



Multilingualism in New Zealand

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Abstract

This article considers the issue of multilingualism and language policy in New Zealand. The author takes into consideration the social status of English and Maori, draws reader's attention to the state policy of the Ministry of Education of New Zealand and the activities of governmental and non-governmental organizations concerning the English language, Maori and the New Zealand Sign Language. The author analyses New Zealand state reforms, aimed at cultivation of the cultural, educational and communicative value of the Maori language and culture. The paper draws attention to the growth of ethnic consciousness of the Maori people, communicative expansion of the Maori language usage in public, political, educational, scientific and cultural spheres of New Zealand. The language situation in New Zealand is unbalanced exoglossic. The most common language in New Zealand is English, and it continues to occupy the most prestigious position in all the spheres of communication.

Keywords: *New Zealand English, New Zealand, Maori, language policy, language situation, education in New Zealand*

1. Introduction

New Zealand was established as a resettlement colony of British colonizers, whose language policy was designed for the long term. Currently, English continues to occupy a prestigious position in all areas of communication: politics, economics, education, science, art and culture.

From the point of view of the prestige of language formations, the Maori language could not be considered developed, because it had a low level of linguistic preparedness: the lack of writing, literary traditions, scientific and technical terminology. The linguistic situation resulting from colonization created the basic prerequisites for the development and formation of the English language in New Zealand. In 1790 the country became a new colony of the British Empire. New Zealand's considerable socio-ethnic diversity should be noted, as the vast majority of immigrants were from Scotland, England, Australia and Ireland.

From 1831 the New Zealand Association had been very active in promoting the immigration of Britons into New Zealand. Settlers from England, who arrived on a two-year contract program to assist immigrants, were called a two-year artist. Since the late nineteenth century, non-British persons have been restricted from entering New Zealand.

In our opinion, a significant scientific interest is the statistical data of documentary archival sources on the demographic characteristics of New Zealanders. The development of the English language in the country was continuously influenced by the inter-ethnic composition of the settlers. Among the visitors were immigrants from England, Scotland and Ireland, native speakers of various dialects, which had a significant impact on the formation of the English language in New Zealand. According to the statistics of 1871 of all New Zealanders, 51 % were English, 22 % Irish, 27, 3 % – the Scots and 6.5 % of Australians. The total number of Europeans was 256 393 people [4].

According to some historical evidence, the vast majority of British settlers were illiterate (25% in 1858) due to the lack of compulsory education in the UK during the mass colonization of New Zealand in the mid-19th century. The migration flow during the colonial period was based on the lower class, former prisoners, traders and ruined farmers [3].

As it has been mentioned, history of immigration to this country from the nineteenth century until the late twentieth century has been dominated by migration from Britain and other nation states where English is a national language (Australia, the USA, Canada, South Africa). While there are long-standing Asian language communities (e.g., Chinese, Indian) as well as European language

communities (e.g., Dutch, German, Greek, Polish) in New Zealand, all these communities have remained, until recently at least, relatively small.

There has also been a significant growth of South East Asian economic migrants to New Zealand over the course of the 1990s – bolstering long-standing, but previously very small Asian groups – along with the increased presence of refugee groups, initially from Vietnam and Cambodia and more recently from Somalia. At present, the language and education provision for such groups remains very limited, the result largely of the predominance of English in New Zealand and, the re-emergence of Maori aside, the ongoing valorization of English as both the pre-eminent national and international language [2].

New Zealand has come a long way in accepting ethnic diversity and cultural difference. According to data from the 2013 census, there were 598,605 Maori in the country, making up 14.9 per cent of the total population. Of this group almost half (46.5 per cent) identified Maori as their only ethnicity, with the remainder identifying alongside one or more other ethnicities. The Māori population has increased by close to 40 per cent since 1991, when they totalled 434,847.

2. Language situation in New Zealand

The language situation is subject to change due to the complex interaction of linguistic and extralinguistic factors. The study of the problems of the language situation applies not only to the field of sociolinguistics, but to linguistic science as a whole. The language situation should be studied as in its present state and in retrospect. The practical value of the solution of linguistic problems is to identify the trends of language development, the study of the causes and factors affecting the language situation, the evaluation of the prospect's language policy and other issues [1].

Language policy of the state includes the totality of linguistic and extralinguistic facts, which require registration in the formulation and implementation of language policy. A. D. Schweitzer and L. B. Nikolsky define a language situation as a system of socially and functionally distributed hierarchical relationship of language systems and subsystems that coexist and interact in a given ethnic community or administrative territory. Association and in respect of which the members of the respective language and speech teams adhere to certain social attitudes [6].

To create a typology of linguistic situations of primary importance is the selection of relevant parameters. The language situations are divided into two groups: 1) exoglossic and 2) endoglossic. The first group is a collection of individual languages, the second includes a set functional styles. Exoglossic and endoglossic situations can be divided into two subgroups: 1) balanced language situations, if their constituent languages or language subsystems are functionally equivalent; 2) unbalanced language situations, if their components are distributed over the areas of communication and social groups. Thus, theoretically, the following types of language situations are as follows: 1) exoglossic balanced; 2) exoglossic unbalanced; 3) endoglossic balanced; 4) endoglossic unbalanced [6].

One of the most important factors shaping the language situation is a language policy. The language policy is part of the general policy of the state, social groups, parties, class, social institution, i.e. activities pursued by them in their interests in the name of their political goals. The language policy can be either constructive or encouraging, and destructive and restrictive. In the first case, the language policy directed on expansion of functions of languages and their scope, increase their social and communicative role, while the second – the narrowing of their functions, limiting their scope.

When describing the language situation we need to consider the specific features of the coexisting systems, such as the presence of a developed language system of writing, the presence of a range of functional styles inherent in the language, social functions and the socio-communicative role. When describing the language situation a social status of languages must be considered. An official status is enshrined in law in the status of languages, and the actual – an amount of evidence to judge their actual role in the language team.

The language of intergovernmental and interethnic communication largely depends on how the proposed conversion is consistent with the overall trends of ethnolinguistic development directions in the dynamics of the language situation, social and national interests of ethnic communities, classes and social groups. Ethno-linguistic development is characterized by two features. First, the processes of consolidation of ethnic groups as due to the fusion of ethnic groups with similar culture and language, and by the assimilation of major smaller communities that differ in culture and language. Second, the process of consolidation of ethnic groups occurs generally within a particular country. This process leads to the conclusion that the language of a large community which is the core of

ethnic consolidation, outside the ethnic territory, and circulated to the consolidation or assimilated communities [3].

A fundamental feature of New Zealand society is “multiculturalism” in which many ethnic minorities retain their cultural and linguistic diversity. The most common languages are English (3 673 623 people) and Maori (157 110 people).

With the growth of ethnic communities in New Zealand appropriate conditions for the preservation of immigrants were created, their national identity and cultural identity. The strategy policy of «multiculturalism» finds expression not only in the socio-cultural, economic and political spheres but also education. The result of New Zealand's constructive policy was the distribution of foreign languages in school education. In the primary education sector from 1995 to 1998 was "Draft for second language learning" for children 7 – 10 years. Other programs of motivation of learning a foreign language from an early age are: “International language courses” and “English as a second language” (Maori).

3. The social status of the Maori language in New Zealand

From the point of view of prestige linguistic formations of the Maori language could not be considered as developed, because he had a low level of linguistic proficiency: the absence of writing, literary traditions, scientific-technical terminology.

The Maori language in New Zealand has existed for eight centuries and it has been experiencing a strong influence of the English language. Until the mid XX century Maori spoke only in their native language. New Zealand Council for linguistic studies, Department of the study of the Maori language at the University of Massey, Auckland express great public and scientific interest in the development and strengthening of the Maori language. Data research centers with the cooperation of the government organizations conduct effective work on the revival of the cultural Maori heritage carry out major socio-cultural events among the wider population of New Zealand.

Among native speakers of the Maori language, 73, 4% of Maori are monolingual and 23, 8% are bilingual. Most of them are the representatives of business circles and intellectuals. According to the 2001 statistics, there were 160 524 speakers of Maori, that is 4, 6% of the population throughout New Zealand. [5].

Interestingly, in 1950s the Maori language was taught in some secondary schools in New Zealand. In those years, there was a need for the development of educational materials, linguistic dictionaries, the training of qualified pedagogical staff. An important step of the government in 1959 was the creation of the Language of the Advisory Committee on the Maori language. This Committee was mandated to create a series of the first pedagogical textbooks in Maori “Te Rangatahi” and a linguistic journal “Te Whare Kura”, which published work on the Maori language in New Zealand. The Oxford dictionary of the Maori language (1978) included the sustainable word and combination of a distinctive, vernacular, vocabulary [4].

Migration of Maori in urban areas (Auckland, Wellington and Christchurch) in the 1930 – 1950, and separation from their traditional cultural traditions has created a real threat of ethno-cultural survival of Maori. It was explained by the rapid pace of industrialization of the country and the poor living conditions in the villages. 1960s marked a period of intense inter-ethnic relations, active cultural-political protest against racial discrimination.

The number of Maori who left rural areas and moved into cities grew rapidly. Only 8% of Maori were employed in management, and the European population consisted 40%. In unskilled jobs 50% of the Maori were employed and European population – 35%.

In the 1970 – 1980 young Maori began to unite in gangs (Nga Tamatoa, Te Reo Maori Society and Nga Kaiwhakapumau), cases of mass civil unrest in the form of protests and petitions happened. In 1973, 30 thousand Maori held a collection of signatures under the petition to recover the position and status of his native language, which was lost in the colonial period [7].

The Maori were forced to oppose to the onslaught of the Europeans, to fight for their rights and freedom. Short life expectancy, unemployment, disease and the worst living conditions pushed the Maori antisocial lifestyle that only fuelled the hatred and racial discrimination.

Since 1980 of XX century the language policy issues in New Zealand has been constructive, centralized, that is binding at national level and regulated by the Ministry of education. A constructive policy is aimed at the expansion of the communicative functions of the languages, their scope; increase their social and communicative role in the creation and development of literary languages.

Since the colonization of New Zealand, the Maori language reached the process of linguistic self-assertion only in the `1980s of the XX century. According to legislative act "Maori Language Act" in

1987, the Maori language was declared the official language of New Zealand. In the same year the Language Commission was established to promote the Maori. It is aimed at the study of the state and prospects of development of the Maori language in New Zealand, training guides using new scientific and technical terminology, improvement of lexical and grammatical systems in accordance with the communicative needs of society [1].

Through the policy of biculturalism, and the practice of the Waitangi Tribunal, New Zealand governments have sought to enable Maori development. Major government reform in New Zealand aims at the cultivation of cultural, educational and communicative value of the language and culture of Maori. Currently, there is an increase of ethnic identity, Maori, expanding the communicative use of Maori language in public and political life, education, mass communications and New Zealand. The prevalence of the Maori language, except for colloquial everyday circle, is also seen in educational institutions as a teaching subject.

4. Conclusion

The language situation in New Zealand is defined as unbalanced exoglossic, as in functional relation English and the Maori language are officially recognized and legally equal. The most common language in New Zealand is English, and it continues to occupy a prestigious position in all spheres of communication: in politics, economy, education, science, art and culture. The Maori language had a low level of linguistic proficiency: it had no writing system, literary tradition, and technical terminology.

New Zealand colleges, universities, and research centres with the cooperation of state organizations, the Maori of the older generation conduct effective work on the revival of the cultural Maori heritage, carry out major socio-cultural activities amongst the general New Zealand population, develop a special method of teaching the Maori language as an ethnic group as well as to persons who do not belong to this community. Relative to most ethnic groups in New Zealand, other than Pacific Islanders, the Maori are disadvantaged socially and economically. Most Maori are concentrated in areas of unskilled employment, where wages are low and unemployment rates are high. While there have been significant improvements over the last two decades in many areas, such as employment levels and life expectancy, significant disparities remain. Poor living conditions and health, with inadequate housing in inner urban areas and relatively high rates of unemployment, have contributed to poor self-image, violence and criminal behaviour. In many parts of the country the Maori language lost its role as a living community language in the post-war years. In the past decade there has been a steady increase in the percentage of Maori at all levels of education, and at the same time there has been a renaissance in the teaching and learning of Maori language and culture, partly through increasing numbers of bilingual classes in primary and secondary schools. There have also been growing numbers of specifically Maori-language schools, extending from pre-school to secondary level. This focus on education has contributed to arresting the decline in Maoritanga (Maori culture) that tended to follow urbanization. Indeed, there has been a steady increase since the 1990s in the number of children being taught in Maori. Policies promoting the recognition of Maori culture and the visibility of Maori identity in the national arena have been a positive factor in the revitalization of the language. An important step forward was taken in August 2017 when Rotorua became the first official bilingual city in New Zealand.

Currently, there has been an increase of ethnic identity among Maori, expansion of the communicative use of Maori in public and political life, education, and mass communications in New Zealand. The prevalence of the Maori language, except for colloquial everyday circle is also seen in educational institutions as a teaching subject.

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