# Teacher Support Materials to Accompany Stories to Support the Pasifika Learning Languages Series Resource *Faufaua! An Introduction to Tongan*

## Introduction

These teacher support materials accompany the six storybooks that support the Learning Languages Series resource *Faufaua! An Introduction to Tongan*. Each story gives students opportunities to extend their language and cultural knowledge and to practise reading the target language in *Faufaua!*

The teacher support materials suggest how teachers can use the storybooks to foster *lea faka-Tonga* learning at levels 1 and 2, particularly in the context of the *Faufaua!* 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 34 of *The New Zealand Curriculum* or at <http://nzcurriculum.tki.org.nz/Curriculum-documents/The-New-Zealand-Curriculum/Effective-pedagogy>
* the Newton et al. paper at [www.educationcounts.govt.nz/publications/curriculum/an-introduction-to-the-concept-of-intercultural-communicative-language-teaching-and-learning-a-summary-for-teachers/1.-overview](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)

### *Faufaua! An Introduction to Tongan*

*Faufaua!* is a resource in the Learning Languages Series. It provides a language-teaching programme that can be used by all teachers, including those who do not speak *lea faka-Tonga* or know how to teach languages. *Faufaua!* 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 used to encourage learners to enjoy reading *lea faka-Tonga* texts.

*Faufaua!* is available at: <http://pasifika.tki.org.nz/Pasifika-languages/Tongan>

### Engaging students with texts

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

# Ko e Ta‘u Taha ‘o Tomi′

by ‘Anahina ‘Aipolo Sikalu

*Ko e Ta‘u Taha‘o Tomi′* supports the following units from *Faufaua!*

* Unit 7 Ko e Taimi′/time
* Unit 8 Kātoanga‘i/celebrating

## Text features

### Language features

The language features of this story include:

* use of lea tavale (everyday language), for example, ‘Oua ‘e tangi′, Tomi/don’t cry, Tomi
* the pronoun marker nau used for a mass plural (three or more people) for they, for example, ‘Oku nau omi mo e me‘a‘ofa kia Tomi/they (lots of people) bring gifts for Tomi
* use of words transliterated from English, for example, pāti/party; Siulai/July; taimi/time
* use of te as a future tense marker, for example, Te ke tau‘olunga he pāti′?/will you dance at the party?
* prepositional phrases of time, for example,‘I he Tokonaki′/On Saturday; Fakafokifā / Suddenly
* use of the definitive accent to indicate specificity – a particular item rather than the generic, for example, Ko e ta‘u taha ia‘o Tomi′/It is Tomi’s first birthday (Tomi rather than some other child); ‘o Siulai′/in July (a particular July/next July)
* descriptors placed after the word being described, for example, ta‘u taha/year one (one year old); tamasi‘i fai‘aho/boy birthday (birthday boy)
* use of formulaic expressions, for example, ‘Oua ‘e tangi′/don’t cry; Mālie, tamasi‘i fai‘aho/well done, birthday boy
* use of words that are similar to those used in other Polynesian languages, for example, ako/learn; tangi/cry; tu‘u/stand; taha/one
* duplication in verbs to indicate extended or repeated action, for example, pasipasi/clap; malimali/smile.

### Cultural features

The cultural features in this story include:

* the importance of particular birthdays in Tongan culture. Traditionally, Tongans celebrated only the first birthday and a girl’s twenty-first birthday. While such traditions are changing, this story highlights the extensive efforts that go into celebrating a first birthday party – Liki prepares and performs a solo dance in traditional costume; lots of family and friends, as well as the church minister, attend the celebration, wearing their best clothes (even the birthday child will be in full formal attire); the birthday guests attend a lavish meal, with tables loaded with food (including an impressive birthday cake) and a separate table heaped with gifts from all guests; the most important guests and the birthday child will be seated at a main table; and the church minister blesses the food with a Christian prayer before everyone starts eating
* the performance of the tau‘olunga. The tau‘olunga can be a solo dance, or two or more dancers can perform it, but normally not more than ten take part. Traditionally, the tau‘olunga was considered to be a female dance. A young woman would tell a story using only her hands. She wore a flowing knee-length dress and had flowers through her hair and on her wrists and ankles. A man often danced behind her, making no effort to stay in time. His “bad” dancing highlighted the skill and delicacy of the woman’s dancing. These days, parents encourage their sons to dance. In this story, Liki, as Tomi’s uncle, has been asked to perform. The tau‘olunga is performed at family, village, church, and government functions, and a young woman will sometimes perform it at her wedding
* the seating arrangement at the main table, with Tomi, as the guest of honour, seated between the church minister, who is at the centre of the table, and Tomi’s mehekitanga (his aunt, specifically his father’s sister and a woman of high rank in the family)
* the celebratory clothes that the people wear for this special occasion: many of the women are wearing tekiteki/hair ornaments, some of the men are wearing tupenu/lavalava, wraparound skirt, and the minister is shown wearing a ta‘avola/fine woven mat around his waist. For his performance, Liki wears a feathered tekiteki in his hair and a kahoa/necklace or garland made from flowers, beads, or shells, as well as a manafau. The manafau is like a grass skirt, but it is made from a dense collection of thin strands of fau/hibiscus bark fibre, some left natural and some dyed different colours. The fau strands are attached to a long plaited rope at the waist and fall as a thick curtain to well below the knee – often just above the ankle
* the importance of ‘ofa/love. Liki puts himself into an uncomfortable situation, yet he perseveres as this dance explains his lower ranking as fā‘e tangata/mother’s brother to his ‘ilamutu/sister’s child and is his gift to show his love for Tomi. Guests bring me‘a‘ofa, a word that literally means “some love” but can be translated as “gifts”. Me‘a‘ofa includes the work people put into preparing an event, including the food and entertainment they provide, the people attending the special birthday celebration, and any material gifts that the guests bring. Traditionally, gift giving is a public affair, and gifts are presented at the actual celebration. Ngatu, kie/fine mats, and kahoa are traditional gifts, though sometimes items such as blankets and quilts can be presented as gifts.

## Links to the New Zealand Curriculum

### Key competencies

Reading and working with *Ko e Ta‘u Taha ‘o Tomi′* could help students develop key competencies set out in the New Zealand Curriculum (see <http://nzcurriculum.tki.org.nz/Curriculum-documents/The-New-Zealand-Curriculum/Key-competencies>).

### Values

The story illustrates many values that relate to the New Zealand Curriculum (see <http://nzcurriculum.tki.org.nz/Curriculum-documents/The-New-Zealand-Curriculum/Values>) and are fundamental to Tongan culture, including the importance of community, faka‘apa‘apa/respect, fevahevahe‘aki/sharing, ‘ofa/love, and fakatu‘utu‘unga/rank.

### Cross-curricular links

Learners who are working at levels 1–2 in *lea faka-Tonga* 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:

The Arts, Dance, Level 4

Understanding dance in context

Students will:

* Explore and describe how dance is used for different purposes in a variety of cultures and contexts.

Social Sciences, Level 4

Students will gain knowledge, skills, and experience to:

* Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.

### Learning Languages: Achievement objectives

Students will:

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

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

(Language Knowledge strand)

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

(Cultural Knowledge strand)

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

### *Ko e Fakahinohino ki he Lea Faka-Tonga: The Tongan Language Guidelines*, levels 1 and 2

Students should be able to:

* recognise and express number, time, and location (1.4)
* use language, positioning, and movement to show respect (1.8)
* communicate about people, places, and things (2.1).

## 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 aloud reasonably fluently, pronouncing all words clearly
* recognise and use Tongan expressions of time and expressions relating to celebrations
* identify prepositions, prepositional phrases, and verb forms used for the present and future tense
* link the cultural practices and the language relating to the celebration of first birthdays and understand the importance of these practices to the people of Tonga.

## 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

As a class, study the cover and title page of *Ko e Ta‘u Taha ‘o Tomi′.* Look for the students to recognise words, such as Taha, and prompt them to consider the illustrations and how they might relate to the title. Ask, “Which character do you think is Tomi?”

Discuss the students’ experiences of playing and dancing with young children.

Have the students think about how birthdays or other special occasions are celebrated in their cultures and discuss what they might expect to happen at a first birthday celebration.

### Me‘a‘ofa

Introduce the students to the Tongan word me‘a‘ofa and have them work in pairs or small groups to make a list of how to show appreciation for someone. Prompt them with questions like “Have you ever made or done something special for someone? How did you feel?” As a class, discuss which is easier: buying a gift or doing something as a gift. Encourage the students to recognise that it might take time to earn enough money to buy a gift, but it can take a lot of emotional effort to do something special for someone. Record the students’ ideas for them to return to as they consider pages 4 and 5 of the storybook.

### Reading the text

Read the first two pages of *Ko e Ta‘u Taha ‘o Tomi′* with the students and encourage them to study the illustrations to help them establish who the main charcters are and what they are doing. Confirm that they understand that the young woman is Tomi’s mother and Liki’s sister. Then have the students work in pairs to read and analyse every page. They could:

* describe what the illustrations show
* summarise what happens on each page
* make connections between an illustration and the supporting written text
* identify verbs and tenses, for example, future tense markers
* identify prepositions and prepositional phrases of time
* identify features of the language and illustrations that demonstrate particular cultural elements of Tongan communities, for example, choice of dance, the seating order at the main table, the formal dress worn by the birthday boy, and Liki’s dance costume.

As you work through each page, identify any unfamiliar words or expressions (in the text or the discussion). Record these on the board.

Support the students to notice patterns of language that they will use in other contexts, for example, ‘Oku fiefia ‘a e tokotaha kotoa/everyone is having fun; ‘Oku ilifia ia/he is nervous.

### Dictation

Dictation can help students focus on sound–spelling relationships and build good pronunciation habits, especially in relation to the definitive accent. Read the following sentences aloud slowly, repeating each sentence and giving the students enough time to write them down.

* Ko e Tokonaki′ kaha‘u′ ko e ‘aho tolu ia ‘o Siulai′.
* ‘Oku ‘alu a Liki ki tu‘a ‘o ako ‘ene tau‘olunga′.
* ‘Oku nau omi mo e me‘a‘ofa kia Tomi.

Have the students find the sentences in the book and compare them with what they have written. Have them write a note to themselves about what they need to improve in their written accuracy in *lea faka-Tonga*.

### *Hiva Talamonū*

When you have discussed and read through the story with the students, play *Hiva Talamonū* (the birthday song in unit 8)*.* Encourage the students to pronounce the words with the right stress, highlighting the use of the definitive accent. If necessary, provide the students with a photocopy of the OHT transcript and play the DVD as many times as appropriate until they can sing the song with ease.

### After reading

### Celebrations

As a class, discuss what preparations and people were involved in this celebration. Encourage the students to identify the particular aspects of *anga faka-Tonga* and the Tongan values that the story expresses.

If there are questions that your class has not been able to answer, set research tasks, and encourage the students to search the Internet or the library or talk with family members, other students, or experts from a local Tongan community.

Have the students work in groups or alone to research and prepare a presentation about one of the following topics:

* the kinds of gifts presented at first birthday celebrations in *anga faka-Tonga* compared with presents commonly given at first birthdays in their own culture
* the formalities at first birthday celebrations in *anga faka-Tonga* compared with formalities at first birthday celebrations in their own culture, for example, seating arrangements; formal proceedings, including speeches; forms of entertainment
* the significance of particular birthdays in *anga faka-Tonga* compared with birthdays that are significant in their own culture.

### Come to my party!

Have the students prepare a simple invitation to a birthday party in *lea faka-Tonga* that includes the date, time, and location of the party.

## Reflecting on learning

Prompt the students to reflect on what they have learnt from working with this text, by asking 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 *anga faka-Tonga*?

## English version of the story

In English, this story by ‘Anahina ‘Aipolo Sikalu is:

### *Tomi’s First Birthday*

**page 2**

Liki is thirteen years old.  
He loves playing with his baby nephew Tomi.  
Tomi loves dancing with Liki.

**page 3**

Next Saturday is the third of July.   
It is Tomi’s first birthday.

“Are we having a birthday party for Tomi?” Liki says to Tomi’s mother.

“Yes, of course,” says Mama. “Will you dance at the party?”

“Yes, of course,” says Liki.   
He goes outside to practise.

**page 4**

On Saturday, lots of family and friends attend the party.  
They bring gifts for Tomi.  
The church minister says a prayer to bless   
Tomi’s first birthday.   
Then it’s time to eat the delicious food.

**page 5**

Everyone is having fun.   
But Liki isn’t having fun.  
He is nervous. He has to dance in front of all his family and friends.

Soon Mama stands up and says, “It’s time   
for Tomi’s uncle, Liki, to dance.”

**page 6**

Liki is dressed in dance costume and covered with oil.  
The music starts, and he begins to dance.

Everyone cheers.  
Tomi smiles at Liki.   
Liki no longer feels nervous.

**page 7**

Suddenly, Liki trips over!  
He is embarrassed. He doesn’t want to finish his dance.   
He looks up and sees Tomi crying.

**page 8**

Liki gets up and says, “Don’t cry, Tomi.   
We’ll dance together.”

Liki picks up Tomi.  
They finish the dance together.

Everyone claps and shouts,  
“Well done, birthday boy! Well done, Liki!”

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)