko te whai kia kotahi a Te Taura Whiri i te Reo Māori me te Māngai Pāho nā te mea ko ēnei whakahaere e rua i takea mai i te reo me tōna ora, tōna mau haere ake nei. (AMPLIFICATION)

*A public announcement has been made by the minister of Māori Affairs of his wish to amalgamate all organisations associated with Māori language. (STATEMENT)*

*Now, to accomplish his idea, the aim will be to amalgamate Te Taura Whiri i te Reo Māori and Te Māngai Pāho because both organisations are associated with the Māori language, its revival and its survival in the future. (AMPLIFICATION)*

Nā, hei whakatutuki i tērā whakaaro ōna (PURPOSE)

ko te whai kia kotahi a Te Taura Whiri i te Reo Māori me te Māngai Pāho nā te mea ko ēnei whakahaere e rua i takea mai i te reo me tōna ora, tōna mau haere ake nei. (MEANS)

*Now, to accomplish his idea, (PURPOSE)*

*the aim will be to amalgamate Te Taura Whiri i te Reo Māori and Te Māngai Pāho because both organisations are associated with the Māori language, its revival and its survival in the future. (MEANS)*

**Thesis Statement 1 (statement of one possible perspective on specific issue, generally *not* that adopted by the writer) - Conclusion-Grounds (or Grounds-Conclusion), often with embedded Condition-Consequence:**

Ā hinengaro nei mārakerake ana te kitea atu o te whāinga o tērā whakaaro. (CONCLUSION)

inahoki ki te whakakotahitia te taha whakahaere inā kē noa atu te pūtea ka toe mai hei whakapeto ki ētahi atu mahi e ora ai, e pakari ake ai te reo. (GROUNDS)

*Thinking about this, the aims behind this idea are obvious, (CONCLUSION)*

*for if the management of these two organisations were amalgamated, there would be a considerable amount of funding left over to distribute to other factions involved in the revitalisation, the strengthening of the language. (GROUNDS)*

ināhoki ki te whakakotahitia te taha whakahaere (CONDITION)  
inā kē noa atu te pūtea ka toe mai hei whakapeto ki ētahi atu mahi e ora ai, e pakari  
ake ai te reo. (CONSEQUENCE)  
*if the management of these two organisations were amalgamated, (CONDITION)*  
*there would be a considerable amount of funding left over to distribute to other*  
*factions involved in the revitalisation, the strengthening of the language.*  
(CONSEQUENCE)

**Thesis Statement 2: Problem/Issue (statement of another possible perspective on specific issue, generally that adopted by the writer) - Reason-Result (or Result-Reason), Grounds-Conclusion (or Conclusion-Grounds), often with embedded Condition-Consequence:**

Engari hāunga ia tēnā, ko te raruraru kē hoki (RESULT)  
ko te āhua o te noho tahi he minita kē noa atu hoki nōna te mana ki Te Māngai Pāho, ā  
he minita kē noa atu anō hoki nōna te mana ki Te Taura Whiri i te Reo Māori.  
(REASON)  
*But that aside, a problem is posed (RESULT)*  
*by the fact that two ministers, one in charge of Te Māngai Pāho, and another whose*  
*responsibility is to Te Taura Whiri i te Reo Māori will both be directly involved .*  
(REASON)

Ko te mahi nui kia whakaae ēnei minita tokorua nei ki te whakaaro. (CONCLUSION)  
Ki te whakatenetene tētahi kua kore te kaupapa i tutuki, kua noho tārewa noa iho i  
konā tārewa mai ai. (GROUNDINGS)  
It is imperative that these two concur. (CONCLUSION)  
*If there is dissension, the proposal will not be completed, it will remain unresolved.*  
(GROUNDINGS)

Ki te whakatenetene tētahi (CONDITION)  
kua kore te kaupapa i tutuki, kua noho tārewa noa iho i konā tārewa mai ai.  
(CONSEQUENCE)  
*If there is dissension, (CONDITION)*  
*the proposal will not be completed, it will remain unresolved. (CONSEQUENCE)*

**Problem/Issue: further details (often involving personal statement) - Result-Reason, often with embedded Statement-Purpose and/or Means-Purpose and/or Concession-Outcome:**

Waihoki, ko mātou ko āku nā kaimahi (RESULT)  
e noho maunawenawe nei i te korenga e puta wawe o tētahi kōrero kia tau ai ō rātou  
mauri kia kore ai hoki e noho i runga i te tītakataka, i te māharahara. (REASON)  
*Furthermore, there is the uncertainty for me and for my staff (RESULT)*  
*because definite notification, needed to help settle their emotions, so that they do not*  
*wallow in their anxieties has been slow to emerge. (REASON)*

kia tau ai (STATEMENT)  
ō rātou mauri (PURPOSE)  
*needed (STATEMENT)*

*to help settle their emotions, (PURPOSE)*

kia tau ai ō rātou mauri (PURPOSE)

kia kore ai hoki e noho i runga i te tītakataka, i te māharahara (MEANS)

*to help settle their emotions, (PURPOSE)*

*so that they do not wallow in their anxieties has been slow to emerge. (MEANS)*

Waihoki, ko mātou ko āku nā kaimahi e noho maunawenawe nei i te korenga e puta wawe o tētahi kōrero kia tau ai ō rātou mauri kia kore ai hoki e noho i runga i te tītakataka, i te māharahara. (CONCESSION)

Aua atu e mau tonu ana rātou ki te kakau o te hoe me te hoe mārama ka whakakukū ki hea. (OUTCOME)

*Furthermore, there is the uncertainty for me and for my staff because definite notification, needed to help settle their emotions, so that they do not wallow in their anxieties has been slow to emerge. (CONCESSION)*

*Nevertheless, they continue to function and to move this organisation forward although the future direction is uncertain. (OUTCOME)*

**Summing up of Problem/ Issue (general) - Conclusion (based on Grounds in preceding text):**

Ahakoā pēhea ka rere kē te āhua o te Taura Whiri me āna mahi ka mahi. (CONCLUSION)

*Whatever happens, the organisation and the role of Te Taura Whiri will be different. (CONCLUSION)*

**Problem/Issue: specific effects (often involves listing of points) - Denial-Correction, Statement-Summary, often with Concession-Outcome:**

Inā eke tā te Minita Māori e whai nei kua kore te Taura Whiri e whakatū, ē whakahaere rānei i ngā kura kua roa nei e haere ana (DENIAL)

engari ka hokona mai i tētahi atu whakahaere i tērā mōhio o te whakahaere kura. (CORRECTION)

*When the objectives set down by the Minister for Māori Affairs are fulfilled, the Taura Whiri will no longer establish or organise the schools which have been running for some time now (DENIAL)*

*but instead, some other organisation with the necessary expertise, will contract for, and will run these schools. (CORRECTION)*

Inā eke tā te Minita Māori e whai nei kua kore te Taura Whiri e whakatū, ē whakahaere rānei i ngā kura kua roa nei e haere ana engari ka hokona mai e tētahi atu whakahaere i tērā mōhio o te whakahaere kura. (STATEMENT)

Kua noho te Taura Whiri hei kaihoko ratonga, kua kore i riro mai māna ake te ratonga e whakawhiwhi ki te hunga tonu. (SUMMARY)

*When the objectives set down by the Minister for Māori Affairs are fulfilled, the Taura Whiri will no longer establish or organise the schools which have been running for some time now but instead, some other organisation with the necessary expertise, will contract for, and will run these schools (STATEMENT)*

*The Taura Whiri will become a purchaser of services and will no longer have the role of providing Māori language services to applicants. (SUMMARY)*

Tērā pea ko ngā mahi ka mau tonu ko 'He Muka' me 'Ko te Whānau' (CONCESSION)

engari atu i ērā ka hokona katoatia mai ngā ratonga e hiahiatia ana. (OUTCOME)

*It is possible that the work for 'He Muka' and 'Ko te Whānau' may possibly continue (CONCESSION)*

*but beyond these, all services required will be purchased. (OUTCOME)*

**Return to Specific Issue:**

**(1) further detail (point 1 ff.)**

**Purpose-Means (or Means-Purpose) and/or Reason-Result (or Result-Reason) and/or Outcome-Reason (or Reason-Outcome):**

Ko te whai kē hoki kia hāngai atu ngā mahi a Te Taura Whiri ki te Mahere Rautaki Reo kua whakatakototia nei e te Kāwanatanga hei whāinga mā te motu (PURPOSE)

arā,

- (1) kia tokomaha ake te hunga mōhio ki te reo Māori mā runga anō i te maha o ngā āheinga o te tangata ki te ako me ngā wāhi ka taea te reo te ako
- (2) kia pai ake te kōrero me te tuhi i te reo Māori, kia kaha ake anō hoki te mārama atu ki te reo Māori mā runga anō i te āta whakarongo me te pānui i te reo Māori
- (3) kia nui ake ngā wā me ngā wāhi e āhei ana te tangata ki te kōrero Māori
- (4) kia tere ake te whakawhānuitia ake me te whakapakiritia ake o te reo Māori
- (5) kia aro pai mai te Māori me te Pākehā ki te reo Māori me te whakapono anō hoki he tino hua kei roto i te āhei o te tangata ki te kōrero i ngā reo e rua, he painga anō hoki kei roto i tērā mō Aotearoa whānui. (MEANS)

*The aim is in fact to align the working of Te Taura Whiri with the Māori Language Strategy which the government has set down for the nation (PURPOSE)*

*that is,*

- (1) *to increase the numbers of those who know te reo Māori as a result of an increase of the abilities of those who teach together with an increase in the number of contexts where te reo can be taught*
- (2) *to improve speaking and writing in te reo Māori, to heighten the understanding of te reo Māori through careful listening and reading in te reo Māori*
- (3) *to increase the times and places where people may speak Māori*
- (4) *to hasten the spread and to increase the strength of te reo Māori*
- (5) *so that both Māori and Pākehā are favourably disposed toward te reo Māori, and believe that not only are there advantages for those who are bilingual, but that bilingualism could also benefit New Zealand as a whole. (MEANS)*

- (1) kia tokomaha ake te hunga mōhio ki te reo Māori (PURPOSE)

- mā runga anō i te maha o ngā āheinga o te tangata ki te ako me ngā wāhi ka taea te reo te ako (MEANS)
- (1) *to increase the numbers of those who know te reo Māori (PURPOSE) as a result of an increase of the abilities of those who teach together with an increase in the number of contexts where te reo can be taught (MEANS)*
- (2) *kia pai ake te kōrero me te tuhi i te reo Māori, kia kaha ake anō hoki te mārama atu ki te reo Māori (PURPOSE)*  
*mā runga anō i te āta whakarongo me te pānui i te reo Māori (MEANS)*
- (2) *to improve speaking and writing in te reo Māori, to heighten the understanding of te reo Māori (PURPOSE)*  
*through careful listening and reading in te reo Māori (MEANS)*
- (3) *kia nui ake ngā wā me ngā wāhi e āhei ana te tangata ki te kōrero Māori (MEANS)*
- (3) *to increase the times and places where people may speak Māori (MEANS)*
- (4) *kia tere ake te whakawhānuitia ake me te whakapakiritia ake o te reo Māori (MEANS)*
- (4) *to hasten the spread and to increase the strength of te reo Māori (MEANS)*
- (5) *kia aro pai mai te Māori me te Pākehā ki te reo Māori me te whakapono anō hoki he tino hua kei roto i te āhei o te tangata ki te kōrero i ngā reo e rua, he painga anō hoki kei roto i tērā mo Aotearoa whānui. (PURPOSE)*
- (5) *so that both Māori and Pākehā are favourably disposed toward te reo Māori, and believe that not only are there advantages for those who are bilingual, but that bilingualism could also benefit New Zealand as a whole. (PURPOSE)*

**(2) summary statement - Conclusion (based on Grounds in preceding text)**

Kāti, koinei rā ngā take e whāia nei me kore e tutuki ā, e tutuki ai me whakarere kē ko te āhua o te Taura Whiri i te Reo Māori. (CONCLUSION)

*So then, these are the issues which may or may not be resolved and will mean changes to te Taura Whiri i te Reo Māori. (CONCLUSION)*

**Specific practical details (optional) and Specific practical problem (optional) - linked by Concession-Outcome:**

**Specific practical details (optional)**

Nō reira koia noa nei te whakamōhio atu ko ngā kura kua whakaritea kia tū i roto i tēnei tau pūtea, arā atu i te 30 o Pipiri ka tū tonu, ā, ko aua kura ko tō ngā akonga taipakeke o ngā Kura Kaupapa Māori ka tū ki Waititi ā te 30 o Haratua - 3 o Pipiri me tō ngā pakeke ki Ngahutoitoi ā te 27 o Pipiri – 2 o Hongongoi, (CONCESSION)

*This, therefore, is merely clarification that those schools which were established under this year's funding, to the 30 June, will continue and those schools are the*

*senior Kura Kaupapa Māori classes to be held at Waititi Marae from the 30 May to 3 June and the adult classes at Ngahutoitoi Marae on 27 June to 2 July, (CONCESSION)*

**Specific practical problem (optional)**

engari ko o tua atu i taua rā kāore i te mōhiotia ka aha i ngā āhuatanga hou nei. (OUTCOME)

*but beyond that it is unclear what will evolve from the new system. (OUTCOME)*

**Conclusion (often in the form of an injunction) - Result (based on Reason in preceding text), and/or Statement-Purpose:**

Koirā (REASON)

au e kī nei, he whakaōhiti, he whakatūpatō tēnei kia noho mataara, kia noho mōhio mai ai koutou he aha te aha. (RESULT)

*It is for **that** reason (REASON - a reason provided earlier in the text)*

*that I say that this is a word of warning, a note of caution, so that you be watchful, so that you be aware of the developments. (RESULT)*

he whakaōhiti, he whakatūpatō tēnei (STATEMENT)

kia noho mataara, kia noho mōhio mai ai koutou he aha te aha. (PURPOSE)

*this is a word of warning, a note of caution, (STATEMENT)*

*so that you be watchful, so that you be aware of the developments. (PURPOSE)*

**Metaphoric Restatement of conclusion - Conclusion (based on Grounds in preceding text)**

Waiho ki tā rātou i kī rā ‘Mate atu he tētēkura, ara mai he tētēkura’ (CONCLUSION)

*Let it be, as stated (by our ancestors) ‘Mate atu he tētēkura, ara mai he tētēkura’ (CONCLUSION)*

**Hypothesis concerning some typical features of the language associated with the semantic relations occurring in the functional segments in the case of Māori texts exhibiting the argument genre (illustrated with reference to a text by Timoti Kāretu, former Māori Language Commissioner)**

*Reason-Result* is generally expressed indirectly. For example:

I ēnei rā o te tino kore nei te mōhio ka pēhea ra ngā nekeneke me ngā hiahia o te Kāwanatanga e tika ana kia noho tūtakarerewa, kia noho . . .

In these times of uncertainty about the movements and the wishes of Government, it is understandable that there are feelings of apprehension . . .

However, on some occasions, the reason member of the relation is signalled by *na te mea* (and its equivalents) in the context of positive reasons and *i te korenga* in the context of negative reasons:

Nā, hei whakatutuki i tēra whakaaro ōna ko te whai kia kotahi a Te Taura Whiri i te Reo Māori me te Māngai Pāho nā te mea . . .

Waihoki, ko mātou ko āku nā kaimahi e noho maunawenawe nei i te korenga e puta . . .

*Condition-consequence* is generally expressed directly and signalled by *ki te*:

Ki te whakatenetene . . .

*Concession-Contraexpectation* generally occurs in the context of the non-specific contrastive signal *engari* (which may be glossed as 'but'), but may also be signalled by the idiomatic expression *ahu atu* (which may be glossed as 'even so'), or by *ahakoa* (roughly equivalent to 'although' in English):

...engari ko o tua atu i taua rā . . .

Aua atu e mau tonu ana . . .

Ahakoa pēhea . . .

The Purpose member of a *Means-Purpose* relation is generally signalled by *kia* or *hei*, with both Means and Result generally being signalled by *mā runga anō*:

Nā hei whakatutuki . . .

...arā, kia tokomaha ake . . . mā runga anō i te maha ake . . .

### **Hypothesis concerning some typical additional features of the language associated with Māori texts exhibiting the argument genre (illustrated with reference to a text by Timoti Kāretu, former Māori Language Commissioner)**

In argument texts in Māori, a number of words signalling problem (including *te raruraru*) are common, as are expressions such as *engari hāunga ia tēnā* which function to signal a change of topic. Also common are universal expressions such as *ahakoa pēhea* which often function in this context to dismiss an argument or set of related arguments in favour of a summary statement of a critical issue.

Another feature that is typical of the argument genre in Māori is the occurrence of what we shall refer to here as *rhetorical coupling*, that is emphatic addition, often expressed by the repetition of *anō hoki* in two parallel constructions:

Kia aro pai mai te Māori me te Pākehā ki te reo Māori me te whakapono anō hoki he tino hua kei roto i te āhei o te tangata ki te kōrero i ngā reo e rua, hei painga anō hoki kei roto i tērā mo Aotearoa whānui.

Finally, repetition with variation in the context of contrastive meanings or the juxtaposition of opposites occurs frequently:

he minita kē noa atu hoki nōna te mana ki . . .

he minita kē noa atu anō hoki nōna te mana ki . . .

### Conclusion

Some tentative conclusions have been reported here concerning typical features of the argument genre in Māori. Much more remains to be done. However, one of the authors of this paper is currently researching the interaction between genre and text-type and between both of these and the types of writing task required of students who are operating in academic contexts through the medium of Māori. It is hoped that that research will lead to more detailed, and more specific conclusions, conclusions which may then inform the teaching of students who need to come to terms with the structure of Māori discourses of various types.

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