

**Participant responses to a tertiary-level Māori language immersion programme:
Reporting on a questionnaire-based survey**

Sophie Nock

Te Pua Wānanga ki te Ao (School of Māori and Pacific Development)

Te Whare Wānanga o Waikato (University of Waikato)

Private Bag 3105, Hamilton, New Zealand

[sophnock @waikato.ac.nz]

Abstract

The overall aim of the research project reported here was to collect and analyse data relating to views of students who participated in the Māori language component of a degree programme (*Te Tohu Paetahi*) offered by the University of Waikato in 2008. The focus here is on the responses of the 25 questionnaire respondents who were in the *Hukatai* (beginner) language stream. In setting up the programme, every effort was made to ensure that those factors widely regarded as impacting positively on Māori student success rates were catered for. Nevertheless, careful analysis of the data reveals that the presence of a few success inhibiting factors relating to physical and teaching styles and resources were sufficient to destabilize some learners. It also reveals the fact that almost all of the students had little understanding of language proficiency development levels and significantly overestimated their proficiency gains.

Introduction to *Te Tohu Paetahi*

As a result of an initiative in the late 1990s involving a group of senior academic staff at the University of Waikato (including Te Wharehuia Milroy, the late Dr. Hirini Melbourne and John Moorfield), *Te Tohu Paetai*, was introduced in 1991. This was the first Bachelor's degree in New Zealand involving an intensive, fast-track route through a major in *te reo Māori* and a range of other courses delivered through the medium of *te reo Māori*. This initiative represented a response to concern about the future of *te reo Māori* in a context where inter-generational transmission was severely limited and the number of fluent speakers seemed inadequate to ensure a viable future for the language. Applicants for *Te Tohu Paetahi* were rigorously screened, the aim being to accept only those who were wholly committed to learning the language and who were, therefore, most likely to be able to cope with the demand of an intensive programme of this type. In addition, every effort was made to ensure that each group would be varied, including a mix of male and female participants of different ages and backgrounds and with different experiences, including different amounts of exposure to *te reo Māori*. In this way, an attempt was made to replicate, to the extent possible, the type of secure *whānau* (extended family) environment in which children generally acquire their first language.

In the first year of study, *Te Tohu Paetahi* participants focus exclusively on *te reo Māori* in an intensive fast track immersion context which provides them with more exposure to the language than would be possible in the case of mainstream students, the aim being to provide that “quantity and quality of involvement” that Johnson and Swain (1997, p. xiii) associate with immersion programmes. Except in the case of the first iteration of the programme in 1991 (when eight language papers at three different levels were taught in a single year), *Te Tohu Paetahi* participants have generally taken six papers in *te reo Māori* in their first year of study, attending classes from 9.00a.m. till 3.00p.m. for five days each week in four week blocks. Between 1997 and

2008, there were two streams – an advanced stream (*Rehutai*) and a beginner stream (*Hukatai*). Students in the advanced stream completed a major in *te reo Māori* by the end of their second year of study; students in the beginner stream completed a major in *te reo Māori* in their third year of study (or in their second year if they participate in summer school courses). Since 2009, however, the staffing situation has meant that it has been possible to make only the *Hukatai* stream available.

A typical morning begins with an opening *karakia*/prayer (to clear the pathway for successful learning) and usually three times a week a thirty minute *kapa haka* (performing arts) session (intended to awaken the spirit). There are two breaks – one at mid-morning, the other at lunchtime. As previously noted, students focus on *te reo Māori* papers in their first year of study. These papers include: MAOR111 (Te reo Māori Introductory 1), MAOR112 (Te reo Māori Introductory 2), MAOR211 (Te reo Māori Post Introductory 1), MAOR212 (Te reo Māori Post Introductory 2), MAOR213 (Te reo Māori Post Intermediate 1), and MAOR214 (Te reo Māori Post Intermediate 2).

In addition to the learning of *te reo Māori*, *Te Tohu Paetahi* students in their second and third years of study are able to enrol in papers offered by Te Pua Wānanga ki te Ao (School of Māori and Pacific Development) and/or offered by other Schools/ Faculty. Although in the initial years of the running of the programme, many other Schools/ Faculty offered papers (in, for example, management, education, computer science, applied linguistics) through the medium of *te reo Māori*, a number of factors have contributed to the fact that far fewer of these papers are now available, making it more difficult now for *Te Tohu Paetahi* students to diversify their programmes.

The University of Waikato has, for some time, offered *Te Tohu Paetahi Entrance Scholarships*. These scholarships were available to all students accepted and enrolled in their first year of study of *Te Tohu Paetahi*. They covered tuition and resource fees for all six language papers referred to above. However, there are conditions associated with payment of the total scholarship sum. These include demonstrated aptitude and commitment, obtaining a pass grade in all six language papers and criteria relating to attendance.

A review of selected literature on learner motivation and success factors

Bandura (1991, p. 69) defines motivation as follows:

Motivation is a general construct linked to a system of regulatory mechanisms that are commonly ascribed both directive and activating functions. At the generic level it encompasses the diverse classes of events that move one to action. Level of motivation is typically indexed in terms of choice of courses of action and intensity and persistence of effort. Attempts to explain the motivational sources of behaviour therefore primarily aim at clarifying the determinants and intervening mechanisms that govern the selection, activation, and sustained direction of behaviour toward certain goals.

Following studies by Gardner and Lambert (1972) and Masgoret and Gardner (2003, pp. 211-213), a distinction is often made, within the context of language learning, between intrinsic motivation and instrumental motivation. This binary classification has been challenged. Thus, for example, Green (1999) has argued that although looking at motivation in terms of intrinsic and instrumental categories might be

appropriate in some contexts, it was not equally applicable in others and Oxford and Shearin (1994) found, with reference to a study of American learners of Japanese, that more than two thirds of the reported motivations of participants could not be usefully described as either integrative or instrumental. Furthermore, Green (1999) has objected to an 'immutable and non-manipulable' concept of motivation (p. 276), noting, in particular, its failure "to provide a meaningful developmental model for students and teachers" (p. 265). It is now widely believed that motivation is subject to change and can be influenced by the extent to which students see themselves as being competent (see, for example, Porter Ladousse, 1982 & van Lier, 1996).

Dörnyei and Ottó (1999) observe that motivation "is not a static state but rather a dynamically evolving and changing entity" and that a complex multi-faceted approach is necessary to account for "all the relevant motivational influences on learner behaviour in the classroom" (para. 3). Based on the action control model of Kuhl (1987), they have proposed a process model which involves five phases: goal setting, intention formation, initiation of intention enactment, action, and postactional evaluation (Dörnyei & Ottó, 1999, para. 37), noting that "[a] broad array of mental processes and motivational conditions play essential roles in determining why students behave as they do" (para. 99). Green (1999, p. 265) has argued that goal-centred, process-oriented approaches to motivation are of fundamental importance in that they enable teachers to "manipulate motivational variables to bring about optimal learning outcomes".

Dörnyei (2003) has identified three theories of cognitive motivation (*self-determination theory*, *attribution theory*, and *goal theory*) that have influenced L2 motivation research. The first is *self-determination theory* (Deci & Ryan, 1985; 2002), a theory which has much in common with Gardner and Lambert's (1972) framework. According to this theory, intrinsic motivation is conceptualized as involving enjoyment and satisfaction and extrinsic motivation as involving instrumentally driven actions. The second theory, (*causal*) *attribution theory*, is described by Weiner (1992) as being centrally concerned with the impact on motivation and future achievement of past positive or negative experiences. Here, increased motivation is associated with confidence (in turn associated with past positive experiences), and reduced motivation (involving a greater likelihood of failure) is associated with anxiety (in turn associated with past negative experiences). In connection with this, it is relevant to note that the research of Clément, Dörnyei and Noels (1994) demonstrates the powerful influence of self-confidence on motivation in language learning settings. The third theory, *the situated/ goal-based theory*, emerged out of research in the 1990s on cognitive neuroscience (involving the study of brain mechanisms during activities of various kinds). Here, motivation for action is seen as being stimulated by novelty, pleasure, self-image and social image and the significance of specific needs and goals (Schuman, 1997) and emphasis is placed on the impact on motivation and learning outcomes of learning context (e.g. classroom context, course design, teacher and learner characteristics). Thus, for example, Batstone (2002) argues that the essential difference between communicative contexts, which locate learners in social environments where use of the target language is necessary for interaction to occur, and learning contexts which locate learners firmly in classroom situations must be accommodated in studies relating to motivation. Ellis (1994) observes that the first of these contexts is generally associated with stronger integrative motivational factors than is the second. This would appear to be of

particular significance so far as Māori participation rates and Māori success rates are concerned.

So far as Māori learners are concerned, there are two studies that are of particular relevance here. The first of these studies (Levy, 2002) is very specific in its orientation, relating to barriers and incentives to Māori participation in the profession of psychology. It is, however, important in that it draws attention to the fact that “barriers are closely interrelated, with each impacting on the other” (p. 5) and identifies a number of needs that are common to a range of areas, including the need for “a supportive network of whānau, friends and tutors” and “the ability to access supports”. Referring to the research of Nikora (1998), this study notes the importance of the presence of Māori staff in terms of the continuing motivation and success of Māori students (Levy, 2002, p. 22).

The second study (Greenwood & Te Aika, 2008) explores, in relation to four case studies (one of which involves a language revitalization programme for teachers offered at the University of Canterbury), factors that impact on success in the case of Māori learners in tertiary institutions. In each case, administrative leaders, teaching staff, students and members of *iwi*, community groups and wider *whānau* were interviewed and twenty-one factors that were seen as contributing to success were identified. These were:

a high level of *iwi* support ; strong institutional support; active consultation with *iwi* and engagement of *iwi* with the programme; a clear professional or vocational focus; accommodation of students' varying levels of entry and needs; insistence on high standards; recognition of students' emotional and spiritual needs as well as academic needs; affirmation of students' connection to the community; creation of teaching spaces appropriate to the field of studies; implementation of *tikanga* Māori and Māori concepts and values; strong, clear-visioned and supportive leadership; significant Māori role models; teaching staff who are prepared to learn; teaching staff who have professional credibility in their field; respectful and nurturing relationships with students; opportunities for students to redress previous unsatisfactory schooling experiences; opportunities for students to develop effective learning strategies; *tuakana-teina* relationships between students; a personalised and preferably *iwi*-based induction; a graduation that involves *whānau*; and strategic reduction of financial barriers to learning.

Five overarching themes were also identified:

In Māori terms, education is valued as a communal good, not just a personal one;

Māori models of sustainability or *kaitiakitanga* involve not only conservation of resources but also guardianship of land, language, history and people;

The learner is a whole and connected person as well as a potential academic;

The development of space where Māori values operate becomes a ‘virtual *marae*’;

Tensions need to be navigated between institution drivers and *iwi* goals.

Introducing the questionnaire-based questionnaire survey

Overall aim

The overall aim of this research project was, using a questionnaire-based survey, to collect and analyse data relating to the perspectives, expectations and attitudes of students who entered the *Te Tohu Paetahi* programme in 2008. The findings relating to the 25 students in the *Hukatai* stream who participated in the questionnaire-based survey are reported here.

The questionnaire

The questionnaire developed for this survey has five main thematic areas:

- Background information (Questions 1 – 4);
- Expectations, challenges, barriers and highlights (Questions 5 - 10);
- Experience of/ attitudes towards aspects of the programme and the institution (Questions 11 – 14 and Question 18);
- Self-assessment of progress made during the programme (Questions 15 - 17).

A final question (Question 19) provided an opportunity for participants to make any other comments they chose.

The questionnaire (see *Appendix*), which was approved by the appropriate research ethics committee, combined multiple choice questions, closed questions and open-ended questions. In the case of three of the questions, participants were asked to select a point on a scale. The questionnaire was distributed to students during their end of year marae field trip and was collected on completion and each participant was given a code for data entry and analysis purposes.

The data: Background information

Table 1 below provides information relating to Questions 1 – 3.

Table 1: Background information about survey participants

| Categories | Variables | Number | Percentage |
|--------------------------------------------------|------------------------|-------------|-------------|
| Gender | Male | 7 | 28% |
| | Female | 18 | 72% |
| | Total | 25 | 100% |
| Age ranges | 18-21 | 7 | 28% |
| | 21-25 | 3 | 12% |
| | 26-30 | 3 | 12% |
| | 31-35 | 4 | 16% |
| | 36-40 | 3 | 12% |
| | 41-45 | 3 | 12% |
| | 46-50 | 0 | |
| | 50+ | 2 | 8% |
| | Total | 25 | 100% |
| How participants found out about Te Tohu Paetahi | Family member | 8 | 32% |
| | Friends | 12 | 48% |
| | Newspaper | 1 | 4% |
| | Magazine Advertisement | 1 | 4% |
| | Radio | | |
| | Television | | |
| | Ipurangi | 1 | 4% |
| | Waikato University | 2 | 8% |
| Total | 25 | 100% | |

Table 2 outlines participants' primary reasons for enrolling in Te Tohu Paetahi (Question 4). Participants could select more than one response. There were 37 selections from 25 respondents.

Table 2: Primary reasons for enrolling in the programme

| Variables | Number of respondents selecting each category | Percentage selecting each category |
|--------------------------------------------|-----------------------------------------------|------------------------------------|
| Interest in te reo Māori | 23 | 92% |
| Employment | 3 | 12% |
| Degree | 8 | 32% |
| Other (see discussion for other responses) | 3 | 12% |
| Total | 37 | |

Question 5 asks participants what their expectations for the programme were. The following table refers to participant's expectations.

The data: Expectations, challenges, barriers and highlights

Table 3 outlines participants' expectations when they enrolled in the programme (Question 5). There were 49 selections from 25 respondents.

Table 3: Participants; expectations at the beginning of the programme

| Variables | Number of respondents selecting each category | Percentage selecting each category |
|-----------------------|-----------------------------------------------|------------------------------------|
| Fluency | 12 | 48% |
| Improve understanding | 18 | 72% |
| Develop language | 17 | 68% |
| Other | 2 | 8% |
| Total | 49 | |

Included in the 'Other' category were:

Develop an understanding of culture as well.

To learn as much as possible as quickly as possible, starting from no previous knowledge.

Table 4 outlines participants' responses to a question (Question 6) asking whether and, if so, to what extent their initial expectations had been met.

Table 4: Whether and to what extent initial expectations were met

| Yes- Unspecified extent | Yes - Absolutely | Yes - Partially | No |
|-------------------------|------------------|-----------------|--------|
| 1 (4%) | 12 (48%) | 10 (40%) | 2 (8%) |

In connection with the extent to which their expectations had been met, the following two comments, added by respondents, are instructive. The first of these comments indicates just how high the expectations of some of the participants can be. The second indicates the importance of ensuring that the teaching of the language is culturally embedded.

To learn as much as possible as quickly as possible, starting from no previous knowledge.

To develop an understanding of culture.

Among the other comments made in connection with expectations were a number that signaled the need for careful monitoring of various aspects of the programme, including ensuring that assignments are set well in advance of deadlines and, possibly, setting aside time on a regular basis (as an official part of the programme) for participants to work on assignments in class:

I tutuki pai āku mahi engari he tere haere te wā, ā, ētahi wā he moumou wa i te karaehe. (I achieved my goals but the time went fast, and sometimes time was wasted in class.)

Did not like certain teaching styles of one of the teachers sometimes felt belittled.

Unable to use Māori outside classroom.

Outside unexpected events that took me away from class...meant assignments were rushed etc...

Question 7, an open-ended question, asked participants to identify any barriers to the achievement of their initial expectations. There were only two responses:

Unable to use Māori outside the classroom;

For most part it was myself who hindered my own studying/ learning but it would be nice if we didn't have different teachers for each paper – that was a bit challenging.

All 25 participants responded to a question (Question 8) asking them to select one or more things that they considered to be highlights of the programme. There were 104 selections (see *Table 5* below).

Table 5: Highlights of the programme

| Variables | Number of responses | Percentage of respondents selecting this category |
|----------------------|----------------------------|----------------------------------------------------------|
| Learning environment | 21 | 84% |
| Learning styles | 18 | 72% |
| Fellow students | 22 | 88% |
| Personal development | 20 | 80% |
| Kapa haka | 14 | 56% |
| Other | 4 | 16% |
| Total | 104 | |

The following comments were associated with the 'Other' category:

Ko te mea nui, arā, e kōrero ana ahau i roto i te reo rangatira ināiane! Ka nui te mihi ki ngā kaiako, kia ora!! (The important thing, that is, I am talking in this noble language now. Many thanks to all the teachers. Thank you!)

Ko ngā kaiako katoa (All of the teachers)

Pai rawa. (Great)

All of the above.

The following comments were added by participants in connection with the question above:

Just being educated again after being off school for a year.

Ko ngā kaiako he pai rawa atu. (The teachers are fantastic.)

Tino pai o tātou kaiako! Tino pai ōku hoa karaihe hoki!! (Our teachers were great. My class mates were fantastic too.)

Ko te mea nui, arā, e kōrero ana ahau i roto i te reo rangatira ināianei! Ka nui te mihi ki ngā kaiako, kia ora!! (The important thing, that is, I am talking in this noble language now. Many thanks to all the teachers. Thank you!)

Kāore he pai tō tātou rūma me te rūma kai. He pai rawa atu a kaiako Y rāua ko kaiāwhina A, he mama a rāua whakamārama, whakaako i a au. He rerekē ngā kaiako katoa he pai tēnā. (Our classroom was not suitable or the tea room made available. Teacher Y and sessional assistant A were excellent, their explanations and teaching was easy for me to follow. All the teachers were different. I thought that was a good strategy).

The next question (Question 9), an open ended question, asked participants to identify any **low points** that they experienced in connection with the programme. There were 19 responses. Two of these simply indicated that there were no low points. A further two identified the end of the programme as a low point. The remaining 15 responses are grouped loosely into categories below:

Personal factors

I ngā wā katoa kāore i taea e au te puta atu ki te karaehe i te wā e māuiui ana au. Nā kona ka mahue [i a]au te mahi i taua wā. (I was not able to come to class when I was sick; as a consequence I missed a lot of work at that time.)

Sometimes frustrating to come back after break/holiday and feel like you've gone backwards...because you've forgotten stuff over break.

Learning context generally

Going to class 9-3 each day.

He raruraru ngā rama, ngā raiti i te ruma wānanga i whiwhi au ngā headaches. (I had trouble with the lighting in the classroom causing me headaches.)

He tino kino te lighting i roto i te ruma o Hukatai me te papatuhituhi hoki. Ko ngā hiahia o taua ruma, he raiti me [i] tētahi papatuhituhi hou, he nui hoki. (The lighting in the classroom was troublesome and the whiteboard as well. It really needed better lighting and a bigger whiteboard.)

Teachers, teaching and assessment

My low point was my loss of enjoyment in learning the reo, through this method especially towards the end of the year. I felt some papers were not well structured and things were changed at the last minute, I became confused and in the end 'couldn't be bothered'.

Papers X and Y due to chaotic teaching or, lack of teaching. Had to listen to sexist and very ethnocentric monologues of kaiako X.

Not understanding instructions just not understanding in general sometimes.

Ehara[Kāore] au i te rongō ētahi wā pouri. (I couldn't hear sometimes.)

Sometimes the tests weren't on time.

Feeling overwhelmed on two occasions.

Found some things hard to understand and sometimes felt that my standard of work was not good enough.

Specific tasks

Standing up to speak every week.

Factors relating to other students

I hinga ētahi o aku hoa akonga mai i a [ā]mātou karaehe. (Some of our class mates failed some of our papers throughout the year.)

Ko te āhuatanga o ētahi tauira i roto i te karaehe, arā, he āhua hōhā rātou, ā, ka amuamu rātou i ngā wā katoa me ngā tāngata kāore rātou i tae atu ki te karaehe, engari, ki a au ko te mea nui kāore he kotahitanga, nā te mea, ko ētahi tangata kuare. (The attitude of some of the students in class, that is, they were somewhat annoying, and they would complain all of the time and students who didn't come to class, but the main thing to me was the class wasn't one because of some ignorant students.)

The final question in this section (Question 10) asked participants to indicate whether one of more of three categories – financial; personal; learning problems – hindered their learning and invited them to comment on anything, both within and outside of the university, that created difficulties for them. Only 20 participants responded. Table 6 below indicates the number and percentage who selected each of the three categories. This is followed by comments that were added by respondents.

Table 6: Problems/ concerns

| Variables | Number of respondents selecting each category | Percentage of total cohort selecting each category |
|-------------------|------------------------------------------------------|-----------------------------------------------------------|
| Financial | 6 | 24% |
| Personal | 6 | 24% |
| Learning problems | 5 | 20% |
| Other | 3 | 12% |
| Total | 20 | |

Personal circumstances

Procrastination and my outside social life.

Personal commitments....just doing too much this year.

It was hard for me to do my learning skills at home.

Not good at writing papers and worse in Māori! Tangihanga (funerals), work, (Anything that took me away from work.)

Financial concerns

Finances did sometimes way heavy on my mind especially nearing the end of the course which was also the part of the course I did not enjoy.

I ngā wā katoa. (Financial burdens all of the time.)

Lack of an appropriate language learning strategy

Primarily with language learning strategy for an unfamiliar grammatical item.

Other

Inability to use Māori outside of the classroom.

Ae, ko aku tamariki i te mea i ētahi wā ka tiaki au aku tamariki he tino mārō tēnā mōku. (Yes, my children because sometimes I was responsible for looking after them which was very difficult for me and my learning or attending class.)

Finances did sometimes . . .

The data: Experience of/ attitudes towards aspects of the programme and the institution

Participants were asked (Question 11) whether they believed that there was a sufficient variety of activities. Twenty-two participants who responded to this question, all in the affirmative. Of these, some either added positive evaluation (e.g. 'definitely') or commented positively on a specific aspect of the activities and four expressed some sort of reservation (in one case alongside a positive comment). The comments are listed in categories after *Table 7*.

Table 7: Was there sufficient variety in the activities?

| Yes + positive comment | Yes | Yes + reservation | No response |
|-------------------------------|------------|--------------------------|--------------------|
| 9 (36%) | 9 (36%) | 4 (16%) | 3 (12%) |

Positive comments

Yes definitely.

Āe! (Absolutely).

Definitely.

Yes. The good thing was every kaiako brought their own style of teaching, activities which in my opinion benefited the students.

Āe, anei te ako Tuatahi ki te tino structured- (he ka pai) Kāore kua mutu (pōuri) (Yes, this is the first time I've learnt the structure of the language this way, it's good. But it's finished now how sad.)

Kei te tautoko au. (Yes, I support this).

Āe i ngā wā katoa. He rawe tērā ki ahau. (Yes, all the time. That's great to me.)

Awesome variety and perspectives.

He pai a mea mō tēnā, arā, tākaro kēmu kia mahia ngā kupu hou me ngā rerenga. (Kaiwhakaako Y was great for using board games to consolidate new words and new constructions.)

Reservations

Yes, but they need up dating.

Āe, engari, me mahi i te kōrero, ā, ka parakitihī i te reo tētahi-ā- tētahi. (Yes, but practice the oral component before the actual test.)

Due to the different lecturers yes, but sometimes it was a bit confusing.

Papers X and Y - very good mix of listening, speaking, writing and reading.

Papers Z and A - main focus on reading and writing, not enough listening and speaking.

Participants were asked (Question 12) whether participants found the pace of learning demanding enough or too demanding. Twenty-three participants responded to this question. *One of them selected both options, adding a note indicating that whether the programme was demanding enough or too demanding depended on how busy s/he was at the time (see Table 8).* The following question (Question 13) inquired about if the workload was appropriate (see *Table 9*). Once again, one of the respondents selected two categories, indicating that a number of factors influenced perception of the workload at particular times. For this reason, percentages are not given in *Tables 8* and *9*.

Table 8: Was the pace of learning demanding enough or too demanding?

| Demanding enough | Too demanding | No response |
|-------------------------|----------------------|--------------------|
| 22 | 2 | 2 |

Table 9: Was the workload appropriate?

| Too light | About right | Too demanding |
|------------------|--------------------|----------------------|
| 1 | 20 | 3 |

Participants were then asked whether they would like additional topics to be included in *Te Tohu Paetahi*. They could select any number from four possible responses including ‘Other’. There were 18 involving 26 selections. The percentage of the total cohort selecting each item is indicated in brackets after the actual number of responses.

Table 10: Additional topic preferred

| Ngā mōteatea (laments) | Critical research | Guest speakers | Other |
|-------------------------------|--------------------------|-----------------------|--------------|
| 12 (48%) | 3 (12%) | 8 (32%) | 3 (12%) |

Among the comments, including comments by those who elected the category ‘Other’ were the following:

Instead of texts from 1960 - modern texts, about politics, art, social issues of today.

More practice in kōrero to acquire more sentence structures particularly.

Just more variety of different learning types. I found reading really improved my reo, but I don't think there was enough.

More marae stays.

Ko ngā tūmomo karakia. (Some different types of prayer).

Question 18 asked whether participants felt they had been supported by the School of Māori and Pacific Development. Twenty-three participants responded to this question, all in the affirmative. However, four added reservations which in three cases referred to the attitude of at least one member of teaching staff. The comments provided are divided into categories below.

Generally positive

Very helpful when asked.

Definitely a positive experience.

Āe. Kāore he raru mōku. (Yes. No problems for me)

Awesome environment to encourage participation and giving it a go!

Everyone was here to help whenever I asked and were happy to help.

He rawe hoki anō te tautoko me te āwhina māku. (For me I found the support and help great.)

Yep. Always had ways to help, e.g. suggesting mentors, and helpful lecturers who were always willing to help out.

Environment/ style of learning/ activities

I think this environment really helps Māori to learn our language. The style of learning being made to stand and kōrero every week really made us feel confident in speaking and writing.

Yes, activities held involving TTP hākinakina/pōhiri. (sports and formal welcomes for visitors)

Yes...etc. Hākinakina day, (sport days) involvement in pōwhiri (formal welcomes for visitors).

Tutors

E kore rawa ahau taku haerenga ko ngā kai pūkenga i hapainga taku mana e ngā wā katoa tō rātou korowai aroha ki ahau. (I would never have developed if it weren't for the skills of the teachers who supported me all of the time, and embraced me in their cloak of love.)

Ae he tika tērā kōrero. Nā o mātou kaiako katoa i awhi i a mātou mahi i te wā i pōrangi mātou. (Yes, that is correct. All of our teachers totally supported us even when we were a bit crazy.)

Financial assistance/ tutors

Yes by assisting with fees with entry scholarship and providing information and tutors.

Progress in te reo Māori

Ae, nā te mea ka whai ake au i ngā tohu matua o te reo Māori. (Yes, because I am pursuing a degree in Māori.)

Āe, nā te mea, ka hoki atu au ki te maru o te Pua Wānanga o te Ao kia ako ai ahau i ngā mea hou i roto i te reo Māori ā tērā tau. Ka whai ahau i tētahi tohu hoki ā tērā tau. (Yes, because next year I will return under the mantle of the School of Māori and Pacific Development to continue with the pursuit of my language and to further develop my knowledge base in things Māori.)

Ae! I te timatanga o tēnei tau kāore au i mōhio i te reo Māori engari inaianei kei te pai ake. (Yes, At the beginning of the year I did not know how to speak the Māori language but now I am able.)

This course helped me achieve one of my goals for my future.

Āe, he tino pai rawa atu ki a au te mahi a Te Tohu Paetahi. Me[a] atu ahau ki āku hoa, āku whānau rānei ki te haere i [ki]te ako i te reo Māori mā Te Tohu Paetahi, Ahakoa he tino uaua taua mahi i te timatanga o te tau, i te mutunga ka puta atu i a koe i te mahi tuhi, a, ka taea e koe te kōrero i roto i te reo Māori, Ahakoa he iti, he nui rānei te kōrero. Ko te mea nui ka taea e koe te kōrero Māori. Pai ki a au 'the pace' o te akoranga i Te Tohu paetahi. (Yes, I thoroughly enjoyed Te Tohu Paetahi. I will definitely suggest to my friends, and my family to come and learn the Māori language through the te Tohu Paetahi route. Despite the work being very difficult at the beginning of the year, by the end of the year not only can you write in the Māori language you also be able to speak in the Māori language. Even though you may be able to say many things or only a few things in the language. The most important thing is you will be able to speak in the Māori language. The pace of the class of Te Tohu Paetahi was alright for me.)

Definitely. Te Tohu Paetahi have helped me a lot. Ko ngā ture, ngā āhuatanga mō te whakatakoto kōrero. (The grammar rules for sentence construction.)

Reservations

They did the best they could. Most of all the teachers were fantastic and encouraging but it only takes one to knock your confidence and that can either topple you or make stronger. In my case it made me stronger but it toppled my reo.

I am very grateful for this opportunity to learn Te reo Māori in such a short period of time – and the scholarship saved me from taking out another huge

student loan. The atmosphere at te SMPD was very encouraging apart from Teacher Y's attitude.

Yes. Found most of the staff very supportive and helpful.

Ō mātou kaiako āe, engari, ko ētahi atu kāo. (Our teachers, yes; but some teachers, no.)

The data: Self-assessment of progress made during the programme

Question 15 asks participants to rate the development of their language, selecting a number from 1 (non-user) to 9 (expert user) to mark the beginning and end points.

Table 11: Self-assessed proficiency gains

| Student number | Beginning | End | +/- |
|-----------------------|------------------|------------|------------|
| H1 | 1 | 6 | +5 |
| H2 | 3 | 5 | +2 |
| H3 | 1 | 4 | +3 |
| H4 | 1 | 6 | +5 |
| H5 | 5 | 8 | +3 |
| H6 | 5 | 7 | +2 |
| H7 | 3 | 7 | +4 |
| H8 | 3 | 8 | +5 |
| H9 | 4.5 | 8 | +3.5 |
| H10 | 2 | 5 | +3 |
| H11 | - | - | - |
| H12 | 1 | 6 | +5 |
| H13 | 3 | 8 | +5 |
| H14 | 2 | 7 | +5 |
| H15 | 2 | 4 | +2 |
| H16 | 0 | 6 | +6 |
| H17 | 5 | 8 | +3 |
| H18 | 1 | 6/7 | +5.5 |
| H19 | 3 | 5 | +2 |
| H20 | 5 | 7 | +2 |
| H21 | 3 | 6 | +3 |
| H22 | 1 | 5 | +4 |
| H23 | 5 | 7/8 | +2.5 |
| H24 | 0 | 4 | +4 |
| H25 | 4 | 7.5 | +3.5 |

With reference to *Table 11* above, it is important to bear in mind that these entries represent self-perception of proficiency and proficiency gains rather than actual proficiency and proficiency gains. The average perceived proficiency gain was just over three and a half bands.

The following two questions (Question 16 and 17) asked participants to rate their own learning and their own development in the language on a scale from 1 (poor) to 10 (excellent). Their ratings are outlined in *Tables 12* and *13*. There were 23 responses to each of these questions.

Table 12: Self-assessment of learning - from 1 (poor) to 10 (excellent)

| Level | 1 - 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------------|-------|----|---|-----|-----|-----|-----|
| Number of selections/ | | 1 | | 5 | 6 | 6 | 5 |
| Percentage of 23 respondents | | 4% | | 22% | 26% | 26% | 22% |

Table 13: Self-assessment of development of own reo - from 1 (poor) to 10 (excellent)

| Level | 1 - 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------------|-------|----|----|-----|-----|-----|-----|
| Number of selections/ | | 2 | 2 | 4 | 3 | 8 | 4 |
| Percentage of 23 respondents | | 9% | 9% | 17% | 13% | 35% | 17% |

The data: Additional comments

Finally, participants were invited to add any comments they wished to make. Sixteen chose to do so. Of the comments provided, 10 were positive, 3 were negative and one made a recommendation in relation to the future development of the programme.

General positive comments

Ka mau te wehi (Absolutely fantastic).

Pai rawa atu the mahi i roto o TTP!! (The work in Te Tohu Paetahi is great.)

He tino pai tēnei tau ki a au. He tino piritata te nuinga o mātou ināianei

Ka wani kē!! (This year has been excellent for me. Our class is very close to each other now. Absolutely fantastic.)

Expressions of thanks

Kia ora!!! (Thank you!!!)

He mihi nui ki ngā kaiako o Hukatai 2008. (A big thank you to all the teachers of Hukatai 2008).

Ki ngā kaiwhakaako, ngā puna reo, ngā puna mātauranga he mihi maioha tēnei ki a koutou i āwhina, i tautoko i a au i tēnei tau i roto i aku akomanga. Tēnā rawa atu ki a koutou. (To all my teachers, the spring of language, the spring of knowledge, this is my thanks to you all who supported, who nurtured me this year. I say thank you very much!!)

He tino hari koa tōku ngākau, e mihi atu ana anō ki ngā kaiako o te tau nei, ā, ka nui te aroha ki a koutou. Kia ora!! (I am very pleased with my learning, and must again thank all the teachers on the programme. Thank you very much!!)

Kei te mihi nui ki ngā kaiako katoa mo te awahi, me ō rātou aroha ki a mātou i tēnei tau. Kia ora anō koutou katoa! (A big thank you to all the teachers this year for your help, support and love this year. Thank you all so much)

Just like to thank teacher W and the other kaiako for the knowledge you've passed onto us. The best thing I can say about Te Tohu Paetahi is that we have so many Māori separated from our culture and if only they knew about this course they could find out how special and how lucky we as Māori people are.

Nō reira, e kaiako W he mihi nui mai i a ahau ki a koe, he tino ātaahua tō āhua, tō mahi hei awahi i a matou. E kaiako W kia ora. (Therefore, to teacher W a big thank you to you, you have a lovely personality, your assistance in helping us was great. So teacher W thank you very much.)

Intention to recommend the programme to others

Ka whakanui ahau tēnei hotaka ki ētahi atu akonga. (I would recommend this programme to other students.)

Will recommend to everyone! Was an awesome experience! Have already convinced my family to give it a go!

Outdated resources

Resources are outdated and in my opinion do not appeal to the younger generation, but valuable nevertheless for historic info.

Criticism of a staff member

My main concern was the desire of teachers for such an intensive programme. The teachers need to be able to concentrate on the programme and should show an interest and should encourage students. Teacher Z did none of the above. Please replace! For TTP at least.

Would not recommend the programme to others

At the moment I would be reluctant to encourage a family member /friend to do this course. May be I need to enjoy my holiday and think about this question again.

Recommendation for programme improvement/ development

Only to reiterate need more for more practice in te reo. However, this comment is made realising later in the course that it would be desirable to have done at least Te Kākano prior to beginning and preferred a more intensive kōrero based course prior to starting TTP. It has been clear that the students with such prior knowledge have coped better and many excelled.

Overview and discussion

Of the 25 participants, only 7 (28%) were male, of these, 2 were aged 50 or over. In view of the fact that it is proving increasingly difficult to find men of an appropriate age who are able to speak on the *paepae*, it would be useful in future to target older males in marketing the programme. So far as publicity and marketing are concerned, word of mouth appears to be considerably more effective than any institutionally-based strategies thus far employed. It may therefore be that holding regular get-togethers for family and friends of participants would be a more useful way of attracting new students than is media-based advertising. In connection with this, it is important to note that a desire to learn *te reo Māori* is, by far, the most important reason for enrolment in the programme, with interest in obtaining a degree and/ or employment being considerably lower in participants' list of priorities. Although participants were spread over a number of age ranges, the highest number – 7 (28%) – was in the age range 18-21, suggesting that it may be useful to target school leavers in the future, particularly school leavers who have *whānau* members who have already participated in the programme.

On entry to the programme, all of the participants expected that their proficiency in *te reo Māori* would increase, with 30% focusing on fluency and 36% on increased understanding. In connection with this, it is relevant to note that 12 (48%) of the participants indicated either that their expectations of the course had either not been met at all (2) or only partially met (10) in spite of the fact that that all 24 who

responded to a question relating to self-assessed proficiency indicated that they believed that their proficiency level had improved by at least two bands. In fact, their self-assessment of their proficiency gains averaged out (unrealistically) at above three and a half bands, with eight participants believing that their proficiency had improved overall by five bands or more. This, together with some of the comments made in response to a number of different questions, suggests that students should be made more aware of what proficiency involves, perhaps providing them with examples of each proficiency band in terms of reading, writing, listening and speaking, of the types of proficiency gains that might realistically be expected in a single year.

For the majority of the participants, the main highlights of the programme were associated with the overall approach, the context in which it took place and the opportunity to interact with fellow students. Perhaps surprisingly, 10 (40%) did not select *kapa kapa* as a highlight. In the comments associated with this question. Although the selections available relating to highlights did not include any reference to teaching staff, 5 of the 8 comments provided in connection with this question referred positively to teaching staff. It is, however, clear from the fact that certain staff members were selected for particular praise in one case here, and from the fact that several comments associated with other questions indicated that at least some of the students were not comfortable with the teaching style of one staff member, that the issue of staffing needs to be addressed. It is also clear from one of the comments included in this section, and from a number of comments associated with other questions, that the physical resources (classroom, tea room) provided for the programme participants are not wholly satisfactory. Because the programme is an intensive one that requires participants to be in one place for long periods of time, is an issue that is of particular concern.

In connection with two of the issues already raised (physical resources and teachers), it is important to note that of the 15 comments relating to low points of the programme, 2 referred to problems associated with physical resources (poor classroom lighting; inadequate whiteboard) and 6 to problems associated with teaching (poor course structuring; teacher sometimes inaudible; tests available late; sexist and ethnocentric monologues; poorly presented instructions). Although comments made in connection with other questions suggest that these participants were, in general, very satisfied with the teaching they received, it is evident that this was not always the case. Even if the negative comments recorded are associated wholly, or in large part, with a single member of teaching staff, they raise an issue of very considerable significance, particularly in a context where students spend long periods of time with individual staff members. Problems associated with teaching may not only impact negatively of the enjoyment and success of course participants, they may also have a negative impact on the future of a programme, particularly one that relies heavily on word of mouth as a way of attracting future students. Failing to address issues of this kind should not therefore be regarded as a viable option.

Another issue that arose in connection with responses to a request to identify low points in the programme was one participants' perception that some students failed to turn up to class regularly, complained often and were disruptive. Once again, this is an issue that needs to be addressed in future iterations of the programme although the conditions associated with the scholarship are intended to go some way towards this. One additional way of addressing it might be to draw up a teacher/ student contract,

one that clearly specifies realistic expectations in relation to both parties and signals what will happen in the event of any perceived failure to meet these expectations.

Asked to indicate whether problems associated with finance, personal life, learning or any other matter had hindered them during the programme, 20 responded in the affirmative, with the largest number, 6, indicating that they had experienced financial problems, closely followed by problems associated with personal life and learning (5 selections each). In connection with this, it is important to note that a number of the participants referred, at other points in their questionnaire responses, to the fact that they appreciated the fact that scholarships were made available to them.

A number of questions sought information on participants' responses to various aspects of the programme itself. Of the 25 participants, 22 (88%) indicated that they considered the pace of the programme to be sufficiently demanding and 20 (80%) that the workload was about right. Although all but 2 of the participants reported that they believed that the learning activities were sufficiently varied, 4 of them nevertheless expressed some reservation. One indicated that the activities needed updating; one that there was a need for more oral practice before tests; one that they were sometimes confused and one that two of the papers had too few listening and speaking activities. These reservations can provide valuable input into the planning of future iterations of the programme.

When asked whether the programme would benefit from the inclusion of other activities, 12 (48%) indicated that they believed it would benefit from the inclusion of *mōteatea* (laments) and 8 (32%) that it would benefit from guest speakers. Only 3 (12%) indicated that they would appreciate the inclusion of critical research. Among the comments was one that indicated a perceived need for more variety to cater for different learning styles, one that indicated that more speaking skills practice would be beneficial and one that referred to the need to update texts to include more modern ones. These responses, once again, can provide valuable input into programme planning for the future.

Asked whether they felt they had been supported by the School of Māori and Pacific Development during their studies, the 23 participants who replied all indicated that they did, many clearly expressing a high level of enthusiasm in their responses. However, all four of those who expressed reservations, stated or implied that the support offered by one or more of the teachers was unsatisfactory.

So far as self-assessed proficiency and proficiency improvement are concerned, all of these students were in the *Hukatai* (beginner) stream. Some were genuine beginners; others false beginners at the point of entry to the programme. In many cases, their estimates of their entry level proficiency are unrealistically high. In almost all (perhaps all) cases, their estimates of their exit level proficiency are also very considerably inflated. It is evident, therefore that there is a need for more discussion of proficiency and proficiency levels during future iterations of the programme. Irrespective of the difficulty they clearly had in assessing their own entry-level and exit-level proficiency, it is important to note that, on a scale from 1 (poor) to 10 (excellent), almost all of the participants selected 7 or above in assessing their own learning and the extent to which they had made progress in *te reo Māori*. Nevertheless, although the final comments supplied by most of the participants were,

in general, very positive, three of them reiterated earlier negative comments about certain aspects of the programme (outdated resources; the attitude of one of the teachers; the need to consider making more practice available to those who enter the programme with the lowest levels of proficiency) and one clearly signaled that s/he would not currently recommend the programme to others.

The questionnaire responses support Dörnyei and Ottó's (1999, para. 19) contention that "[a] broad array of mental processes and motivational conditions play essential roles in determining why students behave as they do" (para. 99) and Schumann's (1997) and Batstone's (2002) insistence on the interaction between motivation and learning context. In addition, they support the contention of Greenwood and Te Aika (2008) that there are a range of general (e.g. strategic reduction of financial barriers) and Māori-specific factors (e.g. significant Māori role models) play a critical role in the capacity of Māori students to succeed in tertiary educational contexts. However, in view of the fact that this survey not only highlights many positive aspects of the programme to which it relates but also reveals some potential barriers to success, it also reinforces the importance of Green's (1999, p. 265) assertion that that teachers should be enabled to "manipulate motivational variables to bring about optimal learning outcomes".

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Appendix



School of Māori and Pacific
Development
The University of Waikato
Private Bag 3105
HAMILTON
New Zealand



Questionnaire for Students of Te Reo Māori in Te Tohu Paetahi 2008

Information about the attached questionnaire

This Questionnaire is designed for students learning te reo Māori in Te Tohu Paetahi class 2008.

The overall aim of this research project is to collect and analyse data relating to the teaching and learning of te reo Māori in the Te Tohu Paetahi specialised programme 2008, in the School of Māori & Pacific Development with a view to providing information and analysis that can inform future development. The research project focuses on (a) the attitudes and learning of te reo Māori of the students in Te Tohu Paetahi 2008. (b) Analysis of responses from a small focus group in te reo Māori.

Although I would be very grateful for responses to this questionnaire, you should not feel obliged to complete it. If you *do* decide to complete the questionnaire, you should not feel obliged to answer every question if you would prefer not to (although I hope that you will).

The part of my research that relates to this questionnaire involves reporting students' experiences in particular learning experiences. So you are NOT asked to provide your name. If you complete all or part of the questionnaire, the information you provide will be included in publication(s) and reported in conference presentations and or included in a research project.

If you would like to discuss any aspect of the questionnaire, please feel free to contact me. My name and contact details are provided below.

Sophie Nock
School of Māori and Pacific Development
The University of Waikato
Private Bag 3105
Hamilton, New Zealand
Tel: 64-7-838 4294
E-mail: sophnock@waikato.ac.nz

Te Tohu Paetahi 2008

Questionnaire

1. Male
Female

2. Age group
- | | |
|-------|--------------------------|
| 18-21 | <input type="checkbox"/> |
| 22-25 | <input type="checkbox"/> |
| 26-30 | <input type="checkbox"/> |
| 31-35 | <input type="checkbox"/> |
| 36-40 | <input type="checkbox"/> |
| 41-45 | <input type="checkbox"/> |
| 46-50 | <input type="checkbox"/> |
| 50+ | <input type="checkbox"/> |

3. How did you find out about Te Tohu Paetahi?

- | | |
|---------------|--------------------------|
| Family member | <input type="checkbox"/> |
| Friends | <input type="checkbox"/> |
| Newspaper | <input type="checkbox"/> |
| Magazine Ad. | <input type="checkbox"/> |
| Radio | <input type="checkbox"/> |
| Television | <input type="checkbox"/> |

4. What were your primary reasons for enrolling in Te Tohu Paetahi?

- | | |
|--------------------------|--------------------------|
| Interest in te reo Māori | <input type="checkbox"/> |
| Employment | <input type="checkbox"/> |
| Degree | <input type="checkbox"/> |
| Other | <input type="checkbox"/> |
| _____ | <input type="checkbox"/> |
| _____ | <input type="checkbox"/> |

5. What were your expectations of this programme?

- | | |
|-----------------------|--------------------------|
| Fluency | <input type="checkbox"/> |
| Improve understanding | <input type="checkbox"/> |
| Develop language | <input type="checkbox"/> |
| Other | <input type="checkbox"/> |
| _____ | |

6. Did you achieve your expectations and to what extent?

Yes

No

| |
|--|
| |
| |

To what extent?

Absolutely

Partially

Not at all

| |
|--|
| |
| |
| |

7. If you answered no to the above question what hindered your ability to achieve your expectations?

8. What were some of the highlights for you during your study in Te Tohu Paetahi?

Learning environment

Learning styles

Fellow students

Personal development

Kapa haka

Other

| |
|--|
| |
| |
| |
| |
| |
| |

9. What were some of the low points?

10. Did you have any barriers, problems or concerns that hindered your learning? Talk about both within the university and outside the university.

Financial

Personal

Learning problems

Other

| |
|--|
| |
| |
| |
| |

11. Do you think there was a sufficient variety of task of activities?

12. Did you find the pace of learning demanding enough, too demanding?

- | | | |
|------|---------------|--|
| (a.) | Demanding | |
| (e.) | Too demanding | |

13. Did you find the workload intensive?

- | | | |
|------|---------------|--|
| (a.) | Too light | |
| (e.) | About right | |
| (i.) | Too demanding | |

14. What other topics would you like to see included in Te Tohu Paetahi that are not covered?

- | | |
|-------------------|--|
| Ngā Mōteatea | |
| Critical Research | |
| Guest Speakers | |
| Others | |

15. How would you rate the development/proficiency of your language compared to when you started? Give yourself a number for when you began and when you finished your first year of study in Te Tohu Paetahi. Use the descriptors below.

Start of the year _____ End of the year _____

Language Descriptors

1. **Non-user**
A few isolated words.
2. **Intermittent User**
No real communication possible except the most basic information using isolated words or short formulae in predicable situations to meet immediate needs. Great difficulty in understanding spoken and written language.
3. **Very Limited User**
Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication.
4. **Limited User**
Basic competence is limited to familiar situations. Frequent problems in understanding and expression. Not able to use complex language.
5. **Modest User**
Partial command of the language, coping with overall meaning in most situations though likely to make many mistakes. Should be able to handle basic communication in familiar areas.
6. **Competent User**
Generally effective command of the language in spite of some inaccuracies, inappropriate usages and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.
7. **Good User**
Has operational command of the language with occasional inaccuracies, inappropriate usages and misunderstandings in some situations. Generally understands and uses complex language well and can follow, and produce, detailed reasoning.

