# Teacher Support Materials to Accompany Stories to Support the Pasifika Learning Languages Series Resource *Haia! An Introduction to Vagahau Niue*

## Introduction

These teacher support materials accompany the six storybooks developed especially to support the Learning Languages Series resource *Haia! An Introduction to Vagahau Niue*. Each story gives students opportunities to extend their language and cultural knowledge and to practise reading the target language of specific units in *Haia!*

These teacher support materials suggest how teachers can use the six storybooks to foster vagahau Niue learning at levels 1 and 2, particularly in the context of the *Haia!* programme.

The teaching-as-inquiry cycle and the Newton et al. research[[1]](#footnote-1) on intercultural communicative language teaching underpin these teacher support materials. See:

* the effective pedagogy section on page 35 of *The New Zealand Curriculum* or <http://nzcurriculum.tki.org.nz/Curriculum-documents/The-New-Zealand-Curriculum/Effective-pedagogy>
* the Newton et al. paper at: <http://www.educationcounts.govt.nz/publications/curriculum/an-introduction-to-the-concept-of-intercultural-communicative-language-teaching-and-learning-a-summary-for-teachers/1.-overview>

### *Haia! An Introduction to Vagahau Niue*

*Haia!* is a resource in the Learning Languages Series. It provides a language-teaching programme that can be used by teachers, including those who do not speak Niue or know how to teach languages. *Haia!* includes:

* twenty units of three lessons each
* a range of language suitable for years 7–10 at levels 1 and 2 of the curriculum
* video and audio support to engage learners and demonstrate how fluent speakers use the language
* lesson plans that could be linked to opportunities for learners to enjoy reading Niue texts.

You can find *Haia!* onlineat <http://pasifika.tki.org.nz/Pasifika-languages/Vagahau-Niue>

### Engaging students with texts

The teacher’s role is to mediate the interactions between the student and the learning materials and enable the student to meet their learning outcomes.

# *Kua Mau Nakai a Koe, ma Maia?*

by Joan Makisi

This story supports:

* Unit 2 *Magafaoa* / Family
* Unit 7 *Kaina* / Home

## Text Features

### Language features

The language features of this story include:

* expressions of time – *Ko e pogipogi Aho Gofua* /It is Monday morning
* words transliterated from English words – *telefoni*, *sofa*, *Agikolo*, *penetala*
* repetition of structures – *Kua mau nakai a koe, ma Maia?* / Are you ready yet, Maia?; *Nākai, ai la mau ia au* / I’m not ready yet
* use of *nakai* in a question and *nākai* to indicate a negative – *Kua mau nakai a koe, ma Maia?* /Are you ready yet, Maia?; *Nākai, ai la mau ia au* / No, I’m not ready yet
* common formulaic expressions – *Fakaaue, ma Mama* / Thanks, Mum; *Ko e haau, ma Maia* / It’s for you, Maia; *Kua mau nakai a koe?* / Are you ready yet?
* terms for family members, including familiar forms of address – *taokete* / older sister; *Mama* / Mum; *Papa* / Dad; *Agikolo* / Uncle; *Nena* / Nana
* *ma* before a person’s name when addressing them directly – *Fakaaue, ma Agikolo* / Thanks, Uncle
* expressions of place – *he poko kaitunu* /in the kitchen; *he poko koukou* / in the bathroom; *he fale ha Maia* / at Maia’s house; *he fuga sofa* / on the sofa
* vocabulary for rooms in a house – *poko mohe* / bedroom; *fale unu* / laundry
* pronouns – *koe* / you (singular); *mutolu* / you (plural)
* the particle *kua* to indicate a completed action in the present tense – *Kua mau tai au* / *Now I’m ready.*

### Cultural features

The cultural features in this story include the following.

* The Niue word for Monday is *Aho Gofua*. The word *gofua* expresses the meaning of being allowed to do something. So Monday is the day when you are again allowed to do other things after the day dedicated to family and religious matters (Sunday).
* The story shows the value of *loto* *fakalilifu* / respect – Maia always thanks the person who responds to her question, and she says goodbye to her family before leaving for school.
* In the text, *fale unu* is used for laundry – a reminder of traditional Niue housing arrangements. The text also uses *poko kaitunu* / kitchen, although other texts may use *peito*.
* The text shows various family members living in the same house. This is a point of discussion, as family living patterns can vary across cultures and in individual households. Many Niue families have members of the extended family living in the same household.

## Links to the New Zealand Curriculum

### Key competencies

Reading and working with *Kua Mau Nakai a Koe, ma Maia?* could help students develop key competencies set out in the New Zealand Curriculum at: http://nzcurriculum.tki.org.nz/Curriculum-documents/The-New-Zealand-Curriculum/Key-competencies

### Values

The story illustrates values that relate to the New Zealand Curriculum and to the core Niue value of *loto fakalilifu* / respect.

### Cross-curricular links

Learners who are working at levels 1–2 in Niue may be working at higher curriculum levels in other learning areas. You will need to consider this in order to make effective cross-curricular links. Here are two examples of cross-curricular achievement objectives that could be linked to this story:

Social Sciences, Level 3

Students will gain knowledge, skills, and experience to:

* Understand how cultural practices vary but reflect similar purposes
* Understand how people view and use places differently.

### Learning Languages: Achievement objectives

Students will:

* receive and produce information
* produce and respond to questions and requests
* show social awareness when interacting with others

(Communication strand, relating to selected linguistic and sociocultural contexts)

* recognise that the target language is organised in particular ways
* make connections with their own language(s)

(Language Knowledge strand)

* recognise that the target culture is organised in particular ways
* make connections with known culture(s).

(Cultural Knowledge strand)

### *Tau Hatakiaga ma e Vagahau Niue: The Niue Language Guidelines*, levels 1 and 2

Students will:

* give and respond to personal information (1.1)
* respond to and express agreement and disagreement and ask for assistance (1.6)
* use language, positioning, and movement to show respect (1.8).

## Learning outcomes

Below are some possible learning outcomes for reading this story. Select from and adapt these to meet the needs of your students and share the outcomes with them.

After reading and working with this story, I will be able to:

* read the story and understand it
* give examples of how vagahau Niue and *aga fakamotu* are organised in particular ways
* ask and respond to questions about who does chores
* make connections with the language(s) and culture(s) I know.

## Learning activities

You do not have to use all the activities suggested below. Choose from and adapt them to suit your students’ needs.

### Introducing the text

Display the cover. Discuss the context and the situation and ask students to guess what the title means. Prompt the students to identify the name and that Maia is the girl on the cover. Confirm, or explain, that the title means “Are You Ready Yet, Maia?” Explain the use of *nakai* as a question marker.

If necessary, revise the Niue for family members (unit 2) and for rooms in the home and household chores (unit 7) before reading.

### Reading the text

Read page 2 aloud to the class. Then ask the students to read it aloud in pairs. Have them discuss in pairs what they can see in the illustrations and any words or phrases they recognise. Encourage them to make inferences about the meanings of new words and phrases. Confirm the meanings of the sentences.

Create a graphic organiser like the example below for students to fill in (with the Niue words and phrases from the text) as they read pages 3–7.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *Numela laupepa* / Page number | *Tagata he magafaoa* / Family member | *Poko /* Room | *Fekau /* Chore | *Koloa ha Maia /* Maia’s possession | *Tokaaga (he koloa ha Maia) /* Location (of Maia’s possession) |
| 3 |  |  |  |  |  |
| 4 |  |  |  |  |  |

Have students work in pairs to read and discuss each page. After the pairs have read each page, have them fill in the graphic organiser, then discuss their ideas as a group and record relevant language and cultural aspects. As you work through the text, support the students to:

* check the glossary and the previous units in *Haia! An Introduction to Vagahau Niue* for words and expressions that they don’t know or can’t remember
* describe what the illustrations show
* make connections between the illustrations and the written text
* work out the relationships between the characters and their involvement in the actions
* summarise the main ideas on each page
* identify language and cultural practices, for example, questions and negatives, chores being done, members of the family in one household, and the associated values reflected in the written and visual texts.

As a class, complete a shared version of the graphic organiser and identify key unfamiliar words or expressions (in the text or the discussion). Record the words and expressions on the board.

Support students to notice patterns of language, for example, *Kua mau nakai a koe, ma Maia?* /Are you ready yet, Maia? *Nākai, ai la mau ia au*. / No, I’m not ready yet. After reading, you can show students how they can use these patterns in other contexts. Provide opportunities for them to practise and use the language to achieve a communicative purpose (such as during the class survey – see below).

### After reading

Class survey

Have the students interview 2–3 classmates to find out who does the chores in their households. Prompt them to remember the question from unit 2 – *Ko hai ka taute e tau fekau?* / Who does/is doing the chores? (Note that Niue doesn’t differentiate between “does” and “is doing” in this context.)

Give each student a copy of a table with the names of chores in vagahau Niue in one column and space for answers from 2–3 classmates in the next column. Tell the students to work in pairs, asking and answering questions and filling in their tables. Give them a time limit and, when it is up, tell them to move into new pairs.

When the students have filled in their tables, have them work in new pairs to discuss their findings (in English) and compare the differences and similarities between the households.

Vocabulary extension

As a class, focus on the items that Maia is looking for and the rooms where these are located, for example, *tohi gahua kaina haaku* / my homework book; *he poko okioki* / in the lounge. The students will already have identified these expressions in the written text. Now they build lists of items and locations to use and add to later. The same process could be followed with other language features, such as the use of *nakai* in questions and *nākai* in negatives.

Vocabulary and fluency practice

Have the students work in groups to prepare role plays. Tell them to use the structure of the written text but to alter the situation and the items the person is looking for. For example, instead of being late for school they may be late for church, late for going to the movies, or late for their game of netball.

Give them time to rehearse their role plays before presenting them to the class.

Have the class respond to each performance by identifying what the situation is, who the characters are, and what things the main character is looking for.

Cultural aspects

As a class, discuss the particular aspects of Niue culture and values identified in the story – for example, houses and families in *aga fakamotu*. Give the students time to explore the issues and reflect on their discussions.

## Reflecting on learning

Help the students to review their goals for working with this text, individually and as a class. You can help them reflect not only on their learning but also on how they learn. Students could share these reflections with another student, with a small group of students, or with the whole class. As a prompt, ask the students questions such as:

* What strategies helped you to understand the story?
* What will help you to remember the new language?
* How can you use the new language in other contexts?
* Can you identify significant aspects of new learning about *aga fakamotu*?

For example, a student might say: “I have learnt about houses and households in *aga fakamotu*.”

## English version of the story

In English, this story by Joan Makisi is:

### Are You Ready Yet, Maia?

**page 2**

It is Monday morning at Maia’s house.  
Everyone is doing chores.   
But Maia is not doing chores.   
Maia is late for school again!

**page 3**

Mum is in the kitchen.   
She is feeding the baby.

“Mum, have you seen my homework book?”  
asks Maia.

“Yes, it’s on the table in the lounge,” answers Mum.  
“Are you ready yet, Maia?”

“Thanks, Mum. No, I’m not ready yet!”  
answers Maia.

**page 4**

Dad is in the laundry. He is doing the washing.

“Dad, have you seen my black jersey?”   
asks Maia.

“Yes, it’s in the bathroom,” answers Dad.  
“Are you ready yet, Maia?”

“Thanks, Dad. No, I’m not ready yet!”  
answers Maia.

**page 5**

Uncle is cleaning his bedroom.

“Have you seen my red pencil case,  
Uncle?” asks Maia.

“Yes, it’s in the kitchen,” answers Uncle.  
“Are you ready yet, Maia?”

“Thanks, Uncle. No, I’m not ready yet!”  
answers Maia.

**page 6**

Nana is in the kitchen. She is cooking her breakfast.

“Nana, have you seen my cellphone?”  
asks Maia.

“Yes, it’s on the sofa in the lounge,” answers Nana.  
“Are you ready yet, Maia?”

“Thanks, Nana. No, I’m not ready yet!” answers Maia.

**page 7**

Maia’s older sister comes into   
the kitchen. She is holding   
Maia’s cellphone.

“It’s for you, Maia,” she says.

“Maia! Are you ready yet?”

“Now I’m ready!”

**page 8**

Maia runs to the front door.

“Bye, Maia! Be good!”

“Bye, family. Have a good day!”

1. Newton, J., Yates, E., Shearn, S., and Nowitzki, W. (2009). *Intercultural Communicative Language Teaching: Implications for Effective Teaching and Learning*. Wellington: Ministry of Education. [↑](#footnote-ref-1)