

**Creating a curriculum for indigenous and community languages:
te reo Māori as an example¹**

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Abstract

Part 1 of this paper introduces the draft *Common European Framework of Reference* (CEFR) for languages and describes how it was used in the construction of draft New Zealand curriculum guidelines for French and German. *Part 2* discusses how the CEFR has been employed in curriculum development in Te Reo Māori at the University of Waikato and suggests that it could also prove useful in relation to curriculum development projects involving indigenous and community languages more generally.

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Part 1

Why was the Common European Framework of Reference designed?

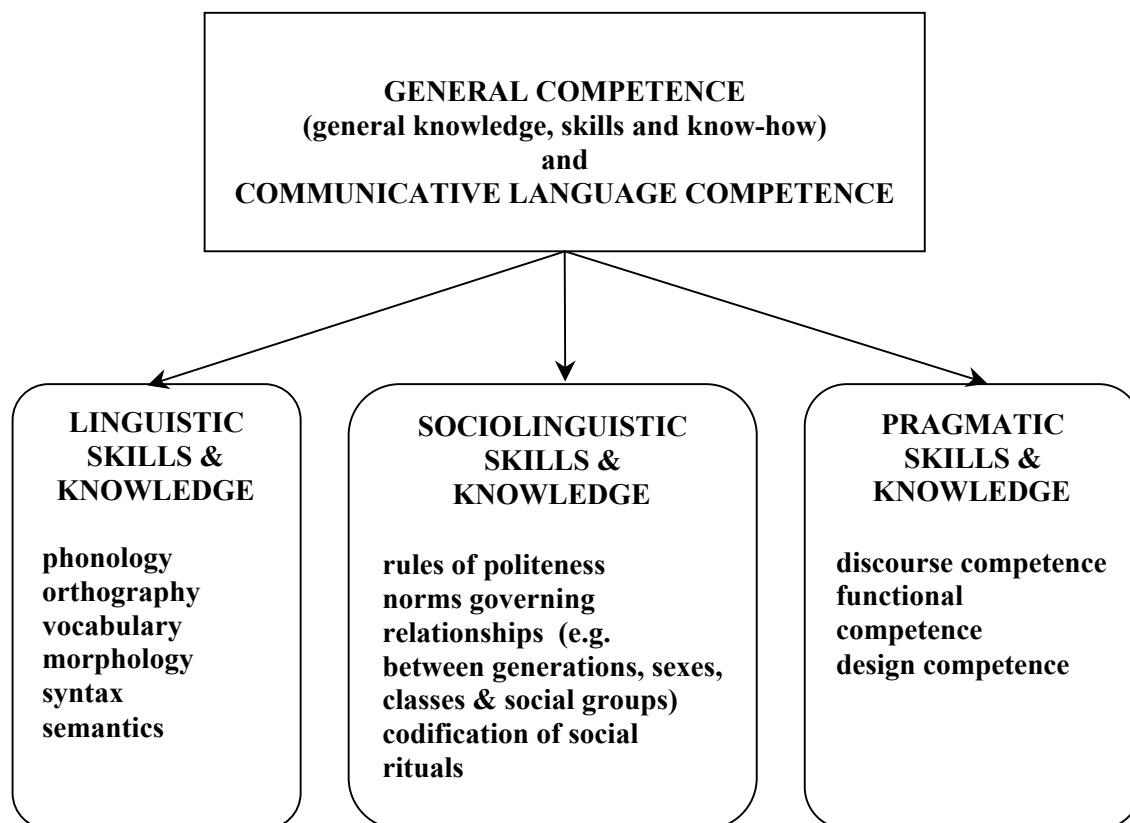
In 1991, an inter-governmental symposium was held (on the initiative of the Swiss government) at Rüşchlikon in Switzerland. The symposium was called *Transparency and Coherence in Language Learning in Europe: Objectives, Evaluation and Certification*. Out of that symposium emerged the recommendation that the Council of Europe should develop a *comprehensive, transparent and coherent* framework of reference for the description of language learning and teaching at all levels. As a result, the draft *Common European Framework of Reference for Languages* (CEFRL) was published in 1996, a framework which is currently being updated. The purpose of the framework is to:

- provide a basis for the international comparison of language objectives and language qualifications, thus facilitating personal and vocational mobility in Europe;
- provide policy analysts, teacher trainers, teachers, textbook writers and learners in both schools and adult education contexts with a comparative basis for establishing a set of common standards and levels for language teaching and learning, thus facilitating the design of a unit credit system that can be used across institutions and countries;

- offer a consistent, coherent and comprehensive framework for describing all of the necessary facets of language competence as outlined in *Figure 1* below which is a summary of Council of Europe documentation (Council of Europe, 1996, 4.7.1; 4.7.2).

An summary of the central aspects of the framework is provided here (see *Figure 1* following):

Figure 1: Framework for describing significant aspects of language competence



Why is the Common European Framework relevant to the New Zealand context?

During the last five years, a series of curriculum documents for modern languages has been produced under the auspices of the New Zealand Ministry of Education (formerly Department of Education), the intention being to replace earlier national syllabuses, some of which had been in existence for over two decades. Curriculum statements were written for Spanish, Chinese, Korean, Japanese and Samoan. More recently, draft curriculum guidelines for French and German were produced. In the case of the draft German and French curriculum guidelines (Ministry of Education 2001a & 2001b), the draft *Common European Framework of Reference* was taken fully into account along with a considerable body of national and international research-based literature on the teaching and learning of modern languages. The

decision to consult the *Common European Framework of Reference* was taken for a number of reasons. First, that *Framework* was designed with a large number of languages (indigenous and community languages as well as international languages) in mind. Secondly, it is based on a considerable body of research. Thirdly, an analysis of existing New Zealand curriculum documents for modern languages (Spanish, Chinese, Korean and Japanese in particular) revealed a number of inconsistencies and omissions. It made sense, therefore, to make use of a *Framework* which had been designed with coherence, consistency and transparency in mind. In particular, given that there needed to be a relationship between curriculum objectives and national assessment, it made sense to pay careful attention to a *Framework* in whose design transferability of credit had been a fundamental consideration.

New Zealand curriculum statements for modern languages: some issues

In examining existing New Zealand curriculum documents for modern languages (particularly Spanish, Japanese, Chinese and Korean), the principal writers of the draft French and German curriculum guidelines² uncovered a number of problems. For example, at the same curriculum level, there are significant differences among the listed objectives, thus rendering meaningful comparison of student progress extremely difficult. *Table 1* below (adapted from Johnson 2000, p. 224) compares the achievement objectives that occur at *level 5* in the Spanish, Chinese and Japanese curriculum statements. Bold type is used to highlight points of particular relevance.

Table 1: Comparison of the Achievement Objectives at Level 5 in the Spanish, Chinese and Japanese Curriculum Statements

Spanish curriculum statement: level 5 objectives	Chinese curriculum statement: level 5 objectives	Japanese curriculum statement: level 5 objectives
. understand, ask about, and express events or facts in the past	. understand, ask about, and express events or facts in the past	. recognise, ask about and say when events occur Note: first reference to past events is at level 3
. ask about, express, and respond to states, actions, or events, referring to themselves	Note: no equivalent	Note: a similar objective occurs at level 4 (i.e. ask about, express, and respond to comments about events and ongoing actions, referring to themselves)
. ask for, offer, accept, and refuse help	Note: no equivalent	Note: no equivalent
. recognise, enquire about, and express ability or inability	Note: occurs first at level 4	Note: occurs first at level 4 (repeated at level 6 and level 8)
. recognise, enquire about, and express wishes and intentions	Note: no equivalent	. recognise, ask about, and express wishes Note: intentions occur at level 6
. understand, issue, accept, and decline invitations	. understand, issue, accept, and decline invitations	Note: occurs at level 3

Table 1 (continued): Comparison of the Achievement Objectives at Level 5 in the Spanish, Chinese and Japanese Curriculum Statements

Spanish curriculum statement: level 5 objectives	Chinese curriculum statement: level 5 objectives	Japanese curriculum statement: level 5 objectives
. recognise, enquire about, and express agreement and disagreement	. recognise, enquire about, and express agreement and disagreement	Note: no equivalent
. give and receive apologies	. give and receive congratulations, thanks, apologies , and compliments	Note: first reference to apology and thanks at level 1 Note: first reference to compliments and congratulations at level 2
. recognise, ask for, and express opinions with reasons	. recognise, ask for, and express opinions, giving reasons	Note: no equivalent
Note: occurs at level 4	. compare and contrast people, places and things	. compare and contrast people, places and things Note: repeated at level 7
Note: reference to 'words relating to measurement' occurs at level 4	Note: reference to 'measure words' occurs at level 4	. recognise and express amounts and quantities
Note: no equivalent	Note: no equivalent	. ask for, give and decline permission
Note: reference to 'acceptance and refusal' at level 6	Note: reference to 'acceptance and refusal' at level 3 and level 6	. recognise and use expressions that relate to giving and receiving
Note: similar objective at level 7 (i.e. . recognise, express, and ask about opinions, attitudes or emotions in relation to events, actions and other people)	Note: similar objective at level 7 (i.e. . recognise, express, and ask about opinions, attitudes or emotions in relation to events, actions and other people)	. recognise and ask about feelings in relation to events, actions and other people

An examination of *Table 1* reveals that four of the nine achievement objectives occurring at *level 5* in the Spanish curriculum statement also occur at *level 5* in the Chinese curriculum statement. In one further case, an objective is very similar. However, three of the *level 5* achievement objectives in the Spanish curriculum statement appear to have no equivalent in the Chinese curriculum statement. In the remaining case, an achievement objective that occurs at *level 5* in the Spanish curriculum statement occurs at *level 4* in the Chinese curriculum statement. Overall, roughly half of the achievement objectives at *level 5* of the Spanish curriculum statement do not occur at *level 5* in the Chinese curriculum statement.

Of the nine achievement objectives occurring at *level 5* of the Spanish curriculum statement, five occur in the same or similar form at *earlier* levels in the Japanese curriculum statement. In three cases, there appears to be no equivalent in the Japanese curriculum statement of objectives that occur at *level 5* in the Spanish curriculum

statement. In only one case does an achievement objective that occurs in the Spanish curriculum statement at *level 5* appear at a *higher* level (*level 6*) in the Japanese curriculum statement.

A further problem relates to the nature of the achievement objectives themselves. Although some of them appear to be amenable to meaningful assessment, others do not: achievement objectives for Spanish, Chinese, Korean and Japanese range from the very specific to the very general. In some cases, specific objectives seem inappropriate for curriculum documents (as opposed to syllabuses) in that they simply require the students to produce a particular word or phrase. Examples of these are: *Invite people to come in* and *Say goodbye* (Ministry of Education 1998a, p. 26)³. On the other hand, some objectives are so general as to be rendered almost meaningless as a guide to assessment. Two examples are: *Talk about people* (Ministry of Education 1998a, p. 47); *Recognise and respond to descriptions of activities and events* (Ministry of Education 1998b, p. 50).

Although there is considerable emphasis on *micro-functions* in the objectives, there is very little emphasis on *macro-functions*. Micro-functions are “categories for the functional use of single (usually short) utterances, usually as turns in interaction” (Council of Europe 1996, 4.7.2.3.2). Examples are *greetings, complaints* and *warnings*. Macro-functions involve “the use of spoken discourse and written text for particular functional purposes” (Council of Europe. 1996, 4.7.2.3.2). They include *description, narration, commentary, exposition, and argumentation*. The fact that macro-functions are given very little attention in the objectives appears to indicate that discourse competence (see *Figure 1* above) had not been taken fully into account. The fact that micro-functions receive so much attention is, however, equally problematic given that an utterance may be associated with quite different micro-functions in different contexts. For example, an utterance such as ‘I just can't do it’ may function simply as a piece of information. Equally, in different contexts, it may function as a complaint, a warning, a justification or, indeed, some combination of these. It may, on the other hand, have another, quite different function. Thus, as Crombie and Johnson (2001, p. 10) observe in the last issue of this *Journal*:

The functional component [reference is being made here to micro-functions]. . . has limited applicability. It can be very useful where functions, such as, for example, *greetings* are expressed idiomatically or semi-idiomatically. It is, however, less useful and can even be even misleading where this is not the case.

Thus, giving too much attention to micro-functions can encourage formulaic repetition rather than systematic learning.

A further issue of significance is the relationship between curriculum levels and language development descriptors in the New Zealand curriculum statements. This is indicated in *Table 2* below (reprinted from Johnson 2000, p. 140). Note that Comm. = communication in that *Table*.

Table 2: *The Spanish, Chinese, Japanese and Korean Curriculum Statements: Relationship between curriculum levels and language development descriptors*

	Emergent Comm.	Emergent Comm. & Survival Skills	Survival Skills	Survival Skills & Social Competence	Social Competence	Personal Independence
Spanish	Levels 1 & 2		Levels 3 & 4		Levels 5 & 6	Levels 7 & 8
Chinese	Levels 1 & 2		Levels 3 & 4		Levels 5 & 6	Levels 7 & 8
Japanese	Levels 1 – 3	Level 4	Levels 5 & 6	Level 7	Level 8	
Korean	Levels 1 – 4		Levels 5 - 8			

The application of the Common European Framework to the construction of draft New Zealand curriculum guidelines for French and German

The draft curriculum guidelines for both French and German were constructed using a single set of common core achievement objectives. In the design of these achievement objectives, consideration was given to all aspects of communicative competence as outlined in the draft *Common European Framework*. This meant that there were a number of different types of objective as indicated in 4.1 - 4.3 below.

Objectives involving micro-functions

The micro-functional objectives are particularly associated with the lower levels of learning where the formulaic (stereotypical) language associated with certain types of social interaction is useful in giving students confidence: memory and formulaic language can play an important role in the early stages of tutored language learning (Skehan, 1998). *Table 3* below is abstracted from the draft German curriculum guidelines (Ministry of Education 2001a, p. 32). Only the examples are different in the case of the draft French curriculum guidelines (Ministry of Education 2001b).

Table 3: *Example of two objectives involving micro-functions expressed formulaically: draft German curriculum guidelines (Ministry of Education 2001a, p. 32).*

ACHIEVEMENT OBJECTIVES	SUGGESTED STRUCTURES	EXAMPLES
1.1 Greet, farewell and thank people and respond to greetings and thanks.	<i>formulaic language</i>	Guten Morgen, Guten Abend, Grüss Dich, Hallo Wie geht's? Gut Danke. Und dir? / euch? / Ihnen? Auf Wiedersehen, Gute Nacht Auf Wiederhören, Tschüs, Vielen Dank, Danke schön, Bitte schön

Table 3(continued): Example of two objectives involving micro-functions expressed formulaically: draft German curriculum guidelines (Ministry of Education 2001a, p. 32).

ACHIEVEMENT OBJECTIVES	SUGGESTED STRUCTURES	EXAMPLES
1.2 Introduce yourself and others and respond to introductions.	<i>formulaic language</i>	Das ist Peter. Ich bin Gisela. Guten Tag, ich heiÙe Thomas.

Objectives involving syntactic structures

A number of the achievement objectives relate directly to syntactic structure (an important aspect of communicative competence) as exemplified in *Table 4* below.

Table 4: Example of an objective relating to syntactic structure: draft German curriculum guidelines (Ministry of Education 2001a, p. 58)

ACHIEVEMENT OBJECTIVES	SUGGESTED STRUCTURES	EXAMPLES
4.3 Recognise, express, enquire about and compare and contrast past and present activities in terms of time, location, direction and frequency. (Recycle at Level 5)	<i>past (present perfect for speaker or writer of involved conversation, or written discourse with common regular and strong verbs with haben)</i>	„Was hast du heute gemacht ?“ „Ich habe Tennis gespielt . Und du?“ „Ich habe meine Hausaufgaben gemacht .“ „Heute habe ich frei, aber gestern habe ich viel gearbeitet .“

Objectives involving macro-functions

In making reference to pragmatic skills and knowledge (see *Figure 1* above), achievement objectives that specify macro-functions were included (as exemplified in *Table 5* following).

Table 5: Example of an objective relating macro-functions: draft German curriculum guidelines (Ministry of Education 2001a, p. 90).

ACHIEVEMENT OBJECTIVES	SUGGESTED STRUCTURES	EXAMPLES
<p>8.5 Recount (and/ or listen to, read about) fictitious events in a way that is intended to inform, persuade or entertain.</p>	<p><i>indirect speech using subjunctive 1 and if necessary subjunctive 2</i> <i>preterite and subjunctive 2.</i></p> <p><i>integrated use of language forms which show:</i> <i>temporal sequencing</i></p> <p><i>integrated use of emphatics and interjections</i></p> <p><i>integrated use of words used to point things out</i></p> <p><i>delayed subject focus</i></p> <p><i>discoursal skills including interruption of narrative and asides</i></p> <p><i>linguistic skills including attention to</i> <i>e.g. compounding nouns</i> <i>.semi-technical vocabulary</i> <i>.idiomatic expressions</i> <i>.slang and familiar expressions</i></p> <p><i>use of modal verbs in expressing a range of tenses</i></p> <p><i>oral skills</i> <i>eg identifying the audience</i></p> <p><i>paralinguistic features including</i> <i>e.g. facial expression</i> <i>body language</i> <i>appropriate gesture</i></p> <p><i>literary stylistic devices e.g. symbolism, metaphor</i></p>	<p>Er sagte, die Stadt brauche mehr Schulen Sie hoffte, dass er wiederkäme.</p> <p>(see 6.3)</p> <p>Der Michael, der ist doch blöd! Was ist das für ein Unsinn?</p> <p>der hier, der da Den da möchte ich!</p> <p>Was wir brauchen ist ein Messer</p> <p>Der Mann, den wir heute Morgen vor dem Dom gesehen haben, folgt uns.</p> <p>Das Einwohnermeldeamt Das Handy Wo eine Wille ist, ist auch ein Weg. Ich habe die Nase voll von diesem Problem.</p> <p>Ich soll das machen. Ich sollte das machen. Ich hätte das machen sollen.</p>

The achievement objectives introduced at each level are the same for both French and German in the draft curriculum guidelines. In fact, there is no reason in principle why they should not be the same for all languages irrespective of similarities and differences in relation to, for example, structures and script. Thus, all students can aim to perform similar types of communicative task at the same stage of learning whatever their target language. Of course, they will not do so in the same ways. A number of factors, (including the nature of the student's first language, the type of

script involved etc.) mean that some languages will present more learning difficulties (both in general and in relation to particular achievement objectives) than others. This can, however, be accommodated by (a) recycling objectives in such a way as to introduce linguistic complexity gradually, and (b) acknowledging that the concept of curriculum levels is inevitably discipline specific. Thus, the fact that a New Zealand student whose first language is English has successfully completed *level 6* in both German and Chinese does not mean that he or she has the same overall level of competence in the two languages. What it does mean is that the difficulties that have been overcome are roughly equivalent in each case and that, in each case, the student is able (in different ways) to perform similar types of communicative task.

Thus, in the draft French and German curriculum guidelines there are:

- common core objectives for both languages at each level;
- language-specific recycling of objectives (allowing for staged introduction of the linguistic complexities associated with each language).

For example, an achievement objective associated with location is introduced at *Level 1* (see *Tables 6A* and *6B* following).

Table 6A: Achievement objective 1.5 - German curriculum statement (Ministry of Education 2001a, p. 33).

ACHIEVEMENT OBJECTIVES	SUGGESTED STRUCTURES	EXAMPLES
1.5 Recognise, express and enquire about location . (Recycle at Levels 2 & 5)	<i>location e.g. hier, dort, da</i>	Wo ist das Buch? Hier.

Table 6B: Achievement objective 1.5 - French curriculum statement (Ministry of Education 2001b, p.33).

ACHIEVEMENT OBJECTIVES	SUGGESTED STRUCTURES	EXAMPLES
1.5 Recognise, express and enquire about location . (Recycle at Levels 2 & 3)	<i>Simple locational prepositions, e.g. sur, sous, devant, derrière, dans, entre</i> <i>definite articles</i> <i>question form with où</i>	Le livre est sur la table. le, la, les Où est le stylo?

In the case of French, this achievement objective is recycled at levels 2 and 3. In the case of German, it is recycled at levels 2 and 5. At level 2 (German), recycling is associated with locative prepositions and dative forms of articles (See *Table 7* below):

Table 7: Recycled objective at level 2 (German) (Ministry of Education, 2001a, p.41)

RECYCLED ACHIEVEMENT OBJECTIVES	SUGGESTED STRUCTURES	EXAMPLES
1.5 Recognise, express and enquire about location .	<i>location (locative prepositions only with dative singular of the definite article)</i> <i>where you live e.g. wohnen (in)</i>	Wo ist das Buch? Unter dem Tisch. Wo wohnst du? Ich wohne in Auckland.

Thus, common core objectives mean that students learning different languages can aim to do similar things (but in different ways) at the same stage of language learning. Differences in the recycling of objectives in the case of different languages allow for the fact that the same objective may be associated with very different levels of complexity in the case of different languages.

Part 2

Applying the *Framework* to te reo Māori: introduction

Over the past two academic years, staff and post-graduate students in the School of Māori and Pacific Development at the University of Waikato have been involved in developing curriculum documents for te reo Māori. These documents will help them to benchmark their own course offerings and will help to underpin a new adult language series that is currently being developed. Like the draft French and German curriculum guidelines, the draft curriculum guidelines for te reo Māori take full account of the draft *Common European Framework of Reference*. There are currently eight levels in this particular curriculum. A further four may, however, be developed in the future. The intention is not that these documents will remain in their current form: they are intended as living documents that will be regularly revised and updated in the light of experience.

Some of the issues that have had to be addressed in relation to this te reo Māori curriculum project are discussed below.

What are the advantages of making reference to the draft *Common European Framework of Reference* in designing curriculum documentation for te reo Māori?

So far as te reo Māori is concerned, there is a very real need to develop a cross-credit system so that learners who move around the country can continue their learning of the language without disruption. In order for this to happen, providers need to know what these learners have already covered and, thus, where best to place them. If institutions were to follow a common curriculum, this type of transfer would be facilitated. We felt that if we were to develop such a curriculum and relate our syllabuses and learning materials to it, there was a possibility that other institutions might follow suit in the future. However, any such development would need to emerge out of a *Framework* that had been constructed with credit transfer in mind, one that was firmly rooted in theoretical and applied research. It was for this reason that we decided to draw upon the draft *Common European Framework of Reference*.

It provided, we believed, an excellent starting point for the design of a curriculum that could be drawn upon by institutions across the country. Thus, although our curriculum project began as a local initiative, we hoped that it would be of assistance to others in the future and might form the basis of a nation-wide development project in the future.

Another reason for our decision to make use of the draft *Common European Framework of Reference* was that it had already been used in a national curriculum development project - the development of draft curriculum guidelines for French and German. This meant that we would have the advantage of being able to draw on the research that had underpinned the development of levels, objectives, and descriptors for that project. It meant, furthermore, that we could assess, on the basis of responses to the draft guidelines for French and German, the types of resistance there might be to a fundamental change of approach to curriculum design.

Overall, making reference to the draft *Common European Framework of Reference* and to an existing New Zealand curriculum development project meant that our small research group had access to the expertise of a large number of researchers in New Zealand and around the world, researchers who had worked on a wide range of languages, including indigenous languages. This represented a considerable advantage, particularly in view of the fact that our task was already a difficult one: there has been considerably less research on the provision of pedagogic descriptions of te reo Māori than there has been on many of the languages that the draft *Common European Framework of Reference* was originally designed to accommodate.

Thus, making use of the draft *Common European Framework of Reference* has saved us a huge amount of research time, time that could more profitably be devoted to a careful analysis of te reo Māori from a pedagogic perspective. Secondly, in looking at the needs of learners of te reo Māori from the perspective of the *Common European Framework of Reference*, we hoped to be able to make a contribution to international efforts to design curricula that would allow for credit accumulation and transfer in the area of modern languages.

Some of the problems that have emerged during the construction of curriculum documents for te reo Māori

Language description

For many languages, particularly those languages that are used widely internationally, the resources that are available to curriculum developers are vast. Not only is there a wide range of approaches to the pedagogic description of these languages, but there are also many existing curriculum and syllabus documents and many teaching resources of various kinds. In the case of te reo Māori, there are considerably fewer resources and there has been considerably less research on methodology and assessment. For example, in the case of English, curriculum developers who need to determine exactly how a particular structure works or exactly what the differences are between the contexts in which one structure rather than another can be used, can consult a wide range of resource materials. However, many of the issues relating to te reo Māori that we needed to address are not covered in existing research materials. We therefore needed to call upon the expertise of those members of our group who are native speakers of Māori and upon a range of informants from different areas. This

inevitably raised issues of reliability. Informants are, for example, not always aware that a particular use of language is restricted to a specific region. Even so, there were a number of existing language descriptions that we found to be extremely useful (see, for example, Bauer 1981, 1993, 1997; Biggs 1965, 1998; Foster 1997; Harawira 1954; Harlow 1996, 2001; Hohepa 1967; Reedy 1979).

Pragmatic skills and knowledge

As *Figure 1* above indicates, the draft *Common European Framework of Reference* places considerable emphasis on pragmatic skills and knowledge, including discourse competence. Most of the descriptive materials relating to te reo Māori that we were able to locate related primarily to linguistic skills and knowledge (see the first box of *Figure 1* above). However, research on discourse competence as it relates to Māori has recently begun to emerge (see, for example, Crombie & Houia, 2001; Crombie, & Houia-Roberts, 2001; Houia, 2001a; Houia, 2001b). Even so, there are many areas of pragmatic skills and knowledge that appear not to have been the subject of research.

Cultural considerations

In common with all frameworks designed to have application in a wide range of different contexts, the draft *Common European Framework of Reference* needs to be adapted in relation to particular contexts of use. This includes adaptation that relates to the cultural requirements of specific language curricula, requirements that are fundamental given the intimate relationship between language and culture. In our case, the cultural component of the curriculum needed to have a direct influence on the linguistic component. Thus, for example, the importance of genealogy (whakapapa) in establishing and maintaining relationships in Māoridom meant that certain types of linguistic complexity associated with genealogy needed to be introduced relatively early. To accommodate this, we needed to minimize certain other types of linguistic complexity in the early stages of the curriculum. Overall, we needed to be careful not to make the types of cultural assumption that often underpin the teaching of European languages and we needed to bear in mind that the experiences of contemporary Māori in urban settings can be very different from those of contemporary Māori in rural settings.

Pedagogic considerations

Two approaches to methodology that are widely used in New Zealand when teaching the Māori language are:

- a method based on Gattegno's *Silent Way* (adapted for Māori by Katarina Mataira (1980) and referred to as the *Ātārangi* method);
- an eclectic approach in which a number of strategies associated with what has come to be referred to as 'communicative language teaching' are employed.

Both of these approaches tend to emphasize, we believe, linguistic and sociolinguistic skills and knowledge at the expense of pragmatic skills and knowledge. In addition, the *Ātārangi* method appears also to place considerable emphasis on micro-functional competence, the learners' ability to make use of context in interpreting exponents being critical. Like the *Silent Way*, the *Ātārangi* method is "based on the premise that the teacher should be silent as much as possible in the classroom and the learner should be encouraged to produce as much language as possible" (Richards and Rodgers 1986, 99). The second approach, appearing, for example, in the *Whanake*

series developed by John Moorfield (1988, 1989, 1992, 1996) places more emphasis on structural than on micro-functional competence. Although it introduces students to a wide range of texts (spoken and written), it tends not to focus on specific aspects of discourse competence.

One of our concerns, in making reference to the draft *Common European Framework of Reference* was to ensure that pragmatic skills and knowledge, including discourse competence, was taken fully into account at the planning stage, something that has important implications for materials and methodology.

Applying the draft *Common European Framework of Reference* in the context of curriculum documents relating to the teaching and learning of Māori

Achievement objectives and suggested structures and examples

Appendix 1 outlines *Level 1* of the draft curriculum guidelines for German and for French in relation to achievement objectives and suggested structures and examples (Ministry of Education 2001a & b, pp. 32 and 33). *Appendix 2* outlines *Level 1* of our draft curriculum document for Māori. The achievement objectives are the same in all cases, although differently ordered in the case of Māori. However, the different cultural and linguistic requirements are reflected in the 'suggested structures', 'suggested examples' and 'suggested vocabulary'⁴ as well as in the 'suggested learning and assessment activities'. Thus, for example, tribal affiliation and birthplace are introduced in the case of the Māori (*Objective 3*). In all cases, the intention is that all of the objectives will be recycled for the purposes of revision. In some cases, however, recycling is specifically included to accommodate certain types of linguistic complexity. In the case of Māori, the fifth objective (relating to location) is not specifically recycled in this way; in the case of German, this objective is recycled at Levels 2 and 5 in order, in part, to accommodate the introduction of the dative case.

Suggested sociocultural aspects, topics and text types

The suggested sociocultural aspects, topics and text types for German (*Table 8*: from Ministry of Education 2001b, p. 32)) and Māori (*Table 9*) are outlined below. Although there are considerable overlaps between the two, the differences relate in part to the need to allow for some of the complexities associated with introductions in Māori by reducing the number of text-types covered.

Table 8: *Suggested sociocultural aspects, topics and text types: German*

Suggested sociocultural aspects	Suggested topics	Suggested text-types
The importance of learning another language	Myself, my family and my friends.	Simple short dialogues.
German-speaking people in the world	Meeting people.	Simple songs.
	What's in my classroom or immediate surroundings?	Greetings cards.
	Birthdays and special occasions.	Simple timetables.
		Simple forms, eg <i>Ausweis</i> .

Table 9: Suggested sociocultural aspects, topics and text types: Māori

Suggested sociocultural aspects	Suggested topics	Suggested text-types
Myself, my family (whānau), my tribe (iwi), my sub-tribe (hapū)	Myself, my family, my friends and my acquaintances.	Informal and semi-formal conversational exchanges.
Gender terminology (e.g. tungāne/tuahine)	My family tree.	Simple songs.
Appropriate greetings. Avoiding the question: Ko wai koe?	Who my friends are. What's in my classroom/ immediate environment.	Simple forms.

Achievement objectives and suggested learning and assessment activities

Each achievement objective is associated with a range of suggested learning and assessment activities. In some cases, the same activities might be appropriate for learners of a range of different languages; in others, certain learning and assessment activities might arise out of a particular cultural context. In the case of the draft German curriculum guidelines, the suggested learning and assessment activities associated with the first and second achievement objectives combined are listed in *Table 10* below (Ministry of Education 2001b, p. 35). The type of classroom situation considered most appropriate for each of the activities is indicated as follows: C (class activity); G (group activity); P (pair work); I (individual activity). Those activities that are likely to be useful in the context of assessment are indicated with an asterisk (*). All of these types of activity would also, we believe, be appropriate for learners of Māori. The major difference would relate to the context in which activities were conducted.

Table 10: Suggested learning and assessment activities: German

Achievement objectives	Suggested learning and assessment activities
<ul style="list-style-type: none"> Greet, farewell and thank people and respond to greetings and thanks. <p>1.2 Introduce yourself and others and respond to introductions</p>	<p>Students could be learning through:</p> <ul style="list-style-type: none"> observing greetings, introductions and leave taking in different contexts, and take turns to role play (C); ticking vocabulary items on a list or holding up word cards to show that they recognise the German vocabulary spoken by the teacher (e.g. <i>morgens</i> or <i>am Morgen</i>) (C,G,P); * Filling in labels on pictures to indicate the time of day pictured (e.g. <i>abends</i> or <i>am Abend</i>) (C,G,I); * creating an appropriate greetings card for a birthday or festival (I); filling in gaps in a familiar oral or written dialogue to complete the message (C, I); more complex activities such as the following: <p>Working in two or more groups, the students listen to a short dialogue in which people are introduced to each other. For each group, the teacher cuts up a written version of the dialogue into individual sentences, and each student in a group is given one sentence. Each group tries to be the first to put the sentences into the correct order (G).</p>

8.0 Conclusion

Our experiences in designing curriculum documents for a number of languages of different types confirms our belief that it is possible, using a well designed framework such as the CEFR, to create common core achievement objectives which allow for comparability across levels and institutions. So far as indigenous and community languages are concerned, this has the additional advantage of creating a context in which researchers and educationalists can draw upon, and contribute to, international scholarship in the area of curriculum development.

Endnotes

¹ An earlier version of this paper was presented at the *Reoruatanga i ngā Tōpito o te Ao (Bilingualism at the Ends of the Earth)* Conference held at University of Waikato, Hamilton, New Zealand 24-26 November 2000.

² Ian Bruce, Winifred Crombie and Diane Johnson

³ Although there is some similarity between these objectives and micro-functional objectives (e.g. greetings) that are formulaic in nature, an important difference is that the objectives here (e.g. Invite people *to come in*) include specific lexical indicators.

⁴ Note that suggested vocabulary is not included here.

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Appendix 1:

Extracts from the draft German and French curriculum guidelines

Level 1: Draft German Curriculum Guidelines - achievement objectives, suggested structures and examples

ACHIEVEMENT OBJECTIVES	SUGGESTED STRUCTURES	EXAMPLES
1.1 Greet, farewell and thank people and respond to greetings and thanks.	<i>formulaic language</i>	Guten Morgen, Guten Abend, Grüss Dich, Hallo Wie geht's? Gut Danke. Und dir? / euch? / Ihnen? Auf Wiedersehen, Gute Nacht Auf Wiederhören, Tschüs, Vielen Dank, Danke schön, Bitte schön
1.2 Introduce yourself and others and respond to introductions.	<i>formulaic language</i>	Das ist Peter. Ich bin Gisela. Guten Tag, ich heiße Thomas.
1.3 Recognise, express and enquire about notions of time (including days of the week, months, dates). (Recycle at Level 2)	<i>simple time (hours, half past, minutes before and after the hour)</i> vor, nach, halb <i>numeration, ordinal, cardinal numbers 1 - 31 (for dates and birthdays)</i> <i>definite article e.g. der, die, das</i>	Wie spät ist es? Es ist . . . Was für ein Datum haben wir heute? Es ist Montag, der fünfte Mai.
1.4 Recognise, express and enquire about personal information such as name, age, nationality, occupation/primary activity. (Recycle at Level 2)	<i>existence e.g. sein, heissen, kommen (aus)</i> <i>register e.g. duzen / siezen, yes / no questions</i> <i>interrogatives e.g. wie, woher subject pronouns (for recognition)</i>	Wie heißt du / heißen Sie? Wie alt bist du? / sind Sie? / seid ihr? Bist du / Seid ihr aus Australien? Ja / Nein, aus Neuseeland. Ich bin Neuseeländer(in). Woher kommst du /kommt ihr? kommen Sie? Ich komme aus . . ./ Wir kommen aus .
1.5 Recognise, express and enquire about location . (Recycle at Levels 2 & 5)	<i>location e.g. hier, dort, da</i>	Wo ist das Buch? Hier.
1.6 Recognise, express and respond to simple classroom language (including asking the word for something in German).	<i>interrogation e.g. wie . . .</i> <i>imperatives (singular, plural)</i> <i>prefacing remarks e.g. also</i>	Wie sagt man . . . auf Deutsch? Hör zu! Hörst zu! Pass auf! Passt auf! Also, wie alt bist du?

Level 1: Draft French Curriculum Guidelines - achievement objectives, suggested structures and examples

Achievement objectives	Suggested structures	Examples
<p>1.1 Greet, farewell and thank people and respond to greetings and thanks.</p>	<p><i>standard formulaic utterances</i> (not including written address forms)</p>	<p>Greetings Bonjour; Bonsoir; Bonne nuit; Salut!</p> <p>Farewells Au revoir; A bientôt; A demain, Salut! A toute à l'heure.</p> <p>Thanks Merci (beaucoup/bien).</p> <p>Responses to greetings and thanks De rien. Comment allez-vous? Bien merci. Comment vas-tu? Bien merci. Ça va? Ça va. Et toi ? Et vous ?</p> <p>Common titles Madame, Monsieur, Mademoiselle. (Mme., M., Mlle.)</p>
<p>1.2 Introduce yourself and others and respond to introductions</p>	<p><i>standard formulaic utterances for introductions</i></p> <p><i>limited use of 's'appeler'</i></p> <p><i>limited use of interrogative forms of 's'appeler' (not the inverted question form)</i></p>	<p>Je vous présente... Je te présente... Voici...</p> <p>Il s'appelle Marc. Je m'appelle Suzanne. Ils s'appellent Marc et Paul. Ils s'appellent Luc et Marie. Elles s'appellent Marie et Suzanne.</p> <p>Comment tu t'appelles ? Comment elles s'appellent ?</p>
<p>1.3 Understand, express and enquire about notions of time (including days of the week, months, dates). (Recycle at Level 2)</p>	<p><i>days of the week</i></p> <p><i>months of the year</i></p> <p><i>numbers 1-31</i> (Note: <i>vingt et un</i> and <i>trente et un</i> but <i>vingt-deux</i> and <i>vingt-neuf</i>)</p> <p><i>dates</i></p> <p><i>interrogative with date</i></p> <p><i>basic time</i></p> <p><i>interrogative for time</i></p>	<p>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</p> <p>janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre.</p> <p>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, trente.</p> <p>Aujourd'hui, c'est le jeudi, cinq avril. Aujourd'hui, c'est le lundi, trois mars.</p> <p>Quelle est la date aujourd'hui ?</p> <p>Il est une heure; deux heures; deux heures cinq; deux heures et quart; deux heures et demie; trois heures moins vingt; trois heures moins le quart; midi/ minuit; midi/minuit et demi).</p> <p>Quelle heure est-il?</p>

Level 1 (continued): Draft French Curriculum Guidelines - achievement objectives, suggested structures and examples

Achievement objectives	Suggested structures	Examples
<p>1.4 Understand, express and enquire about personal information such as name, age, nationality, occupation/primary activity. (Recycle at Level 2)</p>	<p><i>Interrogatives</i></p> <p><i>name</i></p> <p><i>age</i></p> <p><i>nationality with limited possessive forms.</i></p> <p><i>present tense of 'avoir' with 1st 2nd and 3rd person singular used to express age</i></p> <p><i>present tense of 'être' used to express nationality</i></p> <p><i>adjective agreement with gender and number</i></p>	<p>Comment tu t'appelles ? Comment vous appelez-vous ?</p> <p>Quel âge avez-vous ? Quel âge as-tu ?</p> <p>Quelle est ta/ votre/ sa nationalité ? Vous êtes de quelle nationalité ?</p> <p>J'ai treize ans. Il a quatorze ans. Elle a onze ans.</p> <p>Elle est néo-zélandaise.</p> <p>Il est français. Elle est française.</p>
<p>1.5 Understand, express and enquire about location. (Recycle at Levels 2 and 3)</p>	<p><i>simple locational prepositions e.g. sur, sous, devant, derrière, dans, entre</i></p> <p><i>definite articles</i></p> <p><i>question form with où</i></p>	<p>Le livre est sur la table.</p> <p>le, la, les.</p> <p>Où est le stylo?</p>
<p>1.6 Understand, express and respond to simple classroom language (including asking the word for something in French).</p>	<p><i>imperative form of a restricted number of common verbs (tu and vous forms) including common reflexives.</i></p> <p><i>basic colours</i></p> <p><i>basic affirmation and negation</i></p> <p><i>asking for a word in French</i></p>	<p>Ecoutez.....; Regardez... ;Travaillez.; Répétez.....; Asseyez-vous....</p> <p>rouge, vert, jaune etc.</p> <p>Tu as fini ? Vous avez fini ? Oui. / Non.</p> <p>C'est quoi en français ? Comment dire X en français ?</p>

Appendix 2:

Extracts from the draft Māori curriculum

Level 1: Draft Māori Curriculum - achievement objectives, suggested structures and examples

Achievement objectives	Suggested structures	Examples
<p>1.1 Greet, farewell and thank people and respond to greetings and thanks.</p>	<p><i>Formulaic language</i></p>	<p>Formal greetings <i>Tēnā koe/kōrua/koutou.</i> <i>Tēnā kōrua, e hoa mā; Tēnā koutou, tamariki mā.</i></p> <p>Informal greeting <i>Kia ora.</i></p> <p>Informal farewells <i>Ka kite anō; Hei konei rā, Hei konā rā, Noho ake rā.</i></p> <p>Formal farewells <i>E noho rā; Haere rā; Hei konā rā (phone).</i></p> <p>Informal thanks <i>Tēnā koe; Kia ora.</i></p> <p>Formal thanks <i>Ngā mihi nui ki a koe/kōrua/koutou.</i></p> <p>Terms of address <i>E kui, e koro, e tama, e kare, e hika, e mara, e hine, e hoa</i></p>
<p>1.2 Introduce yourself and others and respond to introductions.</p>	<p><i>Interrogative forms</i></p> <p>formulaic utterances for well-being.</p> <p>name</p>	<p>Formulaic utterances for well-being Q: <i>Kei te pēhea koe? E pēwhea ana koe?</i> A: <i>Kei te pai; Kei te pau te hau; Ka nui te pai; Heoi anō; Kāore i te pai.</i></p> <p>Formulaic interrogative for asking a persons name Q: <i>Ko wai tō ingoa?</i> A: <i>Ko X taku ingoa.</i></p> <p>Introducing other people <i>Ko X tēnei.</i></p>

Level 1 (continued): Draft Māori Curriculum - achievement objectives, suggested structures and examples

Achievement objectives	Suggested structures	Examples
<p>1.3 Recognise, express and enquire about personal information relating to kinship relationship, such as tribal affiliation, birthplace, name (maiden name), parents, siblings, age, present location, occupation/primary activity.</p>	<p><i>Interrogative forms</i></p> <p>tribal affiliation: using ‘ko’ preposition form with question form ‘wai’.</p> <p>birthplace</p> <p>parents</p> <p>name (maiden name)</p> <p>siblings</p> <p>age</p> <p>present location</p> <p>occupation/primary activity</p> <p><i>Numbers</i> <i>kotahi</i>; E + cardinal numbers (2-9); <i>tekau mā</i> Y; E + X <i>tekau mā</i> Y.</p>	<p>Interrogative forms</p> <p>Tribal affiliation Q: <i>Ko wai tō iwi?</i> A: <i>Ko X taku iwi.</i></p> <p>Birthplace Q: <i>Nō w/hea koe?</i> A: <i>Nō X au/ahau.</i></p> <p>Parents Q: <i>Ko wai ō mātua?</i> A: <i>Ko X taku matua/pāpā, ko X taku whaea/māmā.</i></p> <p>Name Q: <i>Ko wai tō ingoa takakau?</i> A: <i>Ko X taku ingoa takakau.</i></p> <p>Siblings Q: <i>Tokohia ō tēina/tuākana?</i> A: <i>Tokowaru āku teina/ Tekau āku tuakana.</i></p> <p>Age Q: <i>E whia ō tau?</i> A: <i>E 8 āku tau.</i></p> <p>Present location Q: <i>Kei w/hea tō kāinga?</i> A: <i>Kei X taku kāinga.</i></p> <p>Occupation/primary activity. Q: <i>He aha tō mahi?</i> A: <i>He ākongā au/ahau.</i></p>
<p>1.4 Recognise, express and enquire about notions of time (including days of the week, months, dates).</p>	<p><i>Interrogative forms and appropriate declarative answers.</i></p> <p>Time</p> <p>Day/Month</p> <p><i>Simple time</i> (hours, half past, minutes before and after the hour)</p>	<p>Interrogative forms and appropriate answers</p> <p>Time Q: <i>He aha te tāima?</i> A: <i>X karaka te tāima.</i> A: <i>hawhe pāhi i te X karaka</i> A: <i>koata pāhi i te X karaka</i> A: <i>koata ki te X karaka</i></p> <p>Day Q: <i>Ko te aha tēnei rā?</i> A: <i>Ko te X tēnei rā.</i> Q: <i>He aha tēnei rā?</i> A: <i>He X tēnei rā.</i></p> <p>Month Q: <i>He aha tēnei marama?</i> A: <i>Ko X tēnei marama.</i></p>

Level 1 (continued): Draft Māori Curriculum - achievement objectives, suggested structures and examples

Achievement objectives	Suggested structures	Examples
<p>1.5 Recognise, express and enquire about location.</p>	<p><i>Location</i></p> <p>Past location: using 'i' preposition to mark tense.</p> <p>Present location using 'kei' preposition to mark tense.</p> <p><i>Interrogative forms</i></p> <p>Past tense: using 'i' preposition to mark tense with question form 'w/hea'.</p> <p>Present tense: Using 'kei' preposition to mark tense with question form 'w/hea'.</p>	<p>Location</p> <p>Past location <i>I runga i te whare; I roto i te whare; I muri i te whare; I mua i te whare.</i></p> <p>Present location <i>Kei runga i te whare; Kei roto i te whare; Kei muri i te whare; Kei mua i te whare.</i></p> <p>Interrogative forms</p> <p>Past tense <i>I w/hea te ngeru?</i></p> <p>Present tense <i>Kei w/hea te ngeru?</i></p>
<p>1.6 Recognise, express and respond to simple transactional classroom language (including asking the word for something in Māori).</p>	<p><i>Imperatives</i></p> <p>Agentive intransitive verbs: e + verb base (+ particles)</p> <p><u>Note</u>: if the verb base has three morae or more 'e' is omitted. Directional post verbal particles are included as part of verb base with this form.</p> <p>Transitive verbs: verb base + Cia (passive).</p> <p><u>Note</u>: require passive suffix verb form. The agents are normally omitted with this imperative form during normal discourse.</p> <p>Adjectives: kia + adjective.</p> <p>'Weak imperative': me + verb base.</p> <p><u>Note</u>: uses modal TAM 'me' (obligation).</p> <p>Di-transitive verb: Hoatu/homai</p> <p><u>Note</u>: this form behaves like the transitive form but it does not take the passive suffix.</p> <p><i>Answers to Interrogatives</i></p> <p><i>Formulaic language</i> <i>Kīwaha (Idiomatic expressions)</i></p>	<p>Imperatives</p> <p>Intransitive verbs <i>E tū; E noho; Haere mai; Haere atu; Kōrero; Whakarongo; Hoihoi; Turituri.</i></p> <p>Transitive Verbs <i>Tikina te pene; Katia te kūaha; Mauria mai.</i></p> <p>Adjectives <i>Kia kaha; Kia tere.</i></p> <p>'Weak imperative' <i>Me whakarongo</i></p> <p>Di-transitive verb <i>Homai; Hoatu.</i></p> <p>Asking the word for something in Māori <i>He aha te kupu Māori mō X?</i></p> <p>Answers to Interrogatives <i>Āe; Kāore; Pea; Aua.</i></p> <p>Formulaic language <i>Ka mau te wehi; Ka pai hoki; Tūmeke.</i></p>