

Copyright is owned by the Author of the thesis. Permission is given for a copy to be downloaded by an individual for the purpose of research and private study only. The thesis may not be reproduced elsewhere without the permission of the Author.

**BILINGUALISM
AND
BILINGUAL EDUCATION**

**THEIR SCOPE,
ADVANTAGES,
DISADVANTAGES**

**AND THE
IMPLICATIONS
FOR
MAORI LEARNERS**

A thesis presented in partial fulfilment for the
Master of Educational Administration (M Ed Admin) Degree

at

Massey University.

Monte Rereamoamo Ohia

1993

Abstract

The thesis examines bilingualism and bilingual education both overseas and in Aotearoa/New Zealand. A Maori total immersion unit in a Wellington city primary school and a secondary bilingual unit in the same city are utilised as case studies to uncover, in more detail, the issues facing bilingual education in this country.

International literature, which has particular relevance to Aotearoa/New Zealand, is identified and analysed, and one becomes aware of the variety of models of bilingual education and the numerous forms of bilingualism throughout the world which are duplicated here. It is also interesting to note that although there are similarities in the goals and objectives of bilingual education, the ways in which different schools deliver the objectives may differ. For example, the amount of time teachers spend speaking the second language of the students, which is invariably the main target language, may differ markedly for various bilingual programmes.

The thesis also explores the history of bilingual education in Aotearoa/New Zealand since the establishment of the first Mission school in 1816. Emphasis is placed on examining the relationships between the Maori and English languages as media for the teaching of Maori children. The rationales for the establishment of bilingual education models in this country are also identified and discussed in relation to the programmes.

There is also examination of the perceived advantages and disadvantages of bilingual education. Criteria are identified against which the success or otherwise of bilingual education is measured. The judgements invariably depend on the priorities one places on the different criteria.

The detailed focus on the case studies, and intermittent comparisons with other similar models, provide the reader with insights into the issues faced by bilingual education models in Aotearoa/New Zealand.

TABLE OF CONTENTS

	Page
Tables	5
Introduction	9
Research Methodology	9
Chapter 1 Review of the Literature	11
Definitions of Bilingualism	11
Definitions of Bilingual Education	16
Perceived Disadvantages of Bilingualism and Bilingual Education	22
Perceived Advantages of Bilingualism and Bilingual Education	24
Aotearoa/New Zealand Forms of Bilingualism and Bilingual Education	35
Chapter 2 Rationales for Maori-English Bilingualism and Bilingual Education in Aotearoa/New Zealand	55
Revitalisation of the Maori Language	55
The Education Rationale: Closing the Gap	58
The Religio-Cultural Rationale	59
The Political Rationale	62
Chapter 3 The Case Studies	70
The Research Intentions	70
The Design of the Questionnaires	72
The Interviews, Files and Papers	83
The Schools	86
A Newtown Primary School	86
Establishment of the Immersion Unit	86
The Mission Statement	92

The Results of the Questionnaires	93
(i) The Board of Trustees	93
(ii) The Staff	95
(iii) The Parents/Guardians	98
(iv) The Children	101
B Wellington High School	104
Establishment of the Bilingual Unit	106
The Present Situation	119
The Results of the Questionnaires	121
(i) The Board of Trustees	121
(ii) The Staff	123
(iii) The Parents/Guardians	127
(iv) The Students	129
The Junior Students	130
The Senior Students	132
Conclusion	135
Appendix 1	146
Bibliography	154

THE TABLES

- Table 1** The percentage distribution of students achieving the different levels in the 1992 School Certificate Maori Language Oral and Written examinations nationally and in a Late Immersion programme. Page 49
- Table 2** The number of students in the four vertical groups in the 1988 Tauranga Boys' College Bilingual Unit (TBCU). Page 51
- Table 3** The 1987 School Certificate results in four subjects of students in the TBCU compared to the national averages. Page 53
- Table 4** The retention rates of Maori and non-Maori students at secondary schools. Page 58
- Table 5** The attitudes of the Newtown School staff to the immersion unit. Page 95
- Table 6** The Newtown School's staff's expectations of the immersion unit. Page 96
- Table 7** The effects of the immersion unit on the attitudes of the staff of Newtown School to specific Maori development. Page 97
- Table 8** The perceptions of the staff of Newtown School to the amounts of funds and resources available to the immersion unit. Page 97
- Table 9** The percentage distribution of the age groups of parents of children in the Newtown School immersion unit. Page 98
- Table 10** The abilities of the parents of the immersion students of Newtown School in the Maori language. Page 99
- Table 11** The involvement of the parents of the immersion students in Maori cultural activities. Page 99
- Table 12** The effect of the immersion unit on the parents of the immersion unit. Page 100

- Table 13** The numbers of immersion students in the different age groups. Page 101
- Table 14** The number of students and the amount of time spent in either the bilingual or immersion units of Newtown School. Page 102
- Table 15** The students' reasons for being in the immersion unit of Newtown School. Page 102
- Table 16** The perceived abilities of the immersion students at speaking Maori at entry into the unit and after their time in the unit. Page 102
- Table 17** The frequency of contacts by the students with Maori people prior to entering the unit and after their time in the unit. Page 103
- Table 18** The percentage distribution of students who had perceived their own improvement (or otherwise in the areas indicated). Page 103
- Table 19** The percentage distribution of students who have been fulfilled in the immersion unit. Page 104
- Table 20** The achievements of Wellington High School (WHS) Maori students in the School Certificate Examination. Page 105
- Table 21** The percentage distribution of students in the 1992 School Certificate Oral and Written Maori Language Examinations showing the performances of WHS students in relation to the national averages. Level 1 is the highest performance and 7 the lowest. Page 106
- Table 22** The perceptions of the WHS Board of Trustees of the funds and resources of the bilingual unit. Page 122
- Table 23** A list of some 1980 School Certificate subjects, the numbers of candidates who entered, the number who achieved the different grades and the pass rates. Page 124
- Table 24** A list of some 1992 School Certificate subjects, the numbers of students who entered the subject, the percentage distribution of

grades, and the percentage pass rates for each subject. Note that the Maori language examination was a standards-based system in 1992.
Page 125

- Table 25** The attitudes of WHS staff to specific Maori developments as a result of the presence of the bilingual unit in the school. Page 126
- Table 26** WHS staff perceptions of the funds and resources of the bilingual unit. Page 126
- Table 27** The parents' perceptions of their own abilities in the Maori language. Page 127
- Table 28** The frequency of parents' involvement with Maori cultural activities. Page 127
- Table 29** The order of parents'/guardians' priorities for allowing their children to enter the bilingual unit. Page 128
- Table 30** The WHS parents' perceptions of the effects on themselves of having a child in the bilingual unit. Page 129
- Table 31** The percentage distribution of WHS junior students' reasons (in order of priority) for choosing to be in the bilingual unit. Page 130
- Table 32** The abilities of the WHS junior students at speaking Maori on entering the bilingual unit and after their time in the unit. Page 130
- Table 33** The frequency of WHS junior students' contacts with Maori people prior to their entrance into the bilingual unit and since being in the unit. Page 131
- Table 34** The improvements of the WHS junior students in specific areas since being in the bilingual unit. Page 131
- Table 35** The perceptions by the WHS junior students as to whether the bilingual unit had fulfilled their expectations. Page 132

- Table 36** The WHS senior students' reasons for choosing to enter the bilingual unit. Page 132
- Table 37** The perceptions of the WHS senior students of their abilities to speak the Maori language prior to their entry into the unit and since being in the unit. Page 133
- Table 38** The frequency of contacts between the WHS senior students and Maori people prior to their entry into the bilingual unit and since being in the unit. Page 133
- Table 39** The percentage distributions of the WHS senior students' perceived improvements in specific areas since being in the bilingual unit. Page 134
- Table 40** The perceptions of the WHS senior students of whether the bilingual unit has fulfilled their expectations. Page 134
- Table 41** The percentage distribution of School Certificate grades for St Stephens School, Te Aute College and Wellington High School Maori Students. Page 139