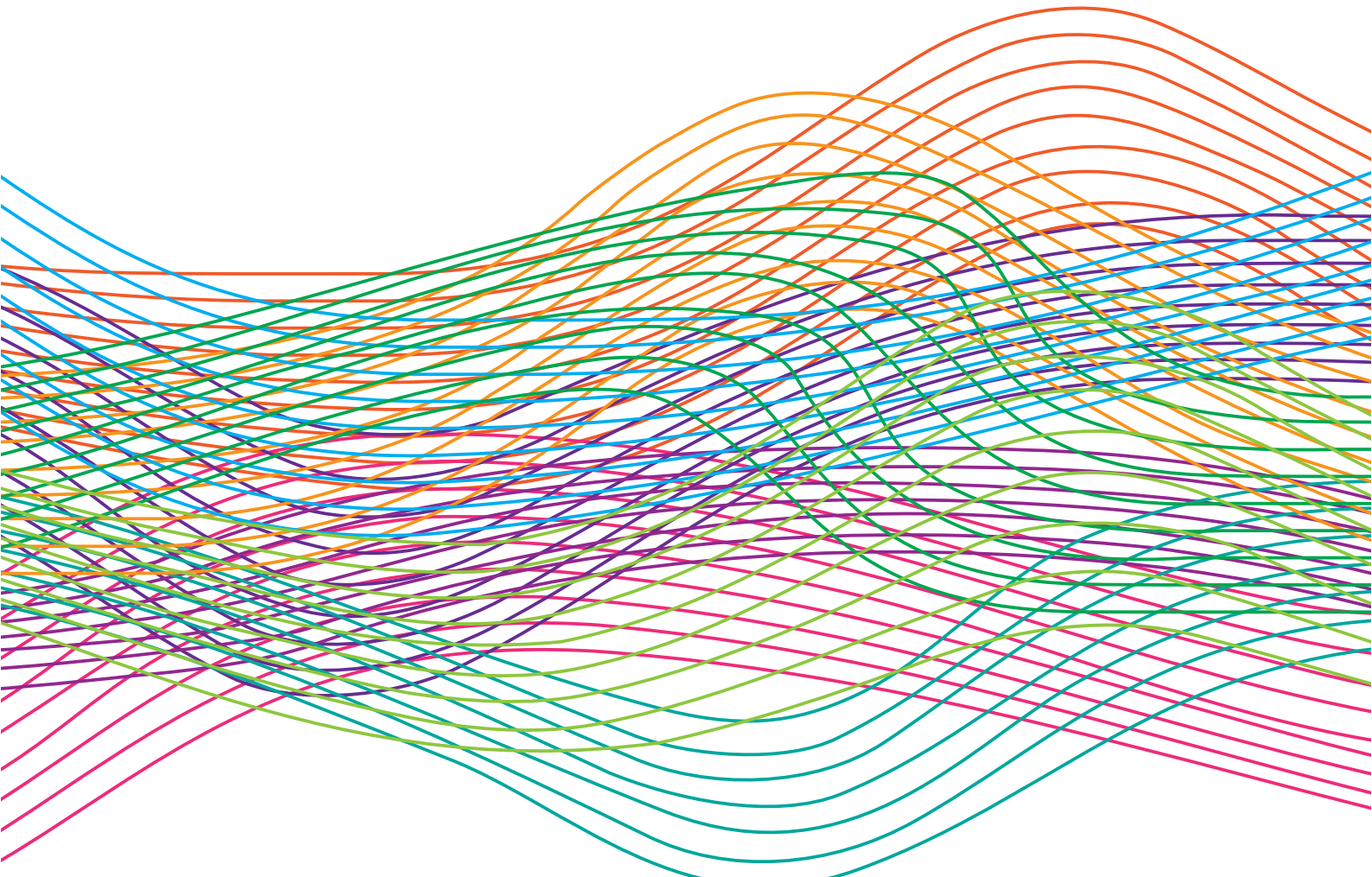


Who is out there?

MAPPING LANGUAGE organisations in Aotearoa



LANGUAGES
ALLIANCE

Aotearoa New Zealand

TE HONONGA
AKORANGA
COMET



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The 156 organisations that completed the survey



**TE HONONGA
AKORANGA
COMET**

Published by Te Hononga Akoranga COMET
Auckland 2024



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Foreword

Tēnā koutou, tālofa lava and greetings to all the linguistically diverse communities in Aotearoa New Zealand. Aotearoa is home to many diverse ethnic, linguistic, cultural and faith communities. Young people, in particular, are increasingly multicultural and multilingual. As we continue to grow in diversity, the ability to communicate with people from different linguistic and cultural backgrounds becomes vital for enhancing social cohesion and strengthening community wellbeing.

The right to language is a fundamental human right which is protected under international human rights law. It further supports rights to culture and identity which help people and diverse communities to feel a sense of belonging and to thrive.

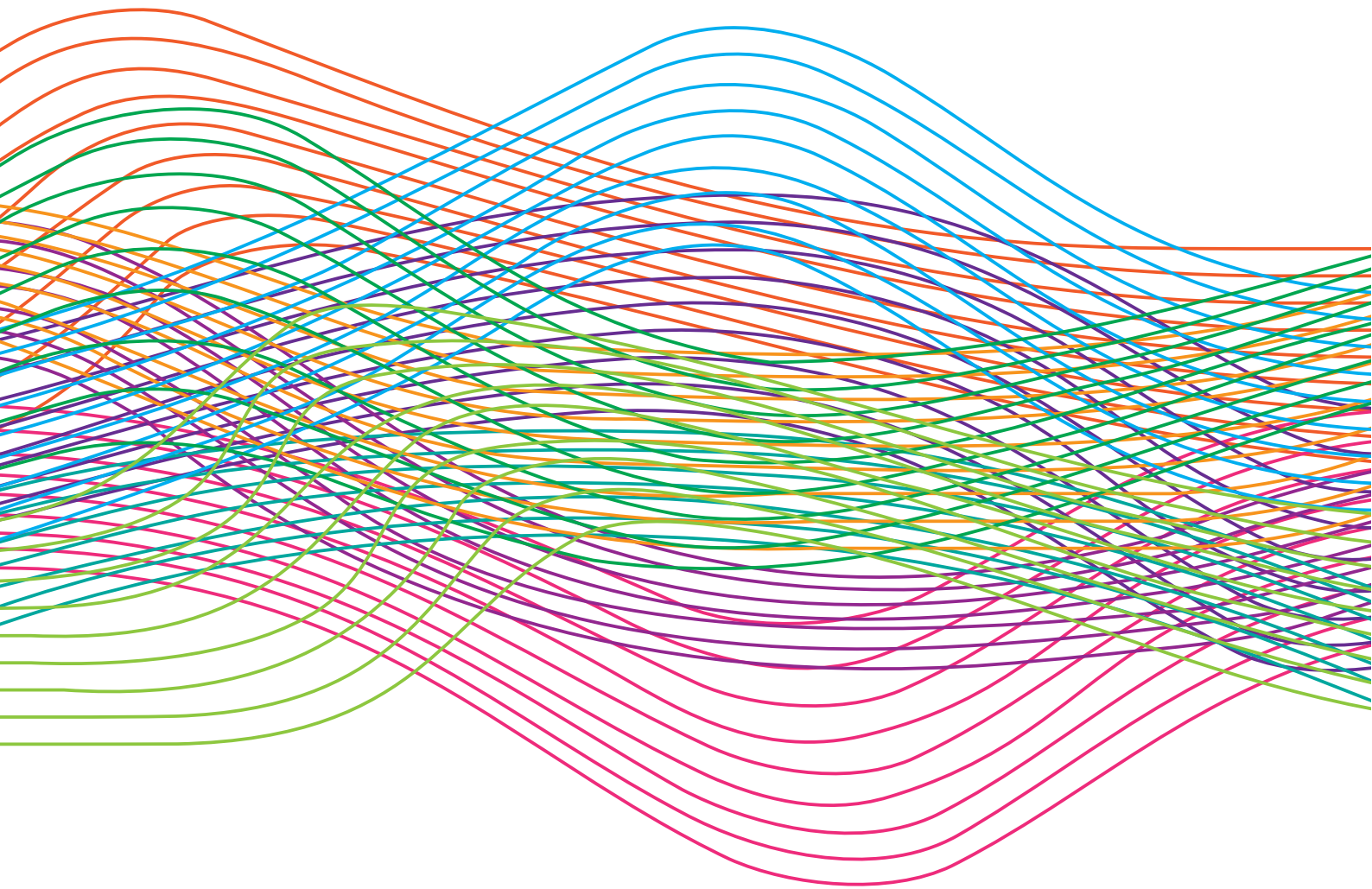
The New Zealand Bill of Rights Act 1990 recognises the rights of minorities, including the rights of people belonging to national, ethnic and linguistic minorities. The Human Rights Act 1993 also makes it unlawful to discriminate against people on the basis of colour, race, ethnic or national origin.

With over 170 languages being spoken across the motu, it is vital that all communities are supported to continue learning, maintaining and using their languages – freely and without fear. Whether in our workplaces, schools and other institutions of learning, places of worship, or any public space, all of us have the right to be who we are and to enjoy our cultures and languages. When people feel valued and secure in all parts of their identity, including language, they can contribute to thriving communities, which in turn helps foster a harmonious and prosperous society.

This report makes a crucial contribution to the fabric of Aotearoa by bringing together the important work undertaken by language organisations across the country. Individuals, communities and organisations will find it a useful tool to bring about better support for strengthening and celebrating language diversity in our local communities and nationally.

Ngā mihi, la manuia,
Saunoamaali'i Dr Karanina Sumeo





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Executive Summary

This report outlines the size, diversity and importance of the multi-language sector in Aotearoa New Zealand, and the value of the organisations who provide services in this area. The report has been produced by Languages Alliance Aotearoa NZ¹ (hereon abbreviated to Languages Alliance), an unaffiliated working group which draws on expertise, interest, and experience in the status and use of languages in Aotearoa New Zealand.

Our nation's linguistic diversity (over 170 languages spoken, with nearly 1 in 4 residents speaking more than one language) brings a wide range of social, cultural, educational and economic benefits to individuals, communities and to the nation as a whole. It is vital that language services be accessible and affordable to those who require them in all areas of life, including healthcare and justice, yet feedback from the sector indicated that little is known about the language sector by the general population, policy makers and other stakeholders, and even by those in the sector itself.

The Languages Alliance decided to undertake this research into the multi-language sector in order to raise awareness of the important work done by hundreds of small and large organisations in the community, many of which run entirely on voluntary labour, as they support and celebrate the many languages spoken in Aotearoa New Zealand.

The literature indicates four main categories of actions that are needed in order to ensure that diverse languages thrive in a society: seeing the language valued; opportunities to learn the language; opportunities to use it in authentic settings; and support to maintain it from one generation to the next. This literature scan provides a picture of the environment in which language organisations operate. It has also informed the design and analysis of the research.

Between late 2019 and early 2023, the Languages Alliance completed an extensive internet search and survey of the language sector across Aotearoa New Zealand. The aim of this search was to understand three main areas:

- the size and breadth of the language sector in Aotearoa New Zealand (i.e. Number of organisations, size, range of services)
- how accessible the language services are in Aotearoa New Zealand (i.e. Languages supported, geographical reach, costs to users)
- how language services in Aotearoa New Zealand are supported (i.e. funding sources, number of staff and volunteers)

An internet search identified 538 organisations which supported language diversity in some way. Of these, 156 organisations responded to our survey.

The top six languages supported by survey respondents were English, Mandarin, Japanese, French, Spanish, and te reo Māori. NZSL was much further down the list in the 16th position. The organisations surveyed ranged from very small, volunteer-led community groups to very large, well-resourced services with over 100 paid staff. They offered a wide range of language activities, contributing to all four of the value, learn, maintain and use categories of language support. Only 31% of the organisations received any form of government funding.

¹Languages Alliance Aotearoa NZ was formerly known as the Auckland Languages Strategy Working Group, or ALSWG. The Languages Alliance was established in late 2012 and is convened by Te Hononga Akoranga COMET with community members and language organisations.

On the basis of this research, the Languages Alliance recommends a series of connected actions to more effectively support language organisations in their important work in order to provide language communities with easier access to services. Our recommendations are:

1. Forming an umbrella body for languages as a collective voice for organisations that support languages and to create connections across the sector
2. Developing a website, using the data gathered in our survey as a starting point, so people can find language services in their area
3. Requiring schools to ensure that all children learn te reo Māori at school, as of right, from year 1 to year 10
4. Resourcing community language schools to offer language learning to school-age students as well as adults, either within or outside school time, and recognising this learning in school academic records
5. Creating a Community Languages Framework as recommended by the Human Rights Commission
6. Reviewing eligibility rules for subsidised English language support to include support for migrants who do not yet have residence.
7. Establishing a national languages policy to provide coherent support for language diversity across government departments.

We found

538

organisations that support language diversity in Aotearoa

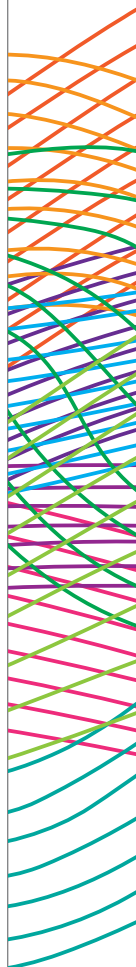
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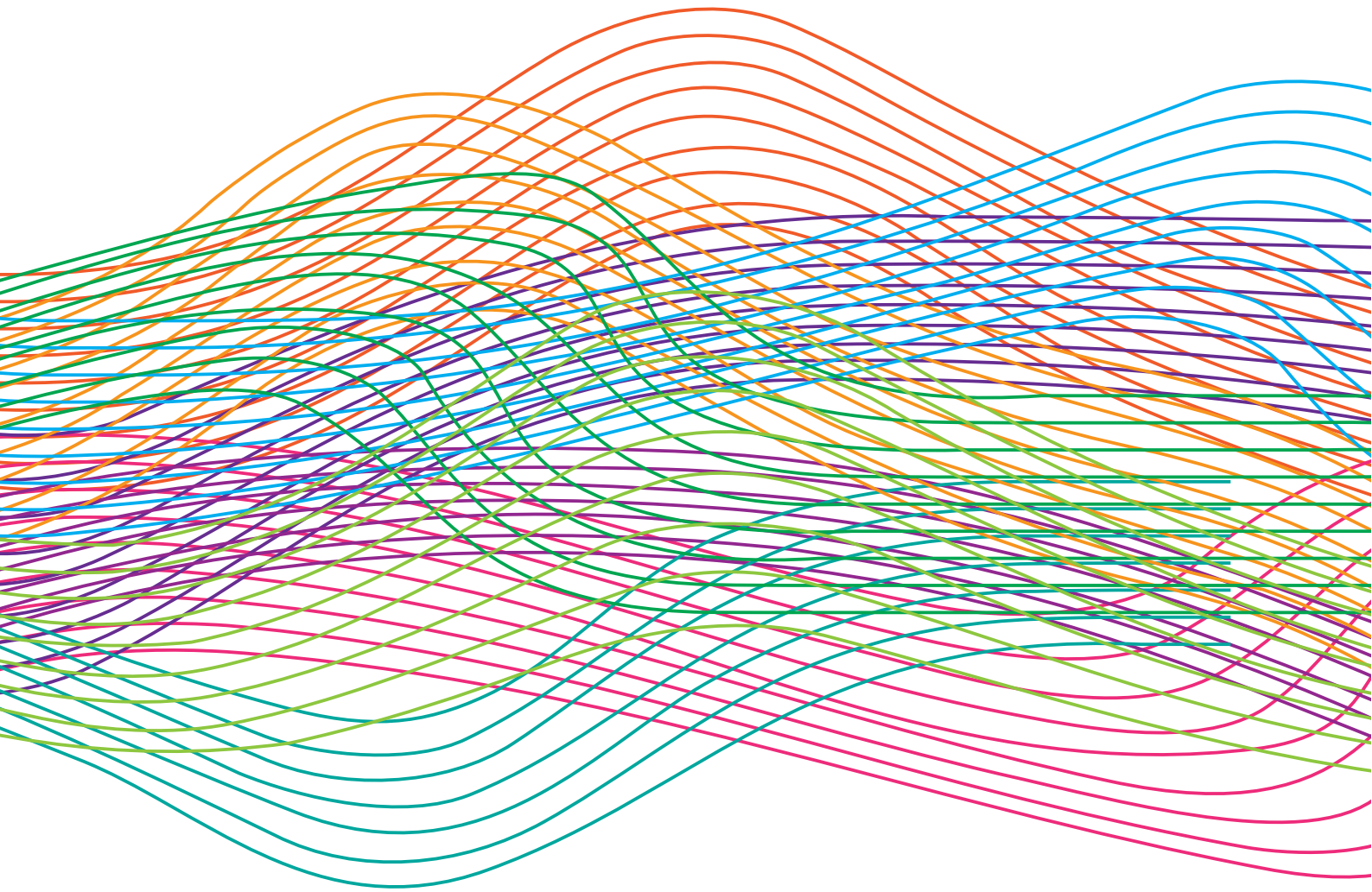
organisations participated in the survey

Only

31%

received government funding





Introduction

Aotearoa New Zealand is a multilingual country with over 170 languages spoken and up to 20% of the population aged 5 years and over able to speak more than one language². This rich language diversity is an invaluable resource for individuals, families, communities, and our nation, contributing significantly to social, cultural, spiritual, and economic wellbeing³.

This report aims to explore, map out, describe and celebrate the language sector in Aotearoa New Zealand; its depth and breadth, the range of services and languages supported, and how language organisations fund themselves. It then reflects on what this all means for the long-term health of our nation's many languages and their contribution to the nation's overall wellbeing.

In communities across Aotearoa New Zealand, hundreds of organisations are working to support language diversity in a multitude of ways – from informal language classes to large-scale qualifications, translation, interpreting, media, religious services, events and much more. This vibrant and important sector is largely invisible and under-appreciated.

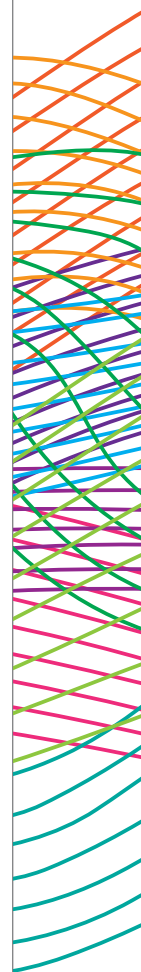
The Languages Alliance decided to undertake this research because we observed at conferences and in our own meetings that even people who work in the language sector often know little about the work done by other types of language organisations. We also noticed that government officials, politicians and other decision-makers often spoke as if the language sector was just about what happens in schools and universities with little understanding of the range of situations where language support of various types is needed or what types of organisations serve those needs.

Between late 2019 and early 2023, we completed an extensive internet search and survey of the language sector across Aotearoa New Zealand. Much of the work has been done by volunteers, working in their own time, between multiple lockdowns and other disruptions caused by the COVID-19 pandemic. We are grateful to everyone who gave their time to help design and conduct this process, provide information, give advice and assist with analysis and interpretation of the data.

Because the report has several potential audiences across the spectrum of language organisations and language-related decision-makers, different parts of the report will be of interest to different people. Chapters 1-3 provide an overview of the language environment in Aotearoa New Zealand, the value of multilingualism and the actions that support language diversity based on the literature and current data. Chapter 4 describes the process we undertook in this research, and the findings from our internet search and survey of language organisations. Lastly, Chapter 5 reflects on the results and provides suggestions about how the language sector can be strengthened.

We hope this report will be a taonga for the language sector, an information resource for the organisations themselves and an advocacy tool with government and potential funders.

We hope it may also highlight issues and opportunities to strengthen the sector in order to better support language diversity in Aotearoa New Zealand.



² Statistics NZ Tauranga Aotearoa (2021). 2018 Census Totals by Topic – National Highlights (updated). Statistics NZ Tauranga Aotearoa. Last modified November 4, 2021. <https://www.stats.govt.nz/information-releases/2018-census-totals-by-topic-national-highlights-updated/>

³ Dalziel, P., Saunders, C. and Savage, C. (2019). Culture, Wellbeing, and the Living Standards Framework: A Perspective. New Zealand: Ministry for Culture and Heritage. <https://www.treasury.govt.nz/publications/dp/dp-19-02>

Chapter One

The context for language organisations in Aotearoa

Aotearoa New Zealand is a multicultural society on a bicultural base. Tāmaki Makaurau Auckland has been identified as one of the most super-diverse cities in the world. This diversity influences the types of language organisations needed in our society and also affects the context in which they operate.

This chapter outlines some of the key demographics of Aotearoa New Zealand – its ethnic mix, the main languages spoken, the rate of multilingualism and some indicators of attitudes towards language diversity. It then looks at some of the key policy changes that affect the environment for languages and for language organisations.

1.1 Language diversity in Aotearoa New Zealand

Aotearoa New Zealand as a society includes a wide range of ethnic groups, who enrich our nation with their diverse cultures and languages.

In 2018, more than 170 different languages were spoken in Aotearoa New Zealand (Statistics New Zealand, Census 2018). Some of these communities are large and well-established, while others are smaller, widely dispersed, and have arrived in Aotearoa New Zealand more recently. Each community has aspirations in terms of maintenance and promotion of their languages and family cultures.

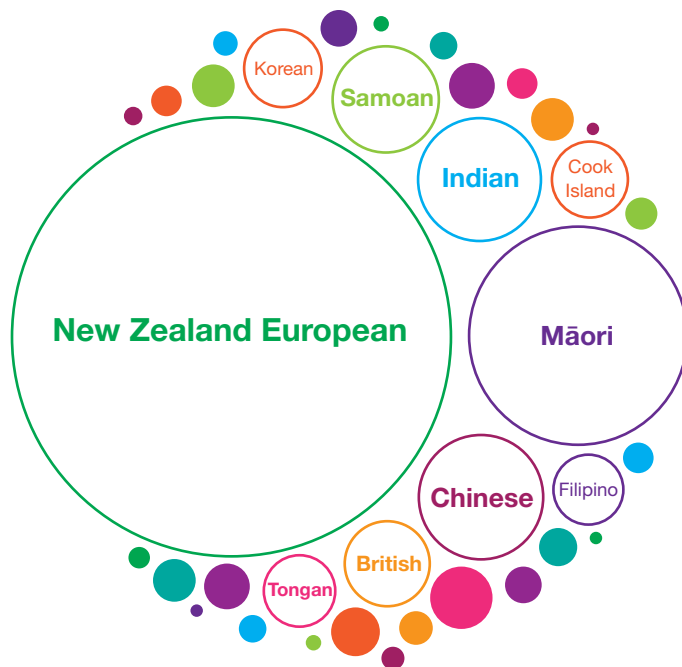


Figure 1. Ethnicity of Aotearoa New Zealand's population (Census, 2018).

Table 1. The most common languages spoken in Aotearoa New Zealand and those who speak it (Census, 2018).

Languages Spoken in NZ	Number of people (2018)	Percentage of population (2018)
English	4,482,132	95.4%
Māori	185,955	4.0%
Samoan	101,937	2.2%
Northern Chinese	95,253	2.0%
Hindi	69,471	1.5%

A large portion of the population speaks English – 97% of the population (Census, 2018) – but there is data to suggest that nested within this is a diverse array of other languages that are being spoken in Aotearoa New Zealand.

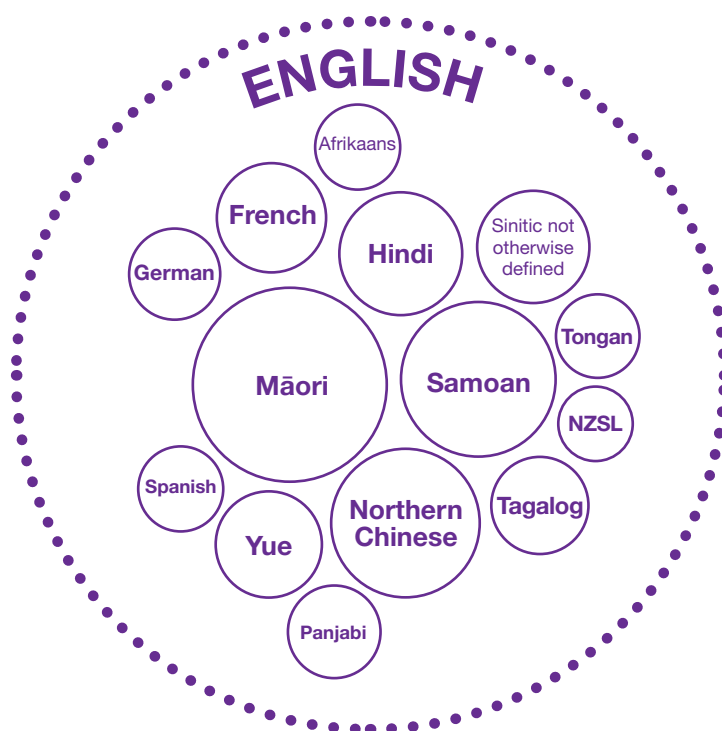


Figure 2. A depiction of the language diversity in Aotearoa New Zealand (Census, 2018).

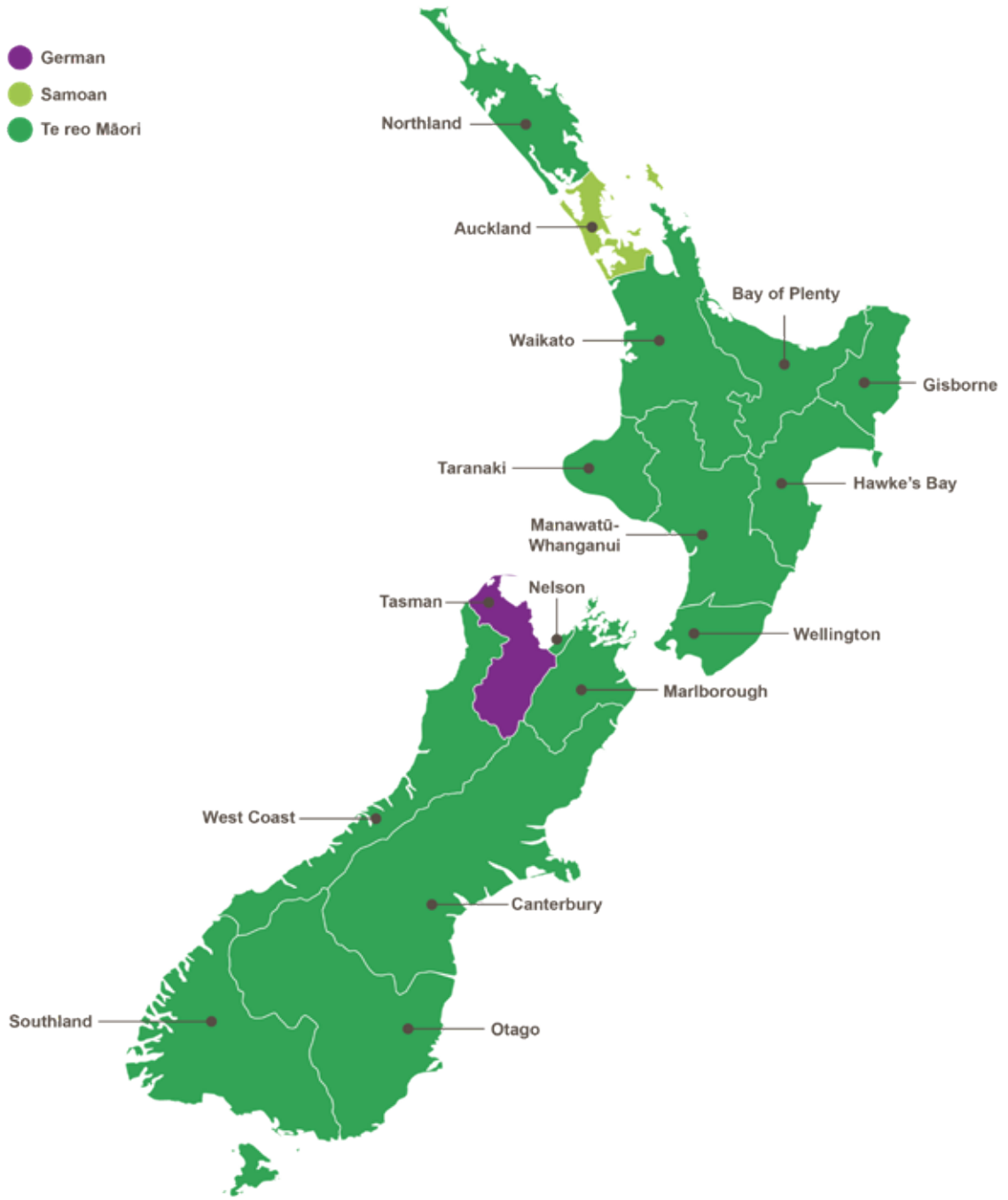
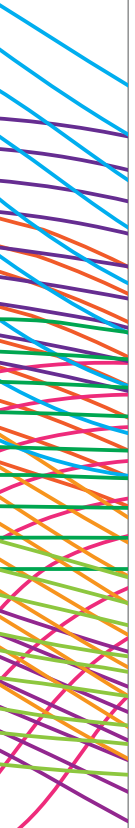


Figure 3. Most spoken languages other than English per region in Aotearoa New Zealand (Census, 2018).

Aotearoa New Zealand's linguistic landscape could be viewed as a map of migration patterns. While English dominates nationwide, te reo Māori holds official status and is the second-most spoken (after English) across most regions. However, Tāmaki Makaurau Auckland deviates. There, Samoan takes the lead as the most spoken language after English, due in part to Auckland's substantial Samoan population, estimated by the 2018 Census to be over 118,500 strong.

Conversely, it could be argued that the Tasman District with its previous German heritage contributes to the fact that German is the second most spoken language. This regional variation underscores the profound impact of migration on language distribution.

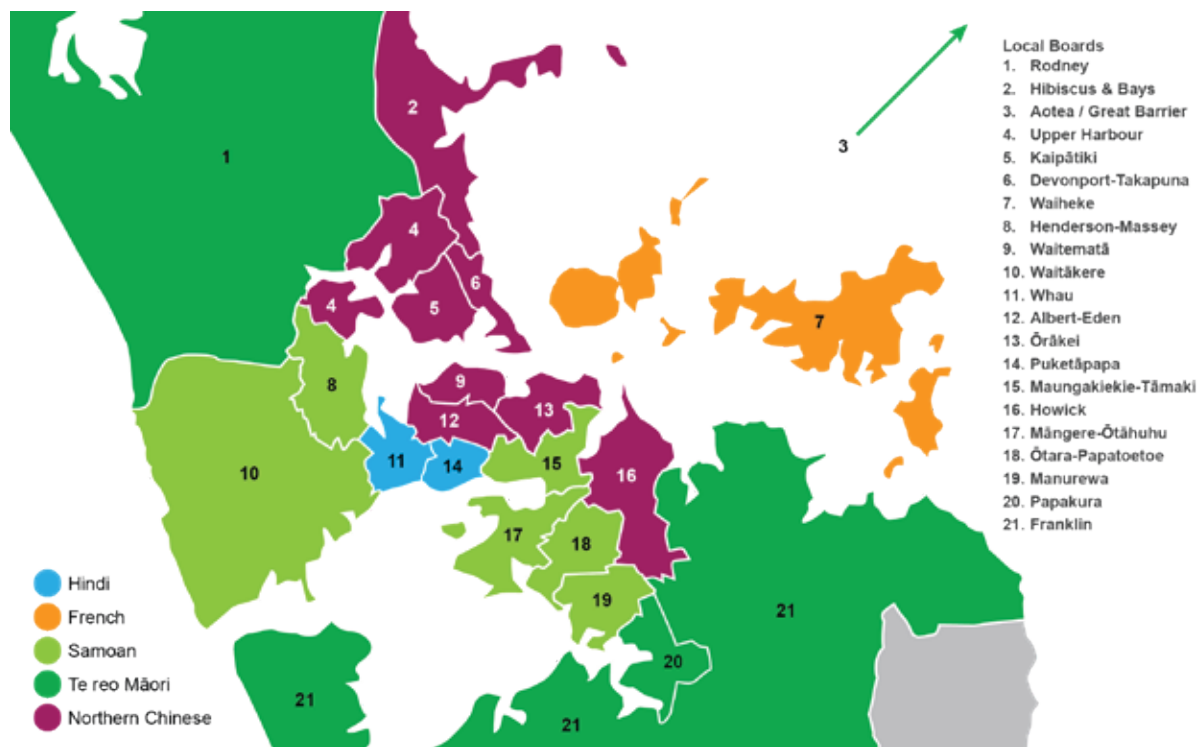


Figure 4. Most spoken language other than English per local board in Tāmaki Makaurau Auckland (Census, 2018).

As the largest city and economic hub, Tāmaki Makaurau Auckland attracts a significant portion of immigrants, resulting in a highly multicultural society. The city's ethnic makeup is more varied than other parts of the country with substantial populations from Asia, the Pacific Islands, Europe, and beyond.

In terms of language diversity, Auckland surpasses other parts of Aotearoa New Zealand due to its cosmopolitan nature. While English remains the primary language, its linguistic diversity is evident in the wide array of languages spoken, reflecting its multicultural population. This includes significant communities speaking languages such as Mandarin, Hindi, Korean, Samoan, Tongan, and others. In contrast, other regions of Aotearoa New Zealand tend to have more homogenous ethnic and linguistic landscapes, with English and Māori being the predominant languages.

A map of Tāmaki Makaurau Auckland's local boards (Figure 4) reveals a fascinating interplay between population distribution and language dominance. While the map itself only shows the most spoken language other than English, we can use its demographics to paint a richer picture.

Based on the 2018 census population count, the top five most populous boards were Howick, Henderson-Massey, Hibiscus and Bays, Albert-Eden, and Manurewa. Howick, Hibiscus and Bays, and Albert-Eden, with their significant Asian populations, feature Northern Chinese as the second-most spoken language after English. Henderson-Massey and Manurewa – boasting a substantial Pasifika community exceeding 24,000 and 34,000 residents respectively – reported Samoan as the second most spoken language after English.

Figure 4 highlights Tāmaki Makaurau Auckland’s status as a linguistic melting pot. Te reo Māori remains a strong contender, however migration patterns play a significant role, shaping pockets of dominance for languages like Samoan and Asian languages.

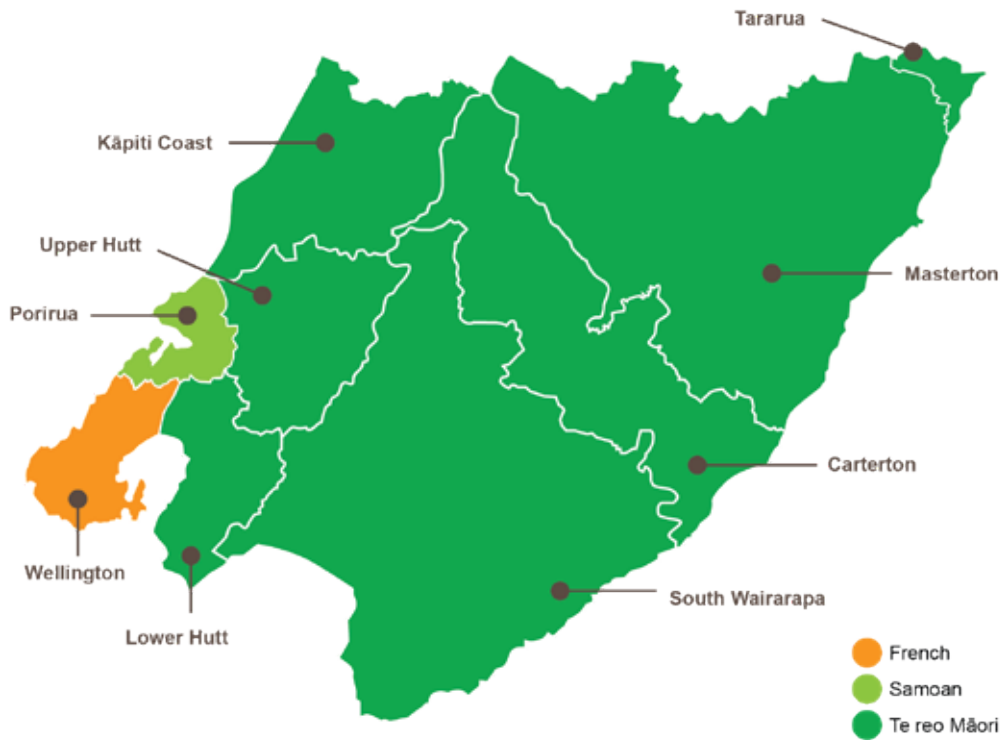


Figure 5. Most spoken language other than English per district council in Wellington (Census, 2018).

Figure 5 shows te reo Māori as the second-most spoken language across most Wellington regions. At the 2018 census, ethnicities were 74.1% European/Pākehā, 8.6% Māori, 5.1% Pasifika, 18.3% Asian, and 4.5% other ethnicities. People may identify with more than one ethnicity. English is the most spoken language (96.0%) followed by French (3.2%), te reo Māori (2.2%), Mandarin (2.0%) and German (2.0%).

In Porirua, however, 26.3% of the population identified themselves as Pasifika; hence it is unsurprising that the second most common language spoken was Samoan.

This map serves as a springboard for understanding Wellington’s linguistic makeup. It highlights the dominance of English, acknowledges the significance of te reo Māori and hints at the city’s multicultural character through the presence of other languages.

To add to the image of language diversity with Aotearoa New Zealand, 23.7% of the population speak more than one language. The proportion of multilingual speakers is comparable to our OECD counterparts with the 2016 Australian census listing 21% of its population as multilingual, the 2016 Canadian Census listing 22% of their population as multilingual and the United States of America listing 20% of its population as multilingual. Countries like Switzerland have languages policies that promote and protect the use of multiple languages. Roughly 63% of the Swiss population is multilingual.

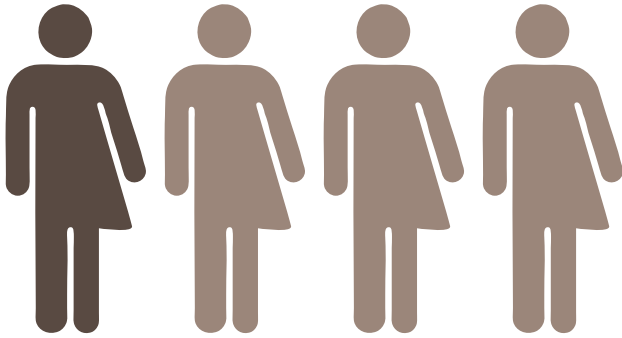


Figure 6. Nearly one in four (23.7%) residents of Aotearoa New Zealand speak more than one language (Census, 2018).

Multilingualism is significantly more common in Tāmaki Makaurau than nationally, with 39.6% of Aucklanders speaking more than one language. The proportion of Auckland residents who speak more than one language has been steadily increasing in recent years. In the 2006 Census, 35.6% of Tāmaki Makaurau Auckland residents reported speaking two or more languages, while in the 2013 census the figure was 37.7%.

As the indigenous language of the nation, te reo Māori is significant to all Aotearoa New Zealanders and is an official national language. The use of te reo Māori is the platform to being culturally responsive and acknowledges both Māori and non-Māori as Treaty partners.

A number of other languages also have official status in Aotearoa New Zealand. The New Zealand Sign Language Act 2006 permits the use of NZSL in legal proceedings, facilitates competency standards for its interpretation and guides government departments in its promotion and use.

Pasifika people have strong geographical, political, cultural and historical ties and relationships with Aotearoa New Zealand. Aotearoa New Zealand has particular responsibility for the legal Realm of New Zealand made up of Tokelau as a territory of Aotearoa New Zealand and the Cook Islands and Niue as self-governing states in free association with Aotearoa New Zealand. Close links remain with Samoa through the Treaty of Friendship as well as with other Pacific nations such as Tonga. For many Pacific nations, a significant proportion of their population reside in Aotearoa New Zealand, which makes language maintenance in Aotearoa even more important for these languages.

The many other languages spoken in Aotearoa New Zealand, while they do not have official status, need to be acknowledged, promoted and celebrated as social and economic assets for individuals, families, communities and for the nation as a whole.

Aside from being the most populated region in Aotearoa New Zealand – home to roughly one third of the population – Tāmaki Makaurau Auckland is one of the most culturally diverse cities in the world and is increasingly growing more diverse each year⁴. Yet as culturally diverse as Tāmaki Makaurau Auckland is, it has remained invisible and voiceless with regard to its multilingual strengths.

⁴Tātaki Auckland Unlimited (2023). Auckland Index (Index Microsite)- People. Tātaki Auckland Unlimited. Accessed May 15, 2023. <https://industry.aucklandnz.com/auckland-index/people>.

Attitudes to language diversity are an important part of the language environment. There are few publicly available direct measures of attitudes to language diversity, but there are some indicators that shed light on these attitudes.

One available measure from the New Zealand Wellbeing Questionnaire is the percentage of the population who felt either very comfortable or comfortable with a new neighbour using a different language to them and/or having a different ethnicity. This could be seen as an indicator of recognising, valuing, and accepting language diversity. It could be argued from the data below that New Zealanders are relatively tolerant of language diversity. However, it is a concern that the percentage of the population who stated that they were either comfortable or very comfortable has decreased over the years, both in Tāmaki Makaurau and nationally.

Table 2: Excerpt from Statistics New Zealand Wellbeing Questionnaire (2018 and 2021)

Felt very comfortable/comfortable about a new neighbour who:	Tāmaki Makaurau Auckland		Aotearoa New Zealand	
	2018	2021	2018	2021
Was a different ethnicity to you	89.9% (2018)	83.2% (2021)	88.5% (2018)	90% (2021)
Used a different language to you	86.1% (2018)	85.5% (2021)	83.5% (2018)	85.5% (2021)

Source: Statistics New Zealand – [click here](#).

1.2 The language policy environment

Aotearoa New Zealand's increasing language diversity is a potential strength for social cohesion, identity, trade, tourism, educational achievement and intercultural understanding. However, lack of central government recognition and support has led to underutilisation of this valuable resource.

Few children have the opportunity to learn their heritage language at school, let alone the opportunity to use it in their learning. Most community language classes have no government support, and children studying a language outside school hours get no recognition for their learning in their school reports. Deaf children are not always supported to learn and use NZSL and may not have access to NZSL interpreters or peers in school⁵. The lack of availability of interpreting services severely impacts on migrants – e.g. in health; social services and justice; and many more.

A more coherent language policy that ensured consistent support for language diversity across government agencies could resolve these and other issues, enabling our nation to gain the full benefit of our many languages.

Considerable work was done towards a national languages policy under the Fourth Labour Government, culminating in Aotearoa: Speaking for Ourselves⁶. However, by the time the report was published in 1992, the government had changed and only piecemeal actions were taken.

The issue of language policy was picked up again in 2013 with The Royal Society of New Zealand paper, Languages in Aotearoa⁷, which succinctly summarises the issues facing language practices in New Zealand and makes the case for a national languages policy.

⁵ World Federation of the Deaf (2016). Position paper on the language rights of deaf children.

<https://wfdeaf.org/news/resources/wfd-position-paper-on-the-language-rights-of-deaf-children-7-september-2016/>

⁶ Waite, J. (1992). Aotearoa: Speaking for Ourselves: A discussion on the development of a New Zealand languages policy. Ministry of Education: Wellington.

⁷ Behrens, P. (2012). Languages in Aotearoa. Royal Society of New Zealand: Wellington.

Partly in response to the Royal Society paper, the Auckland Languages Strategy Working Group was formed to develop a strategy for languages in Auckland. After wide consultation, Ngā Reo o Tāmaki Makaurau Auckland Languages Strategy⁸ was launched in November 2015 and continues to provide a forum for collaborative work to support languages in our nation's most diverse city.

The Royal Society and the Auckland Languages Strategy Group hosted a visit in August 2017 by the architect of Australia's national languages strategy, Professor Joseph Lo Bianco. Professor Lo Bianco spoke at three well-attended public meetings and met with a group of senior officials from a range of government departments to outline the value a national languages policy could bring to Aotearoa New Zealand and advise on what such a policy should contain and the steps needed for policy development. His first recommendation was to conduct an independent consultation on the issues a language policy would need to address.

Following on from Professor Lo Bianco's visit, a small group of officials from the Office of Ethnic Communities, Human Rights Commission and Ministry of Pacific Peoples met regularly for about a year to explore ways to progress a national languages policy, but with staff turnover and the pressures of the COVID-19 pandemic, it appears progress may have stalled.

CASE STUDY 1: Te Wānanga Ihorangi

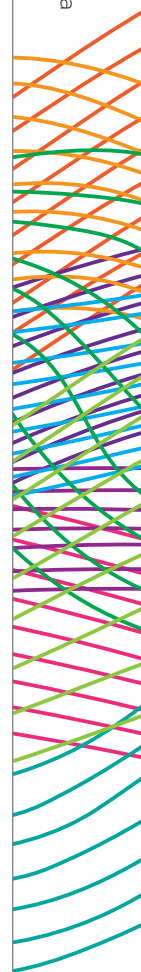
As a kaupapa, we are committed to the reclamation, preservation, and revitalisation of te reo Māori in Aotearoa. We see the flourishing of te reo and tikanga Māori as inherently tied to the spiritual, physical, and social wellbeing of our communities. Our programmes, curriculum resources, and media content are all aimed at supporting this mission. As an interdenominational faith-based learning institute, Te Wānanga Ihorangi is committed to seeing te reo Māori as the primary medium in which our hapori whakapono (e.g. Hāhi) express their faith and beliefs. This vision and mission are captured in our organisation whakatauaākī:

*Ko te reo te kauwaka o taku whakapono
(te reo Māori is the sacred vessel of my faith)*

Te Wānanga Ihorangi – formerly known as Oati – began in 2018 and is a registered charitable trust. Our work initially supported Māori students through te reo Māori and theological study scholarships; however, the trust decided to pivot in 2022 and create our own context for language and faith formation.

Creating a site of healing, restitution and wholeness for our people can be challenging when we need to balance academic outcomes, the strengthening of cultural identity and ongoing pastoral challenges. The language-trauma informed pedagogy and wraparound support model we are creating will go a long way in addressing these different needs.

Many students put so much pressure on themselves to become proficient very quickly in their language learning journey. A large part of our work is reframing their results and helping them to see the small steps as success too.



⁸ Auckland Languages Strategy Working Group (2015). Ngā Reo O Tāmaki Makaurau Auckland Languages Strategy. Comet Auckland. Accessed May 15, 2023. <https://cometauckland.org.nz/resources/ng%C4%81-reo-o-t%C4%81maki-makaurau-auckland-languages-strategy>

Meanwhile, though, there have been significant policy developments in some areas. For example:

- The two key strategies to support the growth of te reo Māori: Te Maihi Māori⁹ and Te Maihi Karauna¹⁰, with the bold goal of 1 million speakers of te reo Māori by 2040
- The Ministry of Pacific Peoples' Pacific Languages Strategy 2022-2032¹¹, which sets out specific goals and actions to support Pacific languages in Aotearoa
- The first-ever official Ministry of Education support for Pacific Bilingual Education, including professional development, classroom materials, assessments and targeted funding for schools with Pacific bilingual classes

An effective national languages policy would be much wider than just education. It would need to be supported across the portfolios of Ethnic Communities; Arts, Culture and Heritage; Māori Development; Pacific Peoples; and Education. It would specifically address and be underpinned by te reo Māori, and encompass official recognition and support for Realm languages (Te Reo Kuki Airani, Vagahau Niue and Gagana Tokelau) and for the other major Pacific languages spoken in our nation (Gagana Samoa and Lea Faka-Tonga), and would recognise the value of all languages. It would provide for access to English as a second language teaching; interpreting and translation services; bilingual and immersion education; language diversity in government communications and broadcasting; formal and informal opportunities for language learning; and support for maintaining heritage languages within families and communities.

There is an opportunity to pick up the efforts of 30 years ago towards more coherent support for languages across settings and agencies, including more consistent support for the many organisations that support language diversity across Aotearoa.

⁹ Te Mātāwai (2017). Maihi Māori 2017 – 2040. [Maihi-Māori-A4-Printable-Māori.pdf](#) (tematawai.māori.nz)

¹⁰ Te Puni Kōkiri (2019). Maihi Karauna: The Crown's strategy for Māori language revitalisation 2019 – 2023. [tpk-maihi-karauna-en-2018-v2.pdf](#)

¹¹ Ministry of Pacific Peoples (2022). Pacific Languages Strategy 2022 – 2032. Wellington.

Chapter Two:

The value of multilingualism

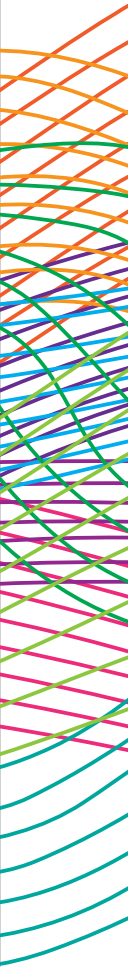
Supporting Aotearoa New Zealand's multilingual population is essential for embracing cultural diversity, fostering social cohesion, and promoting participatory citizenship¹². By recognising and valuing the linguistic assets of individuals and communities, Aotearoa New Zealand can create a more inclusive and prosperous society for all its residents. The next section describes why it is important to support Aotearoa New Zealand's multilingual population and the associated benefits of doing so, in terms of its benefits towards cultural awareness and social cohesion; health and wellbeing; education; and the economy.

2.1 Multilingualism as a bridge to cultural awareness and social cohesion

Exposure to multiple languages fosters an increase in cultural awareness and an enhancement in communication skills¹³. Studies have suggested that bilingual children have an advantage when it comes to social understanding because they understand others' points of view, thoughts, desires and intentions better than monolingual children. This can partially be explained by the fact that children who are bilingual are accustomed to switching between different languages. Because of this, bilingual children are exposed to a variety of communication contexts in which a perspective shift may be required for them to recognise and respond to the various cultural and social cues effectively. Consequently, bilingual children arguably experience higher executive functioning, which in turn leads to greater cultural awareness and social cohesion.

This advantage also extends to children who may not be bilingual but have exposure to more than one language¹⁴. Deprovincialisation¹⁵, which refers to letting go of a constrained viewpoint based on one's own cultures experiences, leads to the possibility of having a greater understanding of other cultures. This can result from children having experiences with cultures other than their own because they are given more chances to observe cultural differences from other perspectives. In turn, this promotes the development of a more welcoming and global perspective, as these children develop greater cognitive flexibility, which ultimately facilitates

Studies have suggested that bilingual children have an advantage when it comes to social understanding because they understand others' points of view, thoughts, desires, and intentions better than monolingual children.



¹² Piller, I. (2016). Linguistic Diversity and Participation. In *Linguistic Diversity and Social Justice: An Introduction to Applied Sociolinguistics*, 130–163. New York: Oxford University Press, 2016. <https://doi.org/10.1093/acprof:oso/9780199937240.001.0001>.

¹³ Liberman, Z. et al. (2016). Exposure to multiple languages enhances communication skills in infancy. *Developmental Science* 20, no. 1 (2016). <https://doi.org/10.1111/desc.12420>.

¹⁴ Fan, S. P., Liberman, Z., Keysar, B. and Kinzler, K.D. (2015). The Exposure Advantage. *Psychological Science* 26, no. 7, 2015, 1090-1097. <https://doi.org/10.1177/0956797615574699>.

¹⁵ Boin, J., Fuochi, G. and Voci, A. (2020). Deprovincialization as a key correlate of ideology, prejudice, and intergroup contact. *Personality and Individual Differences* 157 (2020). <https://doi.org/10.1016/j.paid.2019.109799>.

the development of greater cultural awareness.

International research has demonstrated that countries challenging the notion of a single fixed language and embracing linguistic diversity within the social sphere tend to experience improved perceptions of social cohesion. This highlights the importance of cultivating positive attitudes towards multilingualism in society. For instance, in regions such as Africa and India, where the emphasis is on “the more the better” rather than “one-nation-one-language,” a study examining the perspectives of multilingual urban students compared to predominantly bilingual individuals revealed that the multilingual participants held more favourable views regarding the relationship between multilingualism and social cohesion¹⁶. This positive outlook can be attributed to the enhanced diversity of communication methods, which in turn fosters a more accepting attitude towards different linguistic groups.

2.2 Embracing multilingualism for improved health and wellbeing

The lack of linguistic diversity within healthcare can create significant barriers in accessing healthcare services for people who do not speak English. Language barriers can make the delivery of high-quality healthcare very challenging¹⁷. This miscommunication can result in misunderstandings about medical

CASE STUDY 2: DIA Translation Service

The Translation Service ensures accessibility for quality and reliable translation services for decision making and communications in government. This includes ensuring government agencies’ abilities to work with information they receive in languages other than English, along with linguistically diverse communities having easy access to government information and services.

Our work helps to remove the linguistic barriers our communities face when reaching out beyond their own linguistic community to interact with wider society, encouraging engagement with public facilities and services, as well as participation in public life.

It is critical for communities to be confident in the accuracy of translations of official advice and messaging from government agencies. A balance is required to ensure that the information is accurate, accessible, and trustworthy.

The diversity of languages in Aotearoa can lead to challenges with ensuring the same level of accuracy and accessibility for all linguistic communities. Difficulties arise where translation expertise is hard to source.

As an example, emergency management continues to be an important part of government communication strategies. The Translation Service worked with Department of the Prime Minister and Cabinet (DPMC) on the all-of-government response to the Covid-19 pandemic, as well as National Emergency Management Agency (NEMA) after the floods and cyclone in February 2022. This involved discussion, preparation, and translation of information into 27 languages by a team of over 60 translators and project managers.

Similar work was carried out during the relocation of Afghani nationals and other refugees, changes to visa and border policies, and in response to various crises. Accurate and swift translation of information is critical in emergencies.

¹⁶ Coetzee-Van Rooy, S (2016). Multilingualism and social cohesion: insights from South African students (1998, 2010, 2015). *International Journal of the Sociology of Language* 2016, no. 242 (2016): 239-265. <https://doi.org/10.1515/ijsl-2016-0041>

¹⁷ Al Shamsi H., Almutairi A.G., Al Mashrafi S., Al Kalbani T. (2020). Implications of Language Barriers for Healthcare: A Systematic Review. *Oman Med J.* 2020 Apr 30;35(2):e122. <https://doi.org/10.5001/omj.2020.40>

Lack of translation and interpretation services can result in poorer health outcomes.

conditions, treatments, and procedures, potentially leading to misdiagnosis, mistreatment, and even harm to patients. They have a negative impact on the quality of healthcare, patient safety, and the satisfaction of medical professionals and patients¹⁸. A lack of translation and interpretation services and the lack of visibility of translation and interpretation services is a challenge. This can result in lower rates of healthcare utilisation and poorer health outcomes for non-English speaking populations. Furthermore, healthcare providers may be unaware of cultural beliefs and practices that can affect health outcomes and may unintentionally provide care that is insensitive to the cultural needs and preferences of patients.

Individually, and as part of a larger cultural or ethnic group, the language(s) we speak can reflect and shape our sense of identity¹⁹. For example, in the context of Aotearoa, researchers have discovered multiple correlations between centrality of ethnic identity, self-esteem, life satisfaction, and personal wellbeing amongst Māori and Pasifika peoples²⁰. To exemplify, using New Zealand's Attitudes and Values study data obtained in 2018/2019, Matika et al. compared ratings of the previously mentioned factors (ethnic identity, self-esteem, life satisfaction, and personal wellbeing) amongst monolingual (English only) and bilingual Māori (N = 4691) along with Pasifika peoples (N = 868). Findings showed that particularly within the Māori population, individuals who were able to speak both English and te reo Māori had a stronger relationship between ethnic identity and personal wellbeing than the monolingual speakers. Furthermore, these findings are not unique, with previous studies also demonstrating similar results²¹ and other research further indicating that the correlation between wellbeing and ethnic identity is also of high importance for other communities such as Pasifika communities²².

For both Māori and Pasifika, ethnic identities are linked to feelings of pride and wellbeing, and their individual languages are vital in facilitating a connection with their respective communities. In some cases, not being able to or having limited knowledge of one's community language is a source of stress as it further alienates Māori and Pasifika from their ethnic communities. With regards to heritage language

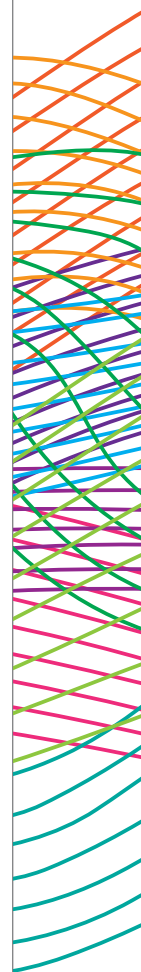
¹⁸ Gray, B., Stubbe, M. and Hilder, J. (2017). Integrating Health Navigation and Interpreting Services for Patients with Limited English Proficiency. Wellington: Department of Primary Health Care & General Practice, University of Otago Wellington (ARCH Group)

¹⁹ Alshammari, S. H. (2018). The Relationship Between Language, Identity and Cultural Differences: A Critical Review. *Research on humanities and social sciences* 8 (2018): 98-101.

²⁰ Matika, C. M., Manuela, S., Houkamau, C.A. and Sibley, C.G. (2021). Māori and Pasifika Language, Identity, and Wellbeing in Aotearoa New Zealand. *Kōtuitui New Zealand Journal of Social Sciences Online* 16 (2): 396-418. <https://doi.org/10.1080/1177083x.2021.1900298>.

²¹ Webber M. (2012). Identity matters: racial-ethnic identity and Māori students. *Research Information for Teachers*. 2012(2):20-27.

²² Anae M, Peterson I. (2020). I am who I am – Pacific tertiary students and the centrality of ethnic identity for successful outcomes. *MAI Journal: A New Zealand Journal of Indigenous Scholarship*. 9(1):38-48. doi:<https://doi.org/10.20507/maijournal.2020.9.1.5>.



Supporting students' learning in their home/first/heritage language can build a strong foundation of literacy and numeracy skills, which can help them succeed in their later years of schooling.

speakers and/or children who may not speak their heritage language, difficulty in communicating with their family and community can lead to feelings of isolation and disconnection from their cultural roots, which can have negative psychological consequences. As language is a fundamental aspect of cultural identity and self-expression, identity and language are inextricably linked, further illustrating the need to adopt a more bi/multilingual approach to how languages are learnt and used in Aotearoa New Zealand.

2.3 Multilingualism in education; a pathway to equity

Aotearoa New Zealand has one of the largest 'home-language gaps' of any OECD country – that is, the achievement gap between those students whose first language (L1) is the language of the school and those for whom it is not²³. There is evidence to suggest that supporting students' learning in their home/first/heritage language can begin to close this gap. By allowing students to learn in their first language, they can build a strong foundation of literacy and numeracy skills, which can help them succeed in their later years of schooling.

A study by UNESCO found that students who receive at least six years of education in their first language tend to perform better academically than those who do not²⁴. Additionally, a meta-analysis of studies on bilingual education by researchers in the United States found that students who were taught in their first language outperformed their peers who were taught only in English on measures of reading and math achievement²⁵.

When students can learn in their first language, they are more likely to feel a sense of connection to their culture and heritage, which can positively impact their sense of identity and wellbeing²⁶. Additionally, learning in one's first language can help students feel more valued and included in the school community, as it recognises and affirms their linguistic and cultural diversity.

Aside from the benefits of being able to learn in their heritage/home/first language, researchers argued that

²³ May, S. (2020). Rep. Research to Understand the Features of Quality Pacific Bilingual Education: Review of Best Practices. New Zealand Government. <https://www.educationcounts.govt.nz/publications/pasifika/research-to-understand-the-features-of-quality-pacific-bilingual-education>.

²⁴ UNESCO. (2016). If you don't understand, how can you learn? UNESCO policy brief on mother-tongue-based multilingual education. Paris: UNESCO.

²⁵ Rolstad, K., Mahoney, K., & Glass, G. (2005). The big picture: A meta-analysis of program effectiveness research on English language learners. *Educational Policy*, 19(4), 572-594.

²⁶ Gallou, E. (2022). Heritage and Pathways to Wellbeing: From Personal to Social Benefits, between Experience Identity and Capability Shaping. *Wellbeing, Space and Society*, vol. 3, May 2022, p. 100084, <https://doi.org/10.1016/j.wss.2022.100084>.

there are academic advantages when students who are encouraged to retain their home/first/heritage language²⁷. Students who consider themselves multilingual tend to perform better in a variety of subjects at school, regardless of language proficiency. This is largely due to these students possessing enhanced cognitive abilities such as improved problem-solving and critical thinking skills which may develop through the mental flexibility and adaptability required in language switching²⁸. Additionally, students who consider themselves to be multilingual (or have exposure to other cultures) also exhibit greater cultural sensitivity and empathy, allowing for more effective communication and collaboration within diverse academic environments. These combined factors grant them a competitive edge, fostering broader perspectives, and enabling them to excel academically.

2.4 Language skills as an economic asset

Countries with a multilingual workforce or an openness to other languages/cultures have a competitive advantage in industries such as tourism, international trade, and foreign relations. For example, in the tourism industry, cultural awareness and language fluency aid in catering to the distinctive needs and preferences of travellers, therefore improving their experiences. This was noted in a study²⁹ which reviewed the perspectives of Chinese tourists when visiting Aotearoa New Zealand. With information gathered from 256 Chinese tourists and their respective stays within two Aotearoa New Zealand upscale hotels, results showed that the limited resources available to accompany the visitors' linguistic needs resulted in a less satisfactory visit for them. Companies which accommodate potential language barriers, therefore, can be expected to provide more positive experiences than those that do not, illustrating the economic benefits of adopting a more multilinguistic approach within Aotearoa New Zealand society³⁰. Taking a welcoming approach to the tourism industry as opposed to requiring the tourist to adapt to the predominant monolingualism within Aotearoa New Zealand would be more suitable.

A highly skilled workforce in multiple languages can also help attract foreign investment, boost exports, and create new job opportunities³¹. As the world is becoming more and more interconnected, being able to accommodate different cultures and languages both nationally and internationally is a must. Jobs have therefore been created by businesses to respond to the increasing need of effective communication with international clientele. For job seekers, being able to speak a language other than English can help individuals secure jobs in industries that require communication with clients or customers from different cultural and linguistic backgrounds. In addition, multilingual individuals are often sought after for roles in international organisations and government agencies that require language expertise.

Countries that place less importance on language skills risk missing out on these economic benefits due to the barriers such limitations pose. Multilingualism is a tool that can assist businesses in remaining competitive, in comprehending the marketplace, and in providing solutions to any potential communication problems between clients. For example, studies have illustrated that businesses that incorporate multilingualism within their business strategies demonstrate higher success in areas such as export performance than other businesses that do not³². In a comparative analysis of Swedish, Danish, German, and French small-and medium-sized enterprises, research demonstrated that Swedish businesses missed out on gaining export contracts due to the much higher language barriers in Swedish businesses than those in other countries.

²⁷ Triebold, C. (2020). The Importance of Maintaining Native Language. Forbes and Fifth. University of Pittsburgh. www.forbes5.pitt.edu/article/importance-maintaining-native-language.

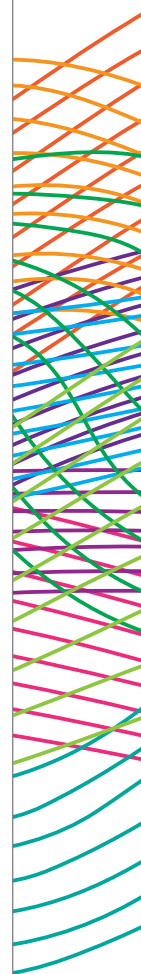
²⁸ Barbu, C-A. et al. (2020). Investigating the Effects of Language-Switching Frequency on Attentional and Executive Functioning in Proficient Bilinguals. *Frontiers in Psychology* vol. 11 1078. 8 Jul. 2020, doi:10.3389/fpsyg.2020.01078

²⁹ Ying, T., Wen, J. and Wang, L. (2018). Language Facilitation for Outbound Chinese Tourists: Importance-Performance and Gap Analyses of New Zealand Hotels. *Journal of Travel & Tourism Marketing* 35, no. 9 (July 5, 2018): 1222-33. <https://doi.org/10.1080/10548408.2018.1487902>.

³⁰ Thomas, K., Scott, J., Stuart-Hoyle, M. and Thomas, L. BREAKING the LANGUAGE BARRIER: Equipping Our Tourism Workforce for the UK's Future. Canterbury Christ Church University, 2019.

³¹ European Labour Authority, and Directorate-General for Employment, Social Affairs and Inclusion (2021). Five Reasons Why Learning a Language Can Boost Your Employability. eures.ec.europa.eu, June 22, 2021. https://eures.ec.europa.eu/five-reasons-why-learning-language-can-boost-your-employability-2021-06-22_en.

³² Bel Habib, I. (2011). Multilingual Skills provide Export Benefits and Better Access to New Emerging Markets. 2011. Sens public. <http://sens-public.org/articles/869/>



Fundamentally, multilingualism can create jobs, contribute to the success of a business, and to the overall economic performance of a nation.

For small to medium sized businesses, multilingualism is a tool that can assist businesses in remaining competitive, in comprehending the marketplace, and in providing solutions to any potential communication problems between clients. It can subsequently create jobs and have many benefits for the economy by doing so.

Adopting multilingual approaches can have an overall positive effect on the economic performance of a nation. For example, Switzerland recognises gains of 10% of its gross domestic product because of its multilingual heritage whereas the United Kingdom associates a loss of 3.5% in gross domestic product due to poor language skills within its population³³. Fundamentally, multilingualism can create jobs, contribute to the success of a business, and to the overall economic performance of a nation.

In the context of Aotearoa New Zealand, which has a diverse population and strong international trade and tourism industries, language skills are particularly valuable. Being able to communicate effectively with people from different linguistic and cultural backgrounds can help individuals and businesses succeed in the global market. In recent years, it could be argued that the growing recognition of the importance of other languages, such as Mandarin, Spanish, and Hindi, due to their increasing relevance in the global economy, may be a unique opportunity for businesses in Aotearoa New Zealand.

³³ Hardach, S. (2018). Speaking More than One Language Can Boost Economic Growth. World Economic Forum, 2018. <https://www.weforum.org/agenda/2018/02/speaking-more-languages-boost-economic-growth/#:~:text=Multilingualism%20is%20good%20for%20the>.

Chapter Three:

How Language Organisations Support Multilingualism

With over 170 languages being spoken in Aotearoa New Zealand, cultural and language organisations play a crucial role. These organisations influence the preservation and promotion of cultural heritage and linguistic diversity within a society or community.

In order for non-dominant languages to survive and thrive in a society, several different types of supports are necessary³⁴. These types of supports can be summarised in four simple words: Value, Learn, Maintain, and Use³⁵.

1. Value

refers to placing an importance on a given language/s and involves recognising their significance and appreciating the richness they provide to the lives of individuals and communities. This is especially valuable when community leaders and public figures are seen to value a language, or languages in general; for example, by beginning a speech with greetings in multiple languages or displaying bilingual signage.

2. Learn

relates to providing opportunities for people to learn a second or additional language (including their own heritage language) – either in the formal education system or in community classes, online or similar – to enable them to communicate successfully and participate within their own communities or with other cultures.

3. Maintain

refers to any activity that supports the passing on of a language from one generation to the next, particularly in families. This includes teaching the language to future generations, and preserving linguistic resources such as literature, oral traditions, and cultural practices related to the language³⁶.

4. Use

relates to actively using the given language in a variety of contexts such as within personal relationships, workplaces, religious services, media, educational institutions, and public spaces.

Through these four main types of activities, cultural and language organisations play a crucial role in raising the visibility of the languages they support in the community (value), complementing mainstream education by providing language and cultural education at both the individual and community level (learn), supporting parents to pass their heritage language on to their children (maintain) and creating

³⁴ Lo Bianco, J. (2010). The importance of language policies and multilingualism for cultural diversity. *International Social Science Journal*, 61(199), 37-67. Ministry of Pacific Peoples (2022). *Pacific Languages Strategy 2022 – 2032*. Wellington.

³⁵ Auckland Languages Strategy Working Group (2015). *Ngā Reo O Tāmaki Makaurau*. Auckland Languages Strategy. Comet Auckland. Accessed May 15, 2023. <https://cometauckland.org.nz/resources/ng%C4%81-reo-o-t%C4%81maki-makaurau-auckland-languages-strategy>.

³⁶ García, M.E. (2003). Recent research on language maintenance. *Annual Review of Applied Linguistics* 23 (2003): 22–43. doi:10.1017/S0267190503000175

settings where people can use their language so it retains an active part in their lives and their communities (use). Together, these activities promote cultural pride for both individuals and communities, as well as multilingualism within society.

The following sections demonstrate how these four main types of activities manifest in practice within language and cultural organisations across Aotearoa New Zealand.

3.1 Serving as a hub for community members to connect and share their culture

Cultural and language organisations provide opportunities for community members to maintain languages through connecting and sharing their culture. Connecting through culture allows community members to use languages in a space that values and recognises the importance of multilingualism.

Cultural and language organisations serve as a hub for community members to connect and share their cultural traditions and practices, providing a sense of belonging for individuals who may feel marginalised or isolated due to their cultural or linguistic background.

For example, marae-based learning programmes play a central role in Māori communities, providing safe spaces for the development of cultural knowledge and language immersion³⁷.

Actively acknowledging the impacts of colonisation and proactively working within a traditional and contemporary

CASE STUDY 3: Hindi Language and Culture Trust

The number of people in New Zealand who can speak Hindi nearly tripled between 2001 and 2013. Hindi is now the fourth most spoken language in New Zealand and third most spoken in Auckland.

Hindi Language and Culture Trust of New Zealand was formed in 2003, beginning by organising a one-day workshop involving sporting activities and a cultural celebration evening to support the teaching and learning of Hindi. The Trust connects with two other organisations: Teach Hindi NZ and New Zealand Hindi Teachers Association. The Hindi language is an important aspect of our cultural identity and contributes to our sense of belonging in New Zealand.

The celebration of Hindi in New Zealand began as Hindi Language Day in 2011, which emerged into Hindi Language Week in 2012, after much hard work and collaboration. Hindi Language Week was initially fixed to coincide with the World Hindi Day celebration on 14 September and later moved near to Diwali (festival of lights). The Hindi Language and Culture Trust organises five days of activities for Hindi Language Week each year, with participants coming from all over the country.

The programmes are funded through the generosity of business houses, organisations, individuals, and largely by Indian High Commission. We are yet to receive any funding from the government.

The community works hard to ensure that events such as Hindi Language Week are inclusive. Our resources are published in other languages such as te reo Māori, Tongan, and Samoan, in order to promote diversity within New Zealand through connecting Hindi speakers with speakers of other community languages.



³⁷ Mlcek, S. et al (2009). Te Piko O Te Māhuri, Tērā Te Tupu O Te Rākau: Language and Literacy in Marae-Based Programmes. Ministry of Education: Wellington. https://www.educationcounts.govt.nz/data/assets/pdf_file/0003/55785/09-07-28-Te-piko-o-te-mahuri2.pdf

framework, marae-based learning programmes foster an inclusive environment in which people can feel a sense of belonging and connect with others who have had similar experiences, which in turn increases social togetherness, lowers feelings of loneliness, and encourages pride in one's cultural and linguistic history³⁸. As well as providing a sense of belonging for participants, the programmes also provide effective bilingual and bicultural learning environments that ultimately facilitate the improvement and attainment of successful education outcomes, contributing to positive tertiary studies, work and living.

3.2 Preserving traditions, customs, and values

The preservation and recognition of traditions, customs, and values within a culture is an important way that languages are valued. Cultural and language organisations continue to maintain languages through their preservation.

Cultural and language organisations help to preserve the traditions, customs, and values of different cultures, which is important for maintaining cultural identity and promoting diversity.

They serve as meeting places for people of similar cultural or linguistic backgrounds to celebrate their heritage, share knowledge, and develop their cultural identities. Through various means, many cultural and language organisations actively endeavour to maintain and convey traditional practices and ideals. Cultural and language organisations provide language classes, workshops, and cultural programmes to teach and promote languages which help to preserve linguistic diversity and intergenerational transmission of languages, both of which are important components of cultural identity for many.

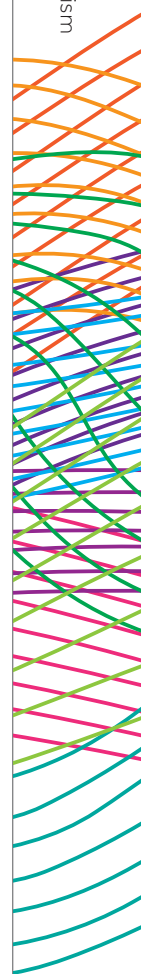
Furthermore, in Tāmaki Makaurau Auckland, cultural and language organisations organise events, festivals, and performances that highlight traditional arts, dances, music, and storytelling. One key example of this is the Pasifika Festival in Tāmaki Makaurau Auckland, which celebrates the rich and diverse cultures of Pacific peoples for both Pasifika communities and the wider public³⁹. Many cultural and language organisations participate in the Pasifika Festival event, compounding their knowledge and resources to make a significant event full of activities and cultural activities⁴⁰. These activities provide opportunities for people of the community to share their cultural practises, which helps to preserve cultural traditions and customs while also strengthening community members' feeling of cultural identification.

3.3 Providing language classes and resources

Language classes and resources allow individuals to learn languages, both as a new language or as their native language. This enables members of these classes to maintain a language, which is imperative for the survival of languages.

Cultural and language organisations can offer language classes and resources, which can help individuals learn and maintain their native language or learn new languages. This can improve communication and understanding between different linguistic and cultural groups, as language learning intrinsically involves learning about cultural elements of the given language⁴¹.

For example, here in Aotearoa New Zealand, the Centre for Pacific Languages⁴² believe that language and culture are inextricably connected, and culture is deeply understood within the language it embodies. By revitalizing Pacific languages they protect and sustain their cultures as they head towards the future by providing free language courses and resources.



³⁸ Hargraves, V. (2020). Belonging Strand | Mana Whenua. The Education Hub, 2020. <https://theeducationhub.org.nz/belonging-mana-whenua/>

³⁹ Tātaki Auckland Unlimited (2021). Pasifika Festival History. n.d. <https://industry.aucklandnz.com/pasifika-festival/history>

⁴⁰ Heuheu, G., and Pacific Island Affairs. (2009). Pasifika Festival Showcases Pacific Pride. The Beehive, 2009. <https://www.beehive.govt.nz/release/pasifika-festival-showcases-pacific-pride>

⁴¹ Ho, S. T. K. (2009). Addressing culture in EFL classrooms: The challenge of shifting from a traditional to an intercultural stance. *Electronic journal of foreign language teaching* 6, no. 1 (2009)/ 63-76.

⁴² Centre for Pacific Languages (2023). Who We Are | about Us. Centre for Pacific Languages, centreforpacificlanguages.co.nz/about-us/. Accessed 22 June 2023.

Language organisations often offer beginner to advanced level language training for the different languages spoken in Aotearoa New Zealand's multicultural landscape. Individuals can take these lessons to learn and maintain their native languages or to learn new ones. Language classes can be a lifeline for those from immigrant communities who want to keep speaking their mother tongue, allowing for the preservation of their language history which can be then transmitted on to future generations.

Language organisations also exist to aid immigrants to learn majority languages such as English in Aotearoa New Zealand, allowing for these individuals to be better equipped for participatory citizenship within Aotearoa New Zealand. For example, English Language Partners⁴³ is an organization that provides English classes for immigrants in Aotearoa New Zealand. Developed in the 1970s in response to the migration from regions such as Southeast Asia and the Pacific islands, English Language Partners has since provided support to thousands of immigrants who do not have a strong foundation in English, with the overall intention of allowing both refugees and migrants to better settle into Aotearoa New Zealand.

CASE STUDY 4: Community Languages Association of New Zealand (CLANZ)

CLANZ was formed in 1999 to bridge the skill gap that exists in the maintenance and development of migrant and refugee languages in New Zealand. It aspires to empower communities who want to preserve their languages and to share with the wider communities who want to learn another language. CLANZ has mainly focused on developing capability and resources for educators in the community based language schools.

Community Language Teacher Profiles include working with learners with a diverse range of language proficiency who hold different abilities and backgrounds in a formal or semi-formal structure. They may have sufficient language proficiency in teaching the target language, as well as a teaching qualification or various other qualifications. They may be a parent, or teaching in mainstream education, and may have other cultural talents, but they may also lack skills in identifying their learner's needs, planning and delivery of learning opportunities. They may also be bilingual, multilingual, or multicultural.

CLANZ chooses to collaborate with sister organisations on projects that are aimed at upskilling heritage language teachers.



Community Languages Association of New Zealand

⁴³ English Language Partners (2023). English for Migrants. www.englishlanguage.org.nz, www.englishlanguage.org.nz/landing-pages/english-for-migrants. Accessed 18 June 2023.

Cultural and language organisations can also provide other educational resources, such as books, films, and other materials, which can help to broaden people's knowledge and understanding of different cultures and languages. They can foster cross-cultural understanding and appreciation by offering educational programmes, cultural events, and language classes, which can help bridge the gap between different communities and promote intercultural dialogue and exchange.

As previously mentioned, language learning intrinsically involves learning about additional cultural elements of a given language. Many language organisations recognise this connection and provide additional resources in addition to traditional language learning strategies to better immerse language learners in the cultural elements of a language.

As research has shown⁴⁴, immersion is beneficial for language learners as it allows for the opportunities for individuals to reconsider their own perspectives, expectations, and assumptions in relation to both them and others. As such, cultural and language organisations allow individuals to stay linked to their cultural roots, promoting cultural identity and a sense of belonging within their group. They also foster participatory citizenship by improving language skills in migrant and refugee communities.

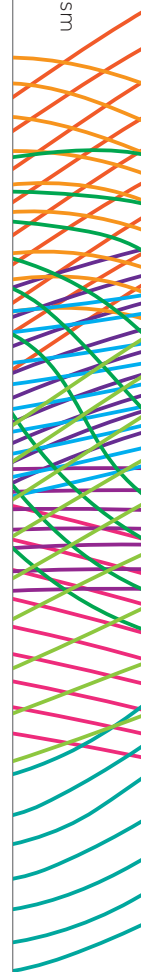
Lastly, cultural and language organisations also improve communication and understanding between cultures as they allow for greater exposure to different cultural norms and values.

3.4 Promoting economic growth

Cultural and language organisations can promote economic growth by enabling better use of participants' language strengths in the workplace. Organisations do this by providing language services, such as translation and interpretation, and by promoting cultural tourism. These activities have the potential to create economic opportunities and benefits for individuals, communities, and society.

For example, translation and interpretation services can be provided by language and cultural organisations, promoting communication between individuals, businesses, and organisations from various linguistic and cultural backgrounds⁴⁵. Businesses may efficiently connect with international partners, clients, and customers by using accurate translation and interpretation services. These services improve commerce, negotiations, and partnerships by crossing language obstacles, and also avoid any misunderstandings that may arise from direct translation, resulting in more effective outreach and increased business prospects and economic prospects⁴⁶. This point is particularly relevant for Aotearoa New Zealand as much of the economy is comprised of businesses aiming to seek an international audience due to the increasing influence of globalization⁴⁷.

Language services are also critical for those with poor English proficiency to gain access to government services, legal procedures, healthcare, education, and other public services. Language organisations can provide interpretation services and as well as language courses, leading to inclusion and equitable access to critical services and other opportunities such as employment for second/additional language learners⁴⁸.



⁴⁴ Onosu, G. (2021). The Impact of Cultural Immersion Experience on Identity Transformation Process. *International Journal of Environmental Research and Public Health*, vol. 18, no. 5, 7 Mar. 2021, p. 2680, <https://doi.org/10.3390/ijerph18052680>.

⁴⁵ Ministry of Business, Innovation & Employment (2022). Language Assistance Services. Ministry of Business, Innovation & Employment. 2022. <https://www.mbie.govt.nz/cross-government-functions/language-assistance-services/>

⁴⁶ Janssens, M., Lambert, J. and Steyaert, C. Developing Language Strategies for International Companies: The Contribution of Translation Studies. *Journal of World Business* 39, no. 4 (November 2004): 414–30. <https://doi.org/10.1016/j.jwb.2004.08.006>

⁴⁷ New Zealand Ministry of Foreign Affairs and Trade (2017). NZ Trade Policy. New Zealand Ministry of Foreign Affairs and Trade, 2017. <https://www.mfat.govt.nz/en/trade/nz-trade-policy/>

⁴⁸ White, C, Watts, N., Trlin, A. (2002). New Settlers Programme, and Massey University. New Zealand as an English language-learning environment: Immigrant experiences, provider perspectives and social policy implications. *Social Policy Journal of New Zealand*, no. 18 (2002): 148.

Cultural and language organisations also improve communication and understanding between cultures as they allow for greater exposure to different cultural norms and values.

Lastly, cultural and language organisations can promote economic growth due to their role in cultural tourism (such as Māori tourism). According to Statistics NZ, 234 Māori tourism businesses employed 11,000 people in 2019⁴⁹. In 2015 (pre-COVID), \$214 million towards the overall Aotearoa New Zealand economy was contributed by Māori tourism businesses alone⁵⁰. As the growing trend of interest from international visitors towards indigenous tourism becomes apparent⁵¹, cultural and language organisations have and will continue to play a vital role in providing authentic experiences for international visitors while also supplying jobs to Aotearoa New Zealanders. This in turn will facilitate economic growth as the interest of cultural tourism will provide opportunities for both individuals and Māori businesses.

⁴⁹ Statistics NZ. (2020). Māori Tourism Businesses Employed More than 11,000 in 2019 | Stats NZ. Stats.govt.nz, 2020. <https://www.stats.govt.nz/news/māori-tourism-businesses-employed-more-than-11000-in-2019/>

⁵⁰ Puriri, A. and McIntosh, A. A. (2019). Cultural Framework for Māori Tourism: Values and Processes of a Whānau Tourism Business Development. *Journal of the Royal Society of New Zealand* 49 (August 29, 2019): 89–103. <https://doi.org/10.1080/03036758.2019.1656260>

⁵¹ Cropp, A. (2018). Tourism Is Embracing Te Reo and Visitors Love It. *Stuff*, September 9, 2018. <https://www.stuff.co.nz/business/106907095/tourism-is-embracing-te-reo-and-visitors-love-it>

Chapter Four:

Mapping Language Organisations in Aotearoa New Zealand

In order to gain a better understanding about the numerous language organisations throughout Aotearoa New Zealand and their efforts to support, enhance, and preserve our cultural and linguistic diversity, a mapping process of language organisations across Aotearoa New Zealand was undertaken.

4.1 Method

The research questions were:

- What is the size and breadth of the language sector in Aotearoa New Zealand (i.e., number of organisations, size, range of services)?
- How accessible are language services (i.e., languages supported, geographical reach, costs to users)?
- How are language services in Aotearoa New Zealand supported (i.e., funding sources, number of staff and volunteers)

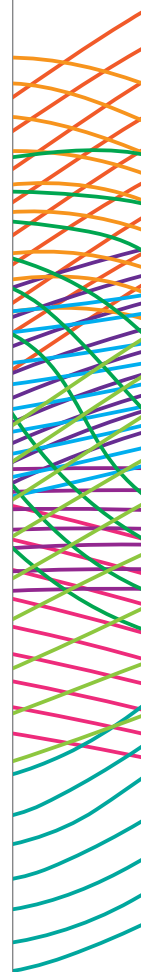
The mapping process progressed through four main strands, starting in late 2019 through to early 2023:

Strand 1 - Preparation and design

Strand 2 - Internet search

Strand 3 - Survey of organisations

Strand 4 - Consultation



Strand 1 – Preparation and design

In late 2019, the Languages Alliance (language experts from many parts of the language sector across Aotearoa) brought together three volunteers who worked for several months to help shape the process of collecting data for the mapping process. Their work started with an initial internet scan to find organisations that work on language in any way. Once about 50 organisations were identified – given the diversity of those organisations identified – the Languages Alliance brainstormed research questions that determined the types of information required to paint a picture of the language organisations in Aotearoa.

A spreadsheet was developed to collect the identifying information and other information needed (e.g. website URL, languages supported, location of service, funding models). This information was added into separate columns on an Excel worksheet. Once the spreadsheet had been developed, it was apparent that some information was not always available on organisations' websites. It was determined that in order to gain a useful picture of the language sector, further information would need to be collected through other methods. After careful consideration, the Languages Alliance determined that an online survey would be the best way to collect the necessary information.

The draft survey was shared with each member of the Languages Alliance and their feedback incorporated. The Languages Alliance also received valuable input and suggestions from the Auckland Council Pacific Peoples Advisory Group and the Auckland Council Ethnic Peoples Advisory Group. The updated survey (Appendix 1) was sent to the initial list of 50 organisations from the search in order to test the questions. The survey was adjusted accordingly and reviewed by the Languages Alliance members.

Strand 2 – Internet search

Alongside the early distributions of the survey, an extensive internet search was conducted to identify organisations supporting languages across Aotearoa New Zealand. As the list developed, surveys were sent to newly-identified organisations. The full list also provides an estimate of the size of the sector and the languages supported.

The search for organisations that support language diversity was almost entirely carried out by a single volunteer between early 2020 and early 2022. We are very grateful to him for his commitment to this project over such a long time.

The volunteer was only able to work at the Te Hononga Akoranga COMET office, which meant that the search was halted during every COVID-19 lockdown and only restarted when our health and safety rules allowed the office to open to non-employees. This was one reason why the search took so much longer than originally planned. The internet search built on the information collected in the initial Strand 1 internet scan, using a wide range of search terms including:

“language organisations”	“cultural events”
“languages specific organisations”	“non-English media”
“translation”	“language classes”
“interpreting”	

All information collected from the internet search was added to the database from Strand 1. As the internet search and survey distribution (discussed in detail below as Strand 3) occurred concurrently, organisations were also added to the database as they filled in the survey. Because the survey was sent out through multiple means, this meant the database was able to include some organisations that were not identified through the internet search; for example, because they do not have a web presence. Note that it is likely that we missed many other organisations that do not have a web presence and did not happen to be known to our networks.

From late 2021 to early 2022, a data analysis intern worked with the volunteer to refine additional search terms and to review the database, removing duplicates and entries that on further inspection did not fit the parameters of the study (e.g. if the entry referred to an event rather than an organisation, or if the organisation proved not to be focused on language).

Note that the search was completed between 2020 and early 2022. There are bound to be organisations that existed then but were not found using our search methods. It is also very likely that some organisations identified in the search no longer exist, and others may have been established since that time and so will not have been included. In particular, we understand from our Pacific members that the recent changes in government policy have led to the expansion of the Pacific language sector. Due to the timing of our search, these new Pacific language organisations will unfortunately not have been included in our research.

A comprehensive register of Pasifika/Pacific groups and organisations that include dealing with their languages was prepared by the Ministry of Pacific Peoples for the consultation on the Pacific Languages Strategy 2023. It may be available from the Ministry for Pacific Peoples Languages Unit providing applicants also give their reasons for their request.

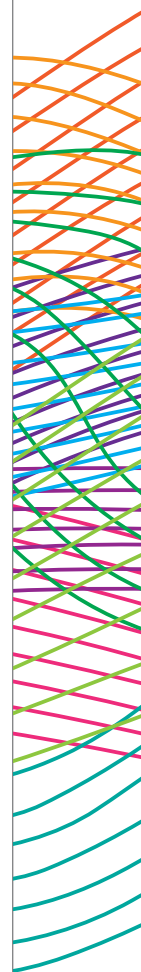
Strand 3 – Survey of organisations

The survey developed was sent out by email in several waves, between mid-2020 and late 2021. Two methods of distributing the survey were employed:

1. A web link to the survey was created and the Te Hononga Akoranga COMET intern and members of the Languages Alliance shared the web link with their networks via direct emails or newsletters,
2. Individual emails sent via Survey Monkey.

The link to the survey was shared several times by Languages Alliance members with their networks. In addition, the link was shared in the Te Hononga Akoranga COMET newsletter and in the newsletters of the Ministry of Pacific People, the (then) Office of Ethnic Communities, and the Human Rights Commission.

The developing list of survey responses was reviewed by the Languages Alliance at several stages in the process to identify and follow up with known organisations that had not yet completed their responses. We also shared the link at the CLESOL conference in October 2021, including specifically asking all attendees at our presentation to complete the survey if they had not done so already. One attendee that we know of then shared the survey with several organisations in her network, resulting in a small flurry of additional surveys. During the summer of 2021/22, the data analysis intern sent a further round of emails to organisations that had not yet responded. Where possible, she also telephoned organisations to ask them to complete the survey, and in some cases, she completed the survey with them by phone.



Strand 4 – Consultation

The process of this research and our analysis of the data have been informed by consultation with a number of groups.

The members of the Languages Alliance have advised on the project from the beginning, providing advice and critique on all aspects of the project, from the terms for the internet search and survey questions, to key issues to highlight in the report, and have reviewed and reflected on the data and developing report at every stage of the project.

We presented early results of the survey at the October 2022 CLESOL conference, and session participants contributed their reflections on the data and its implications for the language sector. The themes from this discussion have informed the conclusions and recommendations in the report.

An outline of the report, with data and proposed key messages, was shared with the members of the Languages Alliance at their November 2022 meeting for feedback, suggestions and critique. A key outcome of this discussion was identification of two initial recommendations from the data – for a website to be established to enable people to find language services in their area; and the establishment of an umbrella body to provide a common voice and to create connections among language organisations.

A fuller draft report was discussed with the Languages Alliance at their February 2023 meeting with valuable input on relevant research to include in the literature review and on issues experienced by small organisations running community language classes.

The full draft report was emailed to survey participants in mid 2023 for their feedback. A number of organisations provided additional information and comments, all of which informed the final report.

The process of consultation to date (with the Languages Alliance and with the attendees at our CLESOL session) has led to some important conversations about issues for language diversity – in particular, the lack of funding for community language classes (whether for children or adults); the need for greater coordination and communication among communities and organisations that work in the language diversity arena; and the need for greater recognition of the value of language diversity in general. These messages have informed our advocacy to the government and our work plans for Te Hononga Akoranga COMET and for the Languages Alliance.

4.2 Results

Findings from the online search

A total of 691 cultural organisations from across Aotearoa New Zealand were identified from the online search. Once a final database review was performed, a total of 538 organisations that had a focus on supporting, increasing and maintaining language growth was identified. The email addresses and other contact details of the organisations were added to the database. This process of the review often involved contacting the organisations individually via email or through their website.

Table 3. A summary of the 538 organisations found during internet search

Language/Classification group	Total from search
Chinese	129
Māori	73
Multilingual	45
Other	36
Translation & interpreting	35
English	32
Romance	32
Indo-Iranian	24
Semitic	23
Pasifika	22
Japanese	20
Korean	16
Slavic and other	15
Germanic	12
New Zealand Sign Language	10
South East Asia	9
African	5

Findings from the online survey

A total of **156** survey responses were received, 123 from the web link and 33 via the emails sent out by Survey Monkey. 128 organisations agreed to share their contact details for the purposes of this report. That information is presented in Appendix 3. Data from the survey was analysed by aggregating the response and comparing across groups and demographics of the respondents and presented below.

Distribution of the language organisations

Physical location of the services

Figure 7 shows the location of the physical address/office/PO Box of the organisations. A good geographical spread of services was observed, which may indicate that the survey did a reasonable job of reaching organisations nationally. It was also observed that most of the organisations were in the North Island (86%), mainly based in Tāmaki Makaurau Auckland (49%), which is logical as it is the most ethnically and linguistically diverse region in Aotearoa New Zealand. This was followed by Te Whanganui-a-Tara Wellington (22%). There were also four organisations that either did not provide their physical address or stated that they were fully based online.

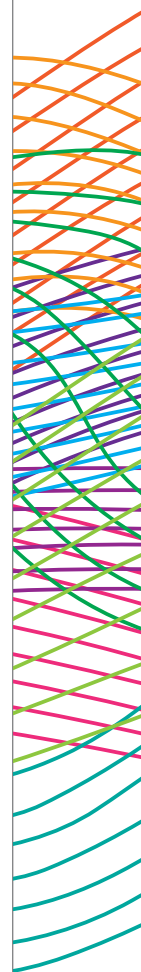
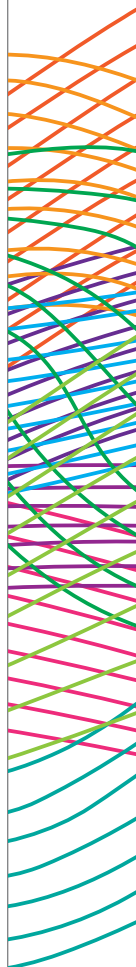




Figure 7. Location of organisations (that responded to the survey) providing language services in Aotearoa New Zealand.

Many organisations stated that their services are offered to multiple regions. Nine organisations that labelled their services as Aotearoa New Zealand-wide also selected other areas where their services were provided. Five organisations selected Tāmaki Makaurau Auckland specifically as well as Aotearoa New Zealand-wide; three organisations selected Tāmaki Makaurau Auckland and Te Whanganui-a-Tara Wellington as well as Aotearoa New Zealand-wide; one organisation selected Aotearoa New Zealand-wide as well internationally; and one organisation selected all the regions displayed as well as Aotearoa New Zealand-wide.



Coverage of language support by language organisations

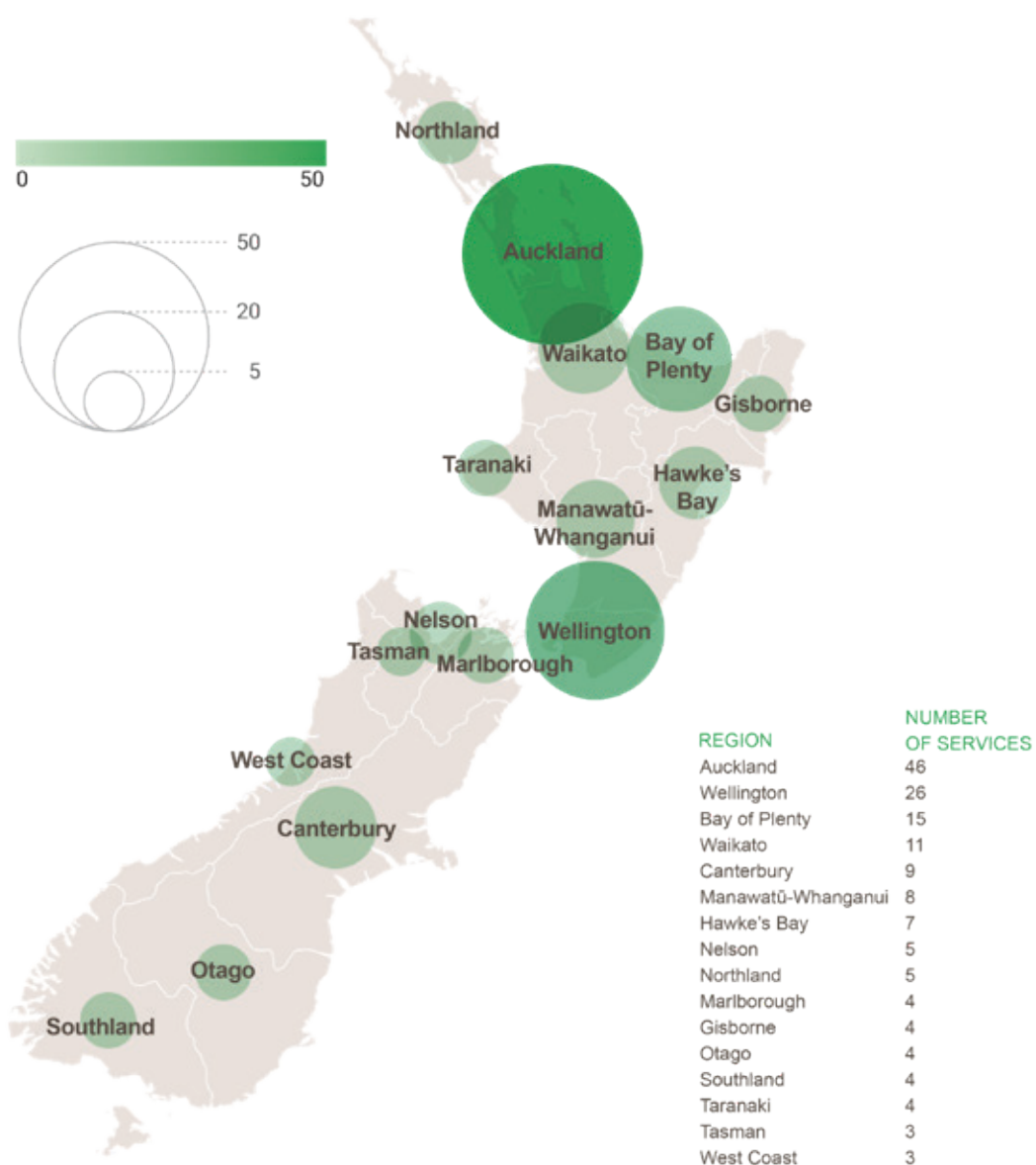


Figure 8. Spread of language support (by organisations that responded to the survey) across Aotearoa New Zealand.

Types of languages being supported

A single organisation can offer support for multiple languages – hence there is more support/coverage of a language compared to the number of services/organisations. Organisations that stated that they provide support for all languages have only been counted once to avoid skewing the numbers.

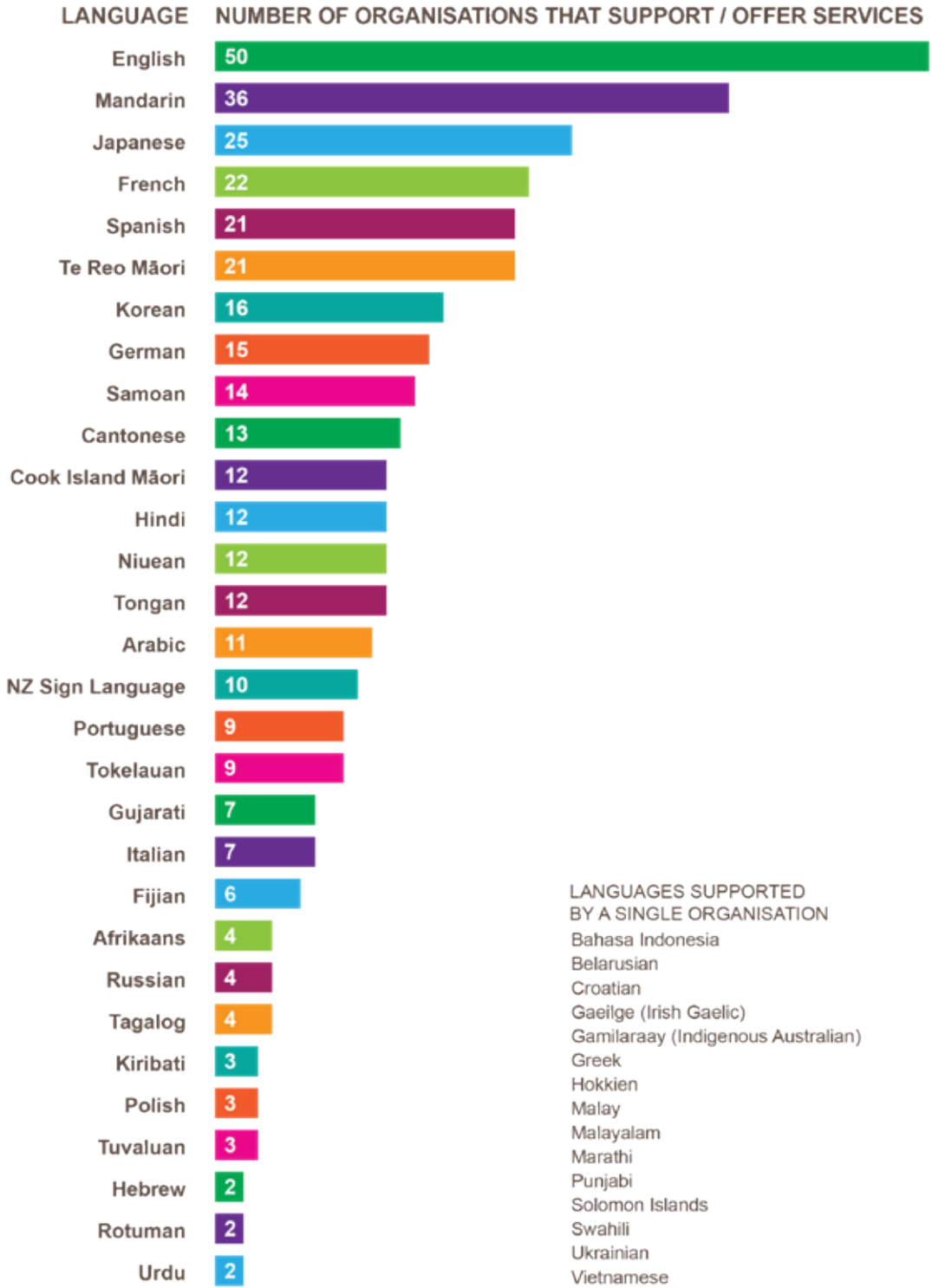
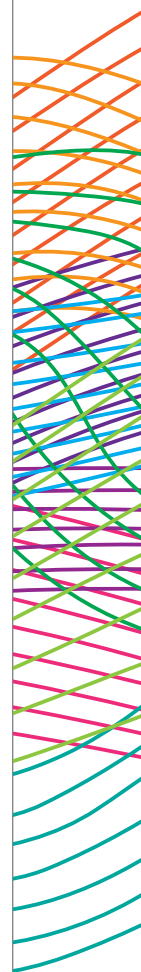


Figure 9. Languages supported (by organisations that responded to the survey) across Aotearoa New Zealand.



CASE STUDY 5: English Language Partners NZ

English Language Partners values multicultural diversity and aims to contribute to a multicultural society in Aotearoa New Zealand.

Our vision is to see migrants and people from a refugee background settle well and succeed in Aotearoa New Zealand. We are embedded in the multicultural communities we support. We teach English for everyday life, work and study all around the country. We have 350 staff and over 1,000 volunteers supporting more than 8,000 learners every year.

Being able to speak more than one language is an incredible skill and adds value to the learner, their whānau and their community. Some learners face barriers or discrimination because they are not fluent in English. At the same time some learners struggle to retain their own culture and language, especially when many generations are living together.

We teach English but we equally value all indigenous languages and cultures. We often celebrate cultural events such as Lunar New Year or Ramadan with learners. We share stories publicly about multiculturalism and we build relationships with multicultural organisations around Aotearoa New Zealand.

Many of our staff and volunteers are motivated by their own experiences of learning another language or trying to navigate a different culture. For example, Kevin is a volunteer who grew up in New Zealand. He learnt Chinese at weekends and spoke it at home. This motivated him to volunteer as an ESOL home tutor. (You can read more of Kevin's story here: <https://www.englishlanguage.org.nz/articles/learning-chinese-opens-door-to-volunteering>)



An overview of the types of services/support offered by language organisations

We asked organisations to select the services they provide from a list of possible services. Some also listed additional services in an “other” category. Data from these “other” responses can be found in the Appendix.

To analyse the services offered, we looked at the total number of services that offered each listed service. We also categorised the services under the four categories of language support activities – value, maintain, learn and use – as listed in Chapter 3 (see page 26). Note that some services contribute to more than one category. The table on the following page summarises the number of organisations offering each service, listed from most frequently-mentioned service to least, with the classification of each service under the value, maintain, learn and use categories.

Table 4. Types of services offered by organisations who responded to the survey and a classification of the type of service offered (in order from most to least, by the number of organisations that offer that service)

Types of services offered	Number of organisations who offer the service	Percentage	Classification
We organise community events to celebrate and/or use languages	82	53%	Value and use
We support families to maintain their first/heritage language(s) and pass them on to their children	60	38%	Maintain
We organise seminars/events related to language	59	38%	Value and maintain
We develop or provide language resources	54	35%	Learn and maintain
We provide translation services	51	33%	Use
We engage in advocacy around language issues	48	31%	Value
We teach languages to children and young people outside school	43	28%	Learn
We represent/support language teachers	41	26%	Learn
We create and share media content in language(s) other than English (e.g. radio or TV station, newspaper, online news service)	39	25%	Use
We provide interpreting services	39	25%	Use
We teach languages (including ESOL) to adults in informal settings (Adult and Community Education)	35	22%	Learn
We provide initial training or professional development for language teachers	34	22%	Learn
We conduct research related to language	25	16%	Value
We are an umbrella organisation that supports other language organisations	24	15%	Value, learn, maintain and use
We teach languages to children within the schooling system	14	9%	Learn
We hold religious services in language(s) other than English	12	8%	Use
We teach languages at tertiary level as part of formal qualifications	10	6%	Learn

Categories: Value, learn, maintain and use.

See Appendix 3 for the list of activities listed under the “other” category. There were a total of 35 different activities listed as “other”.

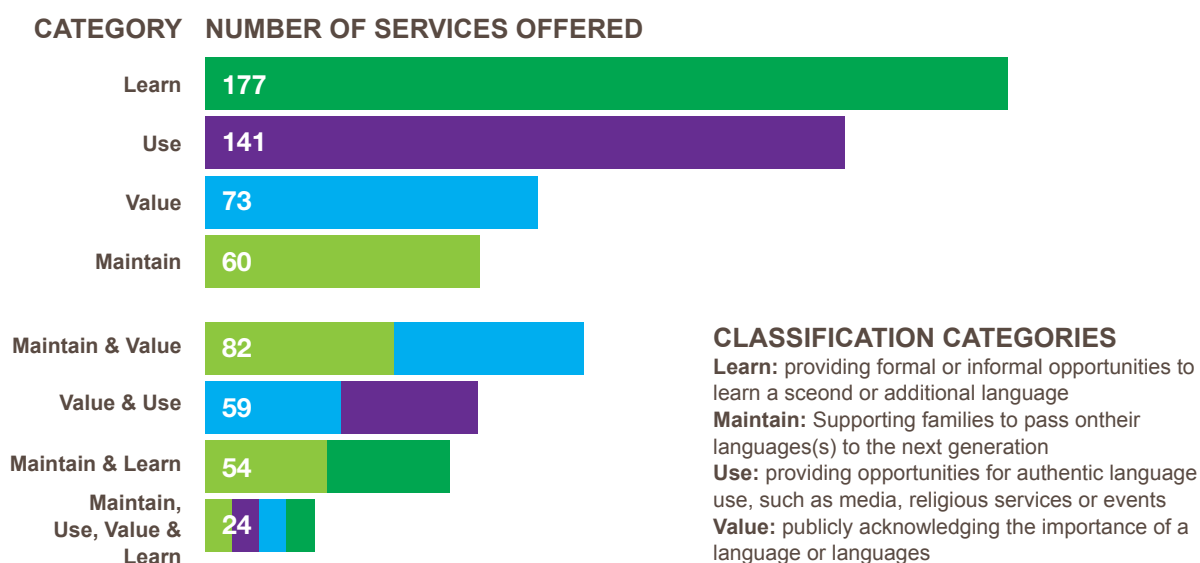


Figure 10. Number of services offered by classification category. (Respondents were able to select more than one category.)

Table 5. The workforce and funding structure of language organisations (156 organisations responded)

Number of paid staff in the organisation	Number of organisations	The number of volunteers in the organisation	Number of organisations
1-5	51	1-5	34
6-20	32	6-20	42
21-50	10	21-50	9
51-100	7	51-100	9
Over 100	9	Over 100	6
None	47	None	56

Table 6. The funding streams of language organisations

Funding streams of organisations	Number of organisations
Fees paid by participants in your programme	71
Individual donations	42
Central government	39
Philanthropics (trusts, foundations, etc)	35
Local government	17
Corporate sponsorship	10

We looked in more detail at the number of organisations receiving any form of government funding. Accounting for the eight organisations that received funding from both these sources, this means that only 31% of survey respondents receive any form of government funding.

During our consultation on this report (at Languages Alliance meetings, at our presentation at CLESOL 2021 conference and in feedback from survey participants on the draft report), the following themes were repeatedly mentioned:

- issues of under-resourcing
- reliance on fees
- lack of professional development
- lack of funding
- not knowing what others are doing

An example of under-resourcing and lack of professional feedback from participants in recent language-teaching workshops for language school tutors, run by Community Languages Association of New Zealand (CLANZ), when tutors shared that this had been the first training in language teaching that they had ever received.

CASE STUDY 6: Centre for Pacific Languages

CPL's vision is to be the recognised Pacific-led centre of excellence for Pacific language revitalisation, cultural knowledge, and advocacy across Aotearoa and throughout the Pacific region. Through providing free community Pacific language courses; business services for translations in 9 Pacific languages and cultural competency workshops; leadership and meaningful advocacy; and achieving excellent and long-lasting results, CPL has proven results in leading in this area for over 40 years.

Funded by the Ministry for Pacific Peoples, we are the largest provider of community Pacific language courses in Aotearoa NZ, offering 65+ courses annually to 2000+ student via online learning, across seven languages. Funding is an ongoing challenge to remain a free community resource, along with a shortage of native language teachers.

Vagahau Niue, Cook Islands Māori, and Gagana Tokelau are already listed as endangered languages with UNESCO. We are mindful that community short courses alone will never achieve the level of mass fluency across the population of NZ-born Pasifika peoples needed in order to achieve the levels of language revitalisation required. Rather than teaching language for the workplace, we teach language for learners who have mostly lost or never had access to their heritage language(s).

CPL were very fortunate to be able to offer our courses outside of Auckland after 40 years of serving our local Auckland communities, as our courses became digitised. The most positive changes in the past two years have been our ability to extend access across Aotearoa via online courses and employing Pacific language tutors outside of Auckland. While ideally we wish to run courses face to face, the reality of ease of access with online platforms combined with the way that people now want to engage with learning means that our investment continues in building our digital presence, improving bilingual language resources and working with other language leaders to address the need for language support.



**Centre for
Pacific Languages**

Chapter Five:

Conclusions and Recommendations

Conclusions

This small study, using mainly voluntary labour, cannot claim to provide a comprehensive picture of the language sector in Aotearoa New Zealand. There are bound to be organisations that our internet search and networks did not identify, perhaps because they do not have a website or they did not come up on the search terms we used.

In particular, as noted earlier, the timing of our search means that we did not pick up organisations that were established after early 2022. Given that there were major changes in government policy at that time, with significantly increased support for Pacific languages, our data likely under-represents the Pacific language sector.

Looking at our data, however, it appears that in other respects, our results are reasonably representative of the language sector as a whole. The very large number of organisations identified in our internet search, and the 28% survey return rate (156 responses from 538 organisations) indicate that the survey results have reasonable reliability.

We are encouraged by the geographic spread of survey respondents, serving every major region in the country. While the spread of organisations by region compared to population is somewhat skewed towards Tāmaki Makaurau Auckland and Te Whanganui-a-Tara Wellington, this may be explained by the higher linguistic diversity of those regions.

The broad range of activities these organisations offer is another indication that the results are representative, as it demonstrates that the survey has reached a wide range of organisation types (e.g. language schools, interpreting and translation services, cultural associations, media and umbrella bodies).

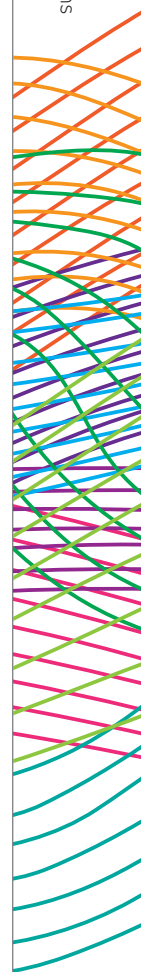
The sector supports a wide range of languages, a rich variety of valuable services and covers every region of the country. This size and breadth reflects the diversity of Aotearoa New Zealand and the high value that communities place on their languages.

The language sector in Aotearoa New Zealand is larger than many expected, but much of it is under-resourced and under-recognised. Feedback received in the course of this research indicates that many organisations feel isolated and few people in the sector know the range of organisations that are working to essentially achieve the same goals in other parts of the sector. There would be value in greater visibility and connections among language organisations.

At times the data feels like a “sector of two halves”: a large number of very small organisations with very few or no paid staff, running mainly on volunteers and funded mainly by participant fees or thin air; and fewer large organisations with over 20 and sometimes many times that number of paid staff and access to government funding to make that possible.

Reliance on participant fees could present a barrier to people wanting to access language services but are unable to pay the fee. Given the importance of language services for identity, wellbeing, connection and employment, it is important that access should be as equitable as possible. Our research found that most community language classes that play an important role in developing and maintaining language skills for both children and adults run almost exclusively on volunteer labour.

Reliance on fees or voluntary labour also means that many organisations do not have enough resources to provide the level of services they would like. An example of this from our networks was feedback from participants in recent language-teaching workshops run by Community Languages



The language sector in Aotearoa New Zealand is larger than many expected, but much of it is under-resourced and under-recognised.

Association of New Zealand (CLANZ) for language school tutors, with many tutors sharing that this had been the first training in language teaching that they had ever received. Without resourcing for things like training and quality materials, organisations face huge obstacles in their efforts to ensure quality services for their participants.

A key reason for the under-resourcing of language organisations is the lack of government funding for most forms of language support, with 69% of our survey respondents receiving no local or central government funding. A number of organisations are running on volunteers for both labour and delivery costs. If these organisations could access even minimal funding from government agencies, it would make a very significant difference to the quality and quantity of work they are able to deliver.

There is opportunity for these community language classes to be resourced by the Ministry of Education as a means of providing language learning in community languages that are not able to be taught in schools. There is also opportunity for the learning that children undertake to be recognised by schools and to be seen as a part of the school's language programme.

Within the categories of support for language: value, learn, maintain, and use, "learn" was the most frequently-mentioned category of activities. However, only about 40% of surveyed organisations teach languages, showing that the language sector is about much more than just universities, wānanga and community language schools. Language organisations in Aotearoa are offering a very wide range of activities across all of the categories of support.

A significant gap is in provision of English language learning for new migrants, especially those who do not have residency and therefore do not yet qualify for funded English language classes. This means that some people can be in Aotearoa New Zealand for years before they have the opportunity to access subsidised English language support. If access to English support was widened, this would enable migrants and their families to settle more quickly, participate in their community, better support their children's learning and participation, and make better use of their skills.

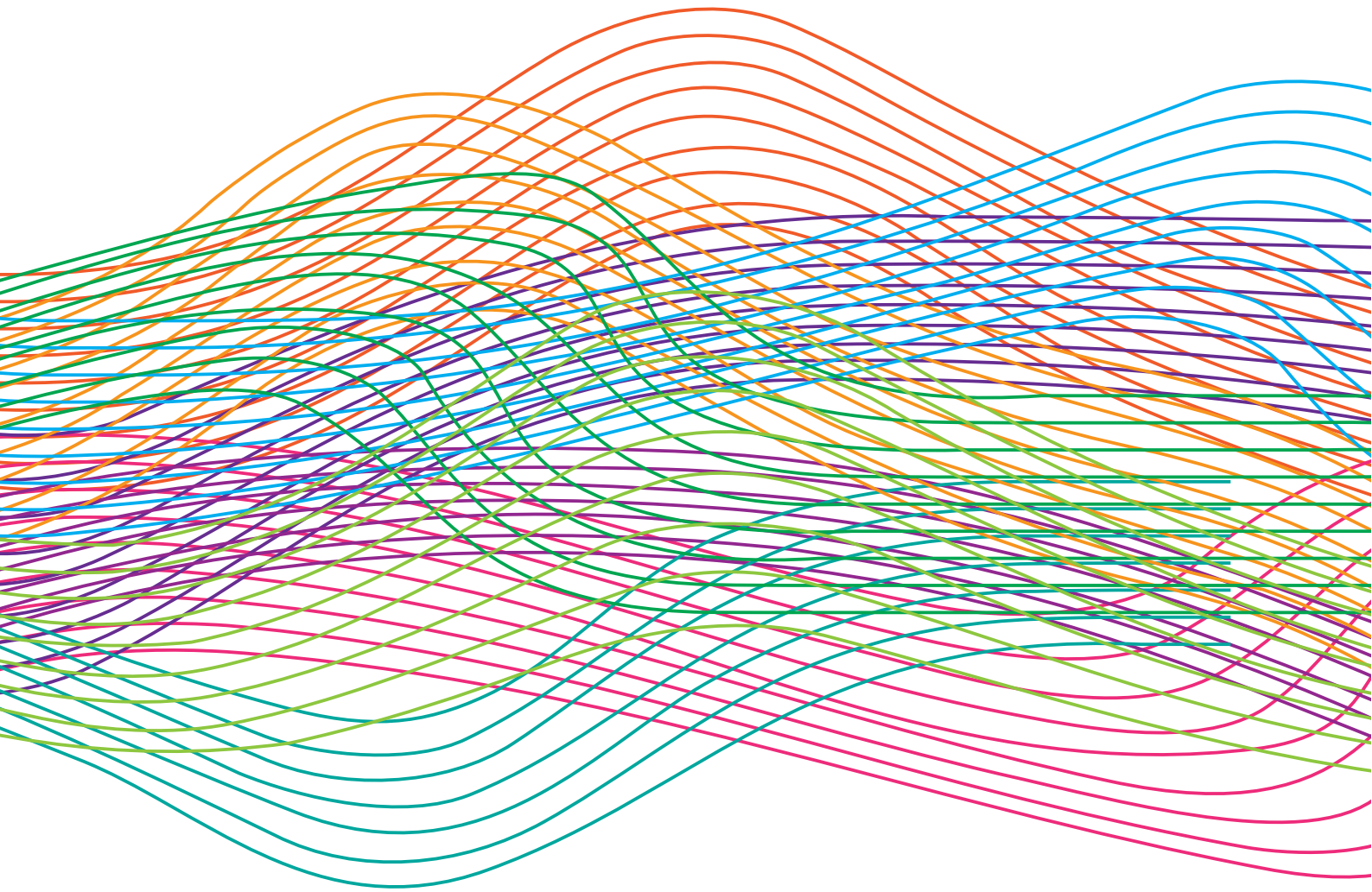
Survey participants were keen to connect with other language organisations. Almost all gave their email address for future communications and almost all agreed to have their website or social media links shared.

With the dramatic post-COVID increase in migration to Aotearoa New Zealand, the work of our nation's language organisations will be even more important; yet the language sector is still under-recognised and under-supported. Our recommendations below would go a long way towards changing that situation, so Aotearoa New Zealand can gain the full benefit from its many languages.

Recommendations

In summary, as a result of our findings, we recommend:

1. Forming an umbrella body for languages, as a collective voice for organisations that support languages, and to create connections across the sector
2. Developing a website, using the data gathered in our survey as a starting point, so people can find language services in their area
3. Requiring schools to ensure that all children learn te reo Māori at school, as of right, from year 1 to year 10
4. Resourcing community language schools to offer language learning to school-age students as well as adults, either within or outside school time, and recognising this learning in school academic records
5. Creating a Community Languages Framework, as recommended by the Human Rights Commission
6. Reviewing eligibility rules for subsidised English language support to include support for migrants who do not yet have residence
7. Establishing a national languages policy, to provide coherent support for language diversity across government departments. Based on advice from Professor Lo Bianco (University of Melbourne, principal author of the Australian National Languages Policy) and others, the first step towards a national languages policy would be to conduct an independent consultation on the issues a languages policy would need to address. Professor Lo Bianco has previously indicated that he would welcome an opportunity to assist the government on this matter.



Appendix 1:

Background to the Languages Alliance Aotearoa NZ

The Languages Alliance Aotearoa NZ (formerly known as the Auckland Languages Strategy Working Group, ALSWG) is an unaffiliated working group drawing on expertise and interest in the status and use of languages in New Zealand, and in Auckland in particular. The group is convened by Te Hononga Akoranga COMET (a trust working towards equity in education and skills) and includes members from a wide range of language-related organisations.

Vision

A multilingual Auckland that benefits socially, culturally and economically from an increasing number of Aucklanders knowing, respecting and speaking more than one language.

Core Messages

- Te reo Māori first – Aotearoa’s indigenous language
- NZSL – our other national language
- Importance of easy access to English
- Pasifika languages, especially the Realm languages
- Value of all languages, especially community and family languages
- Importance of language and culture – social cohesion, identity, cognitive, trade/tourism (our language, our culture, our identity)
- Support for language diversity is more than education; it includes recognition in the Civic domain, public celebration, translation/interpreting, maintenance, access to information and services, opportunities to use.

We are calling for:

- Every child to learn te reo Māori – core curriculum from year 1
- Also English and their heritage language or community language of their choice
- A plan to make those possible over time
- Support recognition of Pasifika languages
- Develop a National Languages Policy
- Start with a consultation

Achievements to date:

- **Developing Ngā Reo o Tāmaki Makaurau: Auckland Languages Strategy**, which was launched in November 2015, with the goal that by 2040 Tāmaki Makaurau enjoys the full economic, social and cultural benefits of our many living languages.
- **Co-hosting a visit in August 2017 by Professor Joseph Lo Bianco**, University of Melbourne, principal author of the Australian National Languages Policy. The NZ visit was in partnership with the Royal Society, AUT and Victoria University of Wellington. Professor Lo Bianco spoke at three public meetings and met with senior officials from a range of government departments to outline the value a national languages policy and to advise on a process towards developing such a policy.
- **Preparing a Briefing to the Incoming Ministers on language issues in Aotearoa**, in November 2017. The briefing was sent to five ministers with responsibilities closely related to language diversity, with copies sent to a further 20 ministers and to key national organisations working in the language space.
- **Publishing a Strategy for Languages in Education**, released in August 2018, outlining the need for a planned approach to language provision, including teacher workforce development, in order to enable all children in Aotearoa to learn te reo Māori from year 1, as of right, and to be supported to maintain and use their own heritage language, and/or to learn another language of their choice.
- **Submissions and representations** on the Education (Strengthening Second Language Learning in Primary and Intermediate Schools) Amendment Bill 2014, the Māori Language (te reo Māori) Bill 2014 and the Pacific Languages Strategy 2021; and support to partner groups for advice to MOE on reviewing and delivering the current Learning Languages Policy and on Pasifika Bilingual Education; and for submissions on the need for more support in education for the Hindi language; and the impact of the IELTS and equivalent requirements for initial teacher education (ITE) on recruitment of community language speakers and experts and educators in ECEs and schools.
- **Surveying language organisations** to demonstrate the depth and breadth of the sector supporting language learning, maintenance, translation, interpreting and use in Aotearoa.

Contact:

Languages Alliance Convenor: Susan Warren, susanmarywarren@gmail.com, 021 757 048

Te Hononga Akoranga COMET: PO Box 3430, Shortland St, Auckland 1040, 09 307 2101

Appendix 2:

Survey Form

Mapping Aotearoa's language organisations

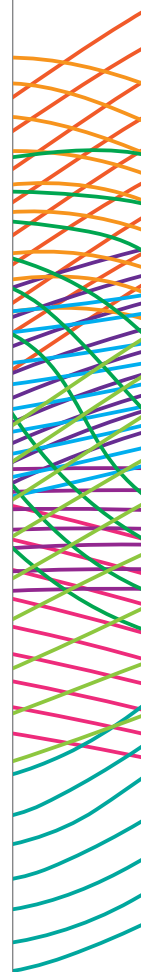
* 1. What is the official name of your organisation?

2. What is your mailing address (street no. and name)?

* 3. Town/City

4. Postcode

5. What is your street address if different from your mailing address?



* 6. In which parts of Aotearoa are your services offered? Please tick all that apply.

- | | |
|--|--------------------------------------|
| <input type="checkbox"/> We are Aotearoa/NZ wide | <input type="checkbox"/> Wellington |
| <input type="checkbox"/> Northland | <input type="checkbox"/> Tasman |
| <input type="checkbox"/> Auckland | <input type="checkbox"/> Nelson |
| <input type="checkbox"/> Waikato | <input type="checkbox"/> Marlborough |
| <input type="checkbox"/> Bay of Plenty | <input type="checkbox"/> West Coast |
| <input type="checkbox"/> Gisborne | <input type="checkbox"/> Canterbury |
| <input type="checkbox"/> Hawke's Bay | <input type="checkbox"/> Otago |
| <input type="checkbox"/> Taranaki | <input type="checkbox"/> Southland |
| <input type="checkbox"/> Manawatu-Whanganui | |
| <input type="checkbox"/> Other (please specify) | |

* 7. Please choose all the statements that apply to your organisation.

- We are an umbrella organisation that supports other language organisations
- We run one or more pre-schools that support learning in a language other than English
- We provide bilingual or immersion learning within the schooling system
- We teach languages to children within the schooling system
- We teach languages to children and young people outside school
- We teach languages at tertiary level as part of formal qualifications
- We teach languages (including ESOL) to adults in informal settings (Adult and Community Education)
- We provide translation services
- We provide interpreting services
- We engage in advocacy around language issues
- We conduct research related to language
- We provide initial training or professional development for language teachers
- We organise community events to celebrate and/or use languages
- We develop or provide language resources
- We create and share media content in language(s) other than English (e.g. radio or TV station, newspaper, online news service)
- We support families to maintain their first/heritage language(s) and pass them on to their children
- We represent/support language teachers
- We organize seminars/events related to language
- We hold religious services in language(s) other than English
- Other (please specify)



* 8. What language or languages do you focus on (please select all that apply)?

- | | | |
|--|-------------------------------------|--|
| <input type="checkbox"/> Te Reo Māori | <input type="checkbox"/> Gujarati | <input type="checkbox"/> Spanish |
| <input type="checkbox"/> English | <input type="checkbox"/> Hindi | <input type="checkbox"/> Tagalog |
| <input type="checkbox"/> New Zealand Sign Language | <input type="checkbox"/> Japanese | <input type="checkbox"/> Tokelauan |
| <input type="checkbox"/> Afrikaans | <input type="checkbox"/> Korean | <input type="checkbox"/> Tongan |
| <input type="checkbox"/> Cantonese | <input type="checkbox"/> Mandarin | <input type="checkbox"/> Arabic |
| <input type="checkbox"/> Cook Island Māori | <input type="checkbox"/> Niuean | <input type="checkbox"/> Russian |
| <input type="checkbox"/> French | <input type="checkbox"/> Portuguese | <input type="checkbox"/> Polish |
| <input type="checkbox"/> German | <input type="checkbox"/> Samoan | <input type="checkbox"/> ALL languages |
| <input type="checkbox"/> Other (please specify) | | |

* 9. How many paid staff does your organisation have?

- None
- 1-5
- 6-20
- 21-50
- 51-100
- Over 100

* 10. How many volunteers does your organisation have?

- None
- 1-5
- 6-20
- 21-50
- 51-100
- Over 100

* 11. How do you fund your language-related work? (please select all that apply)

- Central government
- Local government
- Philanthropics (trusts, foundations etc)
- Corporate sponsorship
- Fees paid by participants in your programmes
- Individual donations
- Other (please specify)

* 12. Would you like a copy of the report when published?

- Yes
- No

13. Main contact and email

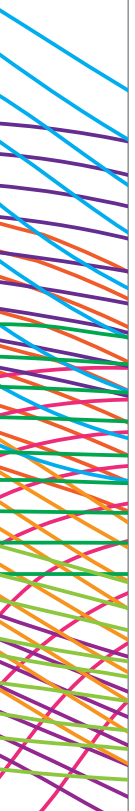
Name

Email Address

Phone Number

14. If you would like your contact information made available to prospective members, please provide details below (e.g. social media, website, email, phone, etc)

15. If you would like your organisation to be part of our network, please subscribe below.

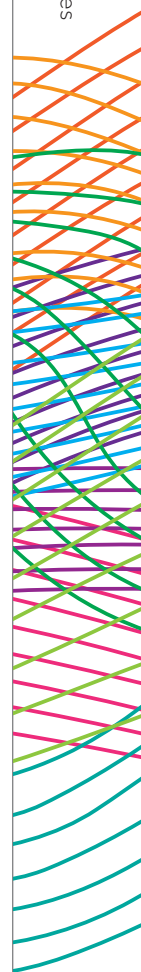


Appendix 3:

Detail of "other" category responses

Table 7. Types of services offered by organisations who responded to the survey and a classification of the type of service offered:

Types of services offered	Number of organisations who offer the service
We organise community events to celebrate and/or use languages	82
We support families to maintain their first/heritage language(s) and pass them on to their children	60
We organise seminars/events related to language	59
We develop or provide language resources	54
We provide translation services	51
We engage in advocacy around language issues	48
We teach languages to children and young people outside school	43
We represent/support language teachers	41
We create and share media content in language(s) other than English (e.g. radio or TV station, newspaper, online news service)	39
We provide interpreting services	39
We teach languages (including ESOL) to adults in informal settings (Adult and Community Education)	35
We provide initial training or professional development for language teachers	34
We conduct research related to language	25
We are an umbrella organisation that supports other language organisations	24
We teach languages to children within the schooling system	14
We hold religious services in language(s) other than English	12
We teach languages at tertiary level as part of formal qualifications	10
We run one or more pre-schools that support learning in a language other than English	9
We provide bilingual or immersion learning within the schooling system	6
Advocate for reading The Tiriti o Waitangi in different languages to celebrate our diversity on Waitangi Day; Advocate for reading Pasifika languages aloud in libraries. Collect stories in language/s home	1
InfoNOW - settlement information available in multiple languages	1
Mandarin and Cantonese	1



NZSTI is the national professional association for translators and interpreters. As well as providing a networking forum, we represent our members' interests by promoting continuing professional development, quality standards and awareness of the profession among government agencies and the wider community.	1
The above functions are a combination of services offered by our members who we represent and by English New Zealand as an organisation. We also quality assure our language schools over an above NZQA's role.	1
The National Library of New Zealand, and particularly the Alexander Turnbull Library (a research library within the National Library) holds extensive collections in te reo Māori and Pasifika languages. We have published (books, serials) and unpublished (letters, diaries etc) that can be used for reading and research. Generally these collections need to be used onsite at the National Library in Wellington, but Services to Schools support schools throughout the country	1
We organise Korean government agency's visit to NZ to have seminar for using accurate Korean language for TV staff and sometimes we add Korean school teachers to attend the seminar in Auckland	1
We also work closely with schools teaching other languages	1
We are an English language school catering to migrants and International students	1
We are not language related. Most of us are multi-lingual in either Malay, Various Chinese dialects, Tamil & English. We occasionally provide translation/interpretation services upon request.	1
WE conduct on-line sessions to teach New Zealanders to speak the Cantonese dialect.	1
we develop events in other languages as well as provide spaces for other entertainment groups that are not in English to perform their shows for their communities and to create exposure within the Kiwi community	1
We facilitate conversation groups	1
We help to receive education for foreigners in english schools f	1
We hold our Toastmasters meetings in bilingual te reo Māori and English	1
We mainly provide website localisation services and training courses	1
We offer online language teaching	1
we offer resources such as library, book clubs	1
We organise rehearsals every week for Adult & Children	1
we plan to develop language teaching resources as we grow and to expand our language offerings	1
we produce multimedia material	1
We provide comm's messages from local and national government clients, to 80 ethnic media companies	1
We provide cultural immersion workshops that promotes language, culture and Pacific identity and leadership programmes.	1
We provide Intercultural awareness workshops for NZ businesses in our area	1
We provide short and long-term professional development programmes for teachers through the primary and secondary sectors to upskill in pedagogy, language skills.	1
We publish books in languages other than English	1
We run the official accreditation tests for te reo Māori translators in Aotearoa	1
We run training programmes for businesses, including te re Māori training	1
We share community events information to our followers on FB	1

We support the teaching and learning of German at all levels within the New Zealand education system and with our own courses and examinations.	1
We teach 8 languages as well as give IELTS lessons to enrolled students;	1
We teach English to international students	1
We teach ESOL in workplaces included in Workplace literacy and numeracy	1

Table 8. The funding streams of language organisations

Funding streams of organisations	Number of organisations
Fees paid by participants in your programmes	71
Individual donations	42
Central government	39
Philanthropics (trusts, foundations etc)	35
Local government	17
Corporate sponsorship	10
Volunteers	2
Clients	1
advertisement	1
Support from New Zealand Chinese Association	1
Conferences and events	1
New Zealand Chinese Association donation to Branch Associations	1
Contracts with non Ministry organisations	1
Schools contribute a teacher or reciprocal staffing or funding.	1
Communication Campaigns	1
UoA, External sponsorship	1
Costs absorbed by volunteers	1
NA	1
Customers	1
Normal business working with govt and private sector clients	1
Fees paid by other organisations for various language services	1
Research grants	1
by committee members	1
service fees	1
Foreign government	1
tickets for our shows	1
Grants	1
Company funds	1
Hall hire	1
Ministry of Education in Korea	1

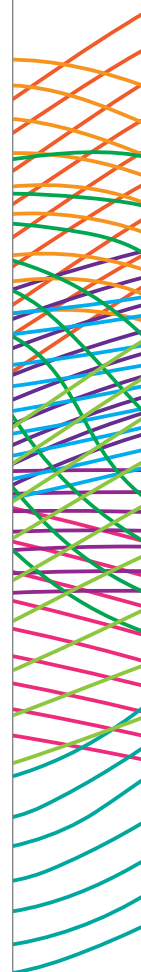
I am a sole trader	1
National Head Office and Chinese Poll Tax Heritage Trust	1
I get paid by government agencies that contract my services (DHBs, MBIE, etc.) as well as by private clients.	1
No language related work. Any request is koha or paid services by the requesting agency.	1
all volunteering work and use our own money	1
Organisations (government and private), workbridge, individuals	1
Interest Income	1
Provider membership fees	1
its financed by ourselves as we do not received funding	1
School pay for our resources	1
Korean Government	1
Self-employed/Small business	1
Korean government	1
Sponsored by our organisation	1
Language classes are user pay, other programmes supported by the German foreign office	1
Te reo Māori through ACE (TEC) and only for learners	1
Was already teaching English in our school, when our(NIUEAN) language programme started up.;	1
University and Chinese partner support. Please note that we have had no volunteer teacher assistants working with us in 2020 or 2021 as these volunteers come from China. I have answered Q10 as an indication of normal business rather than current state.	1
We are a for profit organisation selling language resources	1
Voluntary	1
Volunteering of time, sharing of privately owned resources/books/Zoom accounts etc	1
Commercial projects	1
We don't currently have many expenses, and rely on volunteers to organise events. But we do plan to start organising more events and activities around language learning and conversation.	1
we provide translation and interpreting services to Government and private companies	1
We charge and invoice for services	1
Lottery NZ	1
We participate in CLING through our jobs (ie our salaries come from our employers, who enable us to participate in CLING)	1
Membership contributions	1
We're just beginning to apply for grants now as we're just getting started	1
Membership subscriptions	1
Memberships	1

Appendix 4:

Organisations that responded to the survey

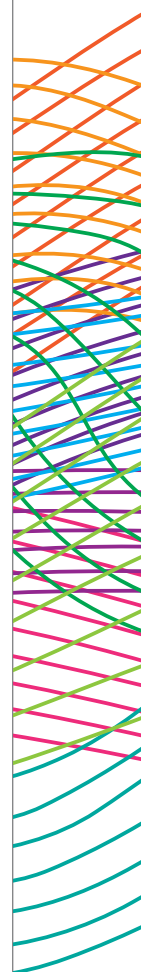
Table 9.

Names of Organisations	Contact Information
2M Language Services	2m.co.nz
A2ZTranslate Ltd.	www.a2ztranslate.co.nz ; 09-303-3705
ABC Language Tuition	https://www.abclanguage.co.nz/
Adult and Community Education Aotearoa	https://www.aceaotearoa.org.nz/
Alliance Française Auckland	https://www.alliance-francaise.co.nz/ ; https://www.facebook.com/afauckland/ ; https://www.instagram.com/af_auckland/
Alliance Francaise Christchurch	https://www.afchristchurch.org.nz/
Alliance Francaise Palmerston North Incorporated	https://www.french.org.nz/
Alliance Française Wellington	https://www.french.co.nz/ ; https://www.facebook.com/AllianceFrancaiseWellington?ref=hl ; https://www.instagram.com/frenchalliancewellington/
Anju's Cultural Studio	https://www.facebook.com/anjusstudio/
Aotearoa Latin American Community Inc	www.alacinc.org.nz
Arabs in NZ	Doaa_bayoumy@yahoo.com
Aspiring Language Institute	https://aspiring.ac.nz/
Association Française de Hawke's Bay Incorporated	https://www.afhb.org.nz/
Association of Tauranga Malayalee Aotearoa-(ATMA Inc.)	https://www.facebook.com/taurangamalayalee/
At Taqwa Trust	https://www.masjidattaqwa.co.nz
Auckland Chinese Seventh Day Adventist Church	www.acsdac.org
Auckland Huaxin School Inc.	aucklandhuaxinchineseschool@gmail.com
Auckland Indian Association Inc.	www.aiai.org.nz ; Facebook: Mahatma Gandhi Centre; Auckland Indian Association
Auckland North Newcomers Network	www.newcomers.co.nz
Auckland Translation Services Ltd	www.russian.co.nz
Auckland Translations Limited	www.aktranslation.co.nz ; info@aktranslation.co.nz ; 09-8890148; 022-044-6400
Bay of Plenty Interpreting Service (BOPIS)	trmc.co.nz
BTM Marketing Ltd	tony@btmnz.co.nz



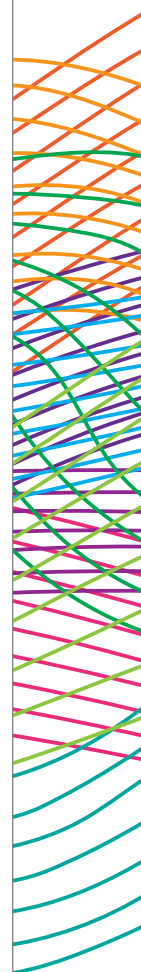
Christchurch Polyglots & Language Learners Group (but we are in the process of creating a new name 'Linguasocial')	https://www.facebook.com/groups/ chchlanguage meetup.linguasocial.org
Circolo Italiano di Wellington	https://www.circoloitaliano.org.nz/ ; https://www.facebook.com/ circoloitalianodiwellington/
CLING (Community Languages Information Network Group)	Website: cling.nz ; Facebook: cling.nz
COMET Auckland	www.cometauckland.org.nz ; https://www.facebook.com/cometaki/
Community Education Bay of Plenty "Let's Learn"	www.letslearn.co.nz
Community Languages Association of NZ	sunita.d.narayan@gmail.com
Confucius Institute	https://www.wgtn.ac.nz/ci ; Facebook CI Wellington www.ci.ac.nz ; https://www.facebook.com/CIAUCKLAND/ ; https://twitter.com/ConfuciusNZ ; https://www.youtube.com/channel/ UCPtJXkuGFg17ePtssmATbgQ
Confucius Institute at Victoria University of Wellington	Facebook: https://www.facebook.com/ ConfuciusInstituteWellington/ ; Website: https://www.wgtn.ac.nz/ci ; Email: confucius-institute@vuw.ac.nz
Connect Interpreting Ltd	
Consulate-General of Japan in Auckland	https://www.auckland.nz.emb-japan.go.jp/itprtop_en/ index.html ; https://www.facebook.com/JapanConsAuckland/
Dante Alighieri Society	info@dante.org.nz
De La Salle College	https://www.delasalle.school.nz/
Deaf Aotearoa	https://www.deaf.org.nz/
Deaf Society of Canterbury Inc.	https://www.deafsocietyofcanterbury.co.nz/
Deen Welfare Trust	https://www.deenwelfare.org.nz/
EarthDiverse	www.earthdiverse.org.nz ; www.facebook.com/earthdiverse ; twitter.com/EarthDiverse
English Language Partners New Zealand	www.englishlanguage.org.nz ; https://www.facebook.com/ EnglishLanguagePartnersNewZealand/
English Language Partners New Zealand Trust	natoffice@englishlanguage.org.nz
English New Zealand	www.englishnewzealand.co.nz ; admin@englishnewzealand.co.nz
Eurolinguist Translation Solutions	www.eurolinguist.net
Evangelize China Fellowship Holy Word Church of Auckland Incorporated	
French with Shelley	www.frenchwithshelley.co.nz

Future Learning Solutions Centre For Languages	b.sydenham@auckland.ac.nz ; https://www.learningcircle.co.nz/ ; https://www.facebook.com/FLS.Languages ; https://www.youtube.com/channel/UC63ZJbkvsN2ibe9NTCbYscA
Gaeilge Aotearoa (unofficial)	dermotcoffey@yahoo.ie
Goethe-Institut	www.goethe.de/nz
Greek Community School of Wellington	http://www.greek.org.nz/school/
Gujarati Samaj New Zealand (Inc)	https://gujaratisamajnz.info/
Hamilton Multicultural Services Trust	www.encypher.co.nz ; https://www.facebook.com/DecypherNZ/?ref=aymt_homepage_panel&eid=ARDXj9oLrCWWjvFn9tNNTe3C9fJJYjmYBhsZVsT--Hz7yt4JsvGgyECPknd5OG6cl5Xm5ANa2DC73T8
Hamilton Multicultural Services Trust (trading as Decypher)	leannes@encypher.co.nz
Happy World Korean TV	http://ktn24.com/ ; https://www.facebook.com/knzca/
Hope n help charitable trust	www.hopenhelp.org.nz
Incorporated Society	info@maa.net.nz
IT'S ACCESSIBLE	https://www.repeatreadaloud.co.nz/
Japan Kauri Education Trust	www.facebook.com/inchJ/
Japan Society of Hawke's Bay Inc.	
Japan Society of Wellington	https://www.facebook.com/JAPANSOCIETYWELLINGTON/
Japanese Family Society of Queenstown	https://www.facebook.com/profile.php?id=100064907761283
Kiwi Investment Group Ltd	https://investmentgroup.kiwi.nz/
Kiwi Translation Limited	http://www.kiwitranslation.com
Korea- NZ Cultural Association	https://ktn24.com/
Korean Education Centre in New Zealand	https://www.facebook.com/KoreanEducationCentre/
Korean Education Centre in NZ	http://www.nzkoreanedu.com/ ; https://www.facebook.com/KoreanEducationCentre/
Korean Language and Culture Centre of Wonkwang Digital University	linkannz@hotmail.com
Laenye Productions	https://www.facebook.com/pages/category/Artist/Laenye-Productions-101376517912594/
Language Fuel Resource Room	https://www.languagefuel.com/ ; resourceroom@languagefuel.com
Language Hub	https://languagehub.co.nz/ ; https://www.facebook.com/LanguageHubNZ/ Twitter: @LanguageHubNZ https://www.instagram.com/languagehubnz/
Language Links Translations & Interpreting	www.languagelinks.co.nz



Languagenut	www.languagenut.com ; +44 7889 219007 paul@languagenut.com
Languages International	www.languages.ac.nz
Literacy Aotearoa Charitable Trust (Literacy Aotearoa)	
Manawatu Multicultural Council	info@mmcnz.org.nz
Manawatu Multicultural Council (MMC) Inc.	www.mmcnz.org.nz
Maurea Consulting Limited	https://www.maurea.co.nz/
Merge NZ	Facebook: https://www.facebook.com/MergeNZLtd ; website: www.mergenz.co.nz ; email: hello@mergenz.co.nz
MES Translations	mestranslations.com
MLT Translation Centre 2006 Ltd	www.mlt.nz ; translate@mlt.co.nz ; 0220430264
MLU Chinese Translation Service	www.chinesetranslation.co.nz ; marlenelu70@gmail.com ; 0210333549
National Library of New Zealand Te Puna Māturanga o Aotearoa	https://natlib.govt.nz/questions/new ; https://natlib.govt.nz/ ; https://www.facebook.com/NationalLibraryNZ ; https://twitter.com/NLNZ/ (#tbreaktweets)
New Coasters.Inc	newcoasters.core.org.nz ; New Coasters.Inc - Home on Facebook; NZ Newcomers Network; https://newcomers.co.nz/greymouth-reefton - Greymouth/Reefton Newcomers Network
New Zealand Association of Japanese Language Teachers	https://nzajit.com/
New Zealand Association of Language Teachers (NZALT)	
New Zealand Chinese Association - Manawatu Branch	manawatu.nzchinese.org.nz
New Zealand Chinese Association Auckland Inc	https://auckland.nzchinese.org.nz/ ; https://www.facebook.com/nzcaakld/
New Zealand Chinese Association Nelson Branch	
New Zealand Language Centres Ltd	https://nzlc.ac.nz/
New Zealand Malaysian Society	https://www.nzmalaysiansociety.org.nz/
New zealand Messengers Ltd	WEBSITE: www.nzmessengers.co.nz/ WECHAT: nzmessenger-xuan EMAIL: nzmessenger@xtra.co.nz PHONE: 03-3380168
Niche Media NZ Ltd	www.NicheMedia.co.nz and www.BECnz.co.nz
NZCC Ltd (New Zealand Culture Company)	www.repeatreadaloud.co.nz ; Info@repeatreadaloud.co.nz
NZTC International, part of the Straker Group	www.nztcinternational.com
Onehunga High School Adult Learning Centre	www.onehungahigh.school.nz

Pacific International Translations (NZ) Ltd	www.pactranz.com
Pacific Media Network	matt.tufuga@pmn.co.nz
Pasifika Education Centre	https://www.facebook.com/PacificEducation/?ref=bookmarks ; www.pec.ac.nz ; Courses@pec.ac.nz or reception@pec.ac.nz
Pistachio Mandarin Language Centre	www.learnmandarin.co.nz
Reprotrans Company Limited	albertdeng@hotmail.com ; www.naatitranslator.co.nz ; albertdeng@hotmail.com ; 0276056793
Rotorua English Language Academy	https://rela.co.nz/
Rotorua Multicultural Council	Multicultural Rotorua Facebook page
Russian for kids Incorporated	www.russianforkids.co.nz ; olgabelokon@russianforkids.co.nz ; 02108450845
School of Languages and Cultures, Victoria University of Wellington	https://www.wgtn.ac.nz/slc ; https://twitter.com/ilc_vuw
South Paw Translation	https://www.southpawtranslation.com/
Spanish Teachers Association in NZ Aotearoa	www.stanza.org.nz
Straker Translations	
Systemetrics Research Associates Ltd	www.systemetrics.co.nz ; Instagram: @hilary.smith_language
Tauranga Regional Multicultural Council Inc	www.trmc.co.nz
Te Ataarangi ki Te Taihū o Te Waka-a-Maui	www.tereomāori.org ; https://www.facebook.com/TeReoTeTaihū/ ; https://www.facebook.com/groups/1521798521416426
Te Ataarangi Trust	http://teataarangi.org.nz/
Te Herenga Waka o Orewa	https://www.teherengawakaorewa.co.nz/
Te Taura Whiri i te reo Māori	https://www.facebook.com/tewikiotereomāori/ ; https://www.facebook.com/reomāori/ ; https://www.linkedin.com/company/7276415/admin/ ; www.taurawhiri.govt.nz
TESOLANZ	https://www.tesolanz.org.nz/
The Arabic School of New Zealand	ArabicSchool.org.nz ; https://www.facebook.com/TheArabicSchoolOfNZ/
The New Zealand Society of Translators and Interpreters (Incorporated)	
The Office of Ethnic Communities	https://www.ethniccommunities.govt.nz/
The Polish Association in Christchurch	www.polonia.org.nz ; https://www.facebook.com/Polonia-Christchurch-New-Zealand-1516238925339800/
The Tung Jung Association	tungjungassociation@gmail.com
The University of Auckland	https://www.auckland.ac.nz/



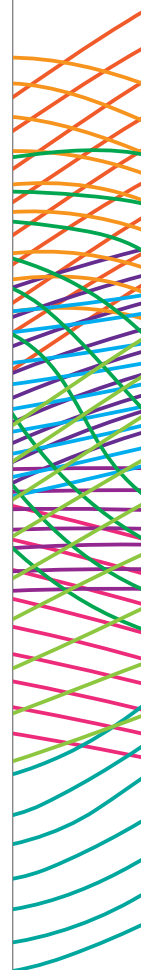
The Whanau Community Center	
Tōhī Toastmasters	https://www.facebook.com/tohitoastmasters
Translation Service (Department of Internal Affairs)	www.translate.govt.nz
TransNational Translation	www.transnational-ltd.co.nz
Tung Jung Association of NZ Inc.	gordon.wu@xtra.co.nz
Tupumaiaaga A Niue Trust	https://www.facebook.com/groups/133512873336123/
Victoria University of Wellington - Te Pūtahi Reo - Language Learning Centre	
VietKidsNZ	https://www.facebook.com/VietKidsNZ/
Virtual Learning Network (VLN) Primary School	http://vlprimary.school.nz/
Waikato Institute of Education	https://wie.nz/
Waikato Islamic School	www.wise.ac.nz
Waikato Korean School	http://homepy.korean.net/~waikatoks/
Waitaki Multicultural Council	https://multiculturalnz.org.nz/waitaki%20multicultural%20council; https://www.facebook.com/WaitakiNewcomersNetwork/?ref=bookmarks; https://www.facebook.com/Waitaki-Migrants-Meet-and-Share-351435685273165/?ref=bookmarks
Waitaki Multicultural Council	Waitaki Newcomers Network, Waitaki Migrants Meet and Share
Wellington Chinese Association Inc.	Facebook: Wellington Chinese Association; wellington.nzchinese.org.nz
Wellington Chinese Language School	www.wcls.ac.nz , facebook, wechat
Wellington High School Community Education Centre	https://www.cecwellington.ac.nz/
Wellington Hindi School	sunita.d.narayan@gmail.com
Wellington Indian Association	https://www.wia.org.nz/
Wendy Pye Publishing Ltd	www.sunshine.co.nz ; https://www.facebook.com/sunshinebooksNZ/
West Auckland Kiribati Association (WAKA) Incorporated	westaucklandkiribati@gmail.com

Appendix 5:

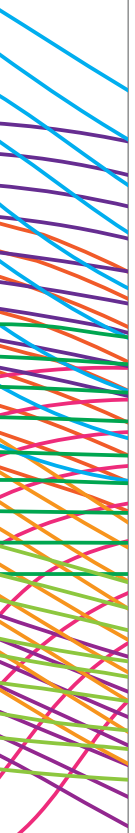
Detail from the 2018 census data

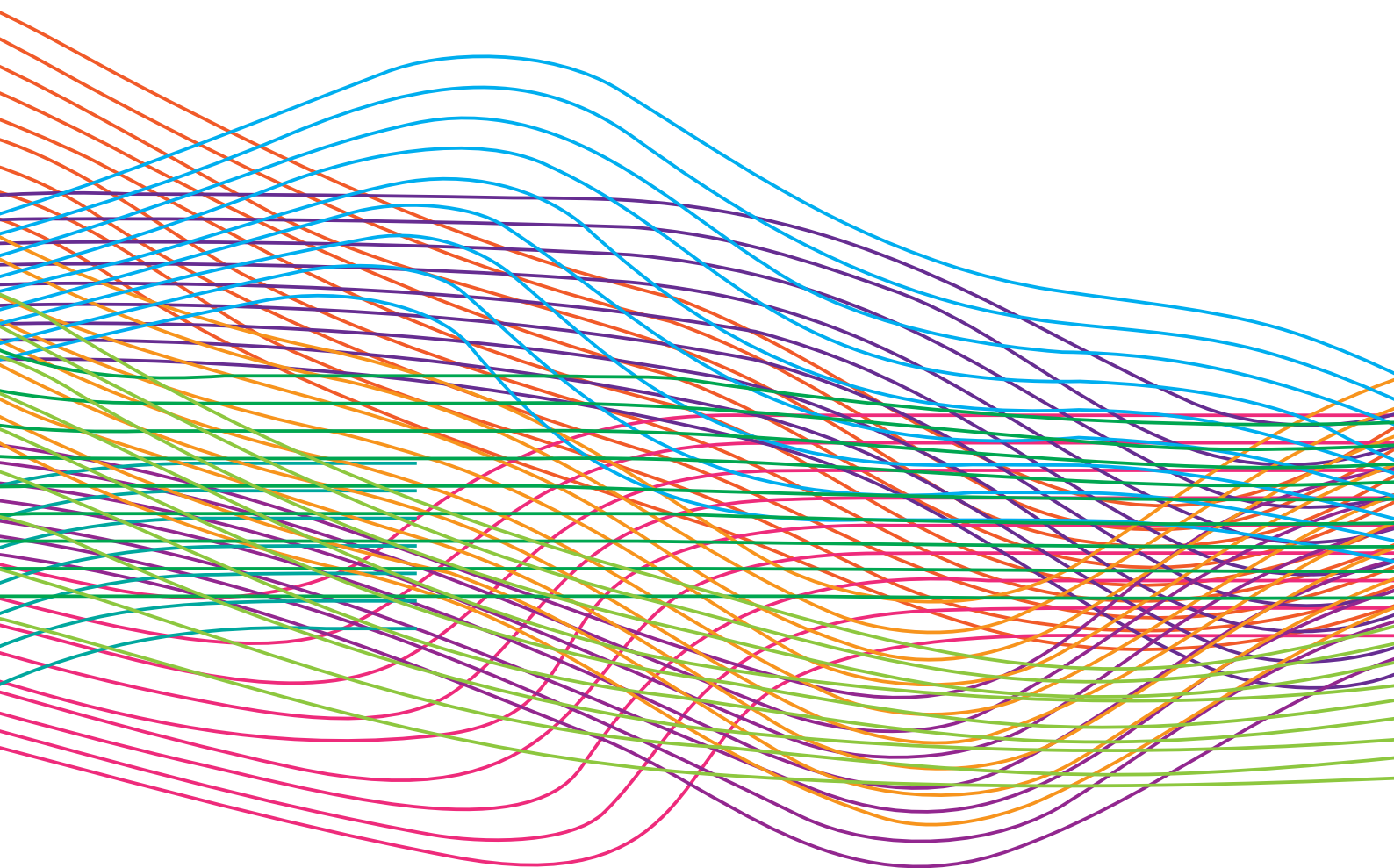
Table 10. Languages spoken in Aotearoa New Zealand (based on 2018 Census)

Top 25 Languages spoken	Census usually resident population count (2018)	Percentage of population (2018)
English	4,482,135	95.4%
Māori (Official Language)	185,955	4.0%
Samoan	101,937	2.2%
Northern Chinese	95,253	2.0%
Hindi	69,471	1.5%
French	55,116	1.2%
Yue	52,767	1.1%
Sinitic not further defined	51,501	1.1%
Tagalog	43,278	0.9%
German	41,385	0.9%
Spanish	38,823	0.8%
Afrikaans	36,966	0.8%
Tongan	35,820	0.8%
Panjabi	34,227	0.7%
Korean	31,323	0.7%
Fiji Hindi	26,805	0.6%
Japanese	24,885	0.5%
Dutch	23,343	0.5%
New Zealand Sign Language (Official language)	22,986	0.5%
Gujarati	22,200	0.5%
Russian	12,543	0.3%
Arabic	12,399	0.3%
Portuguese	10,569	0.2%
Tamil	10,107	0.2%
Italian	9,903	0.2%



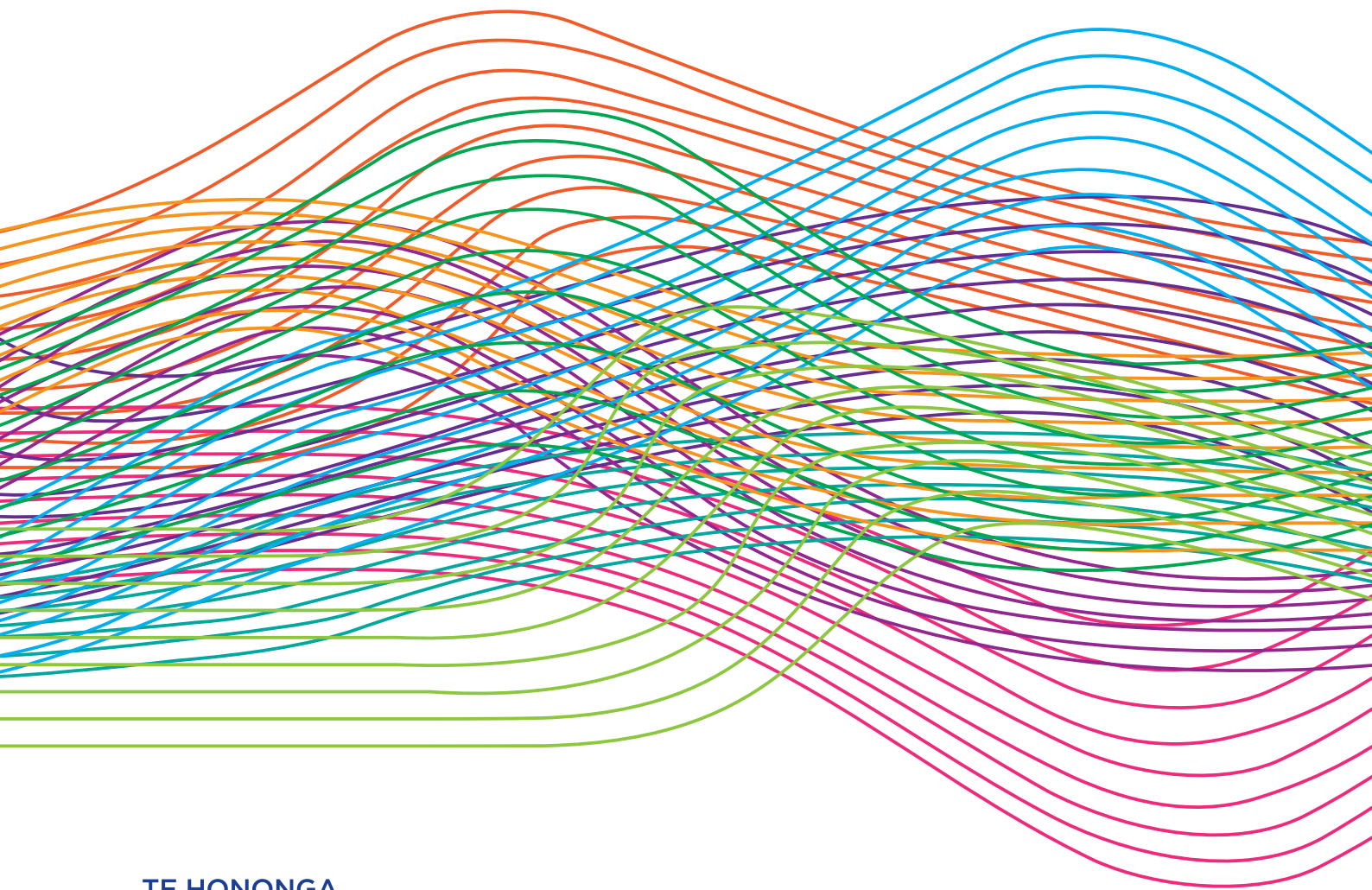
Languages of Realm NZ:		
Niuean (NZ Realm Country)	4,182	0.1%
Cook Islands Māori (NZ Realm Country)	7,833	0.2%
Tokelauan (NZ Realm Country)	2,406	0.1%





LANGUAGES ALLIANCE

Aotearoa New Zealand



TE HONONGA
AKORANGA
COMET



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