




MINISTRY OF EDUCATION

*Te Tāhuhu o te Mātauranga*



# ◁ Guidelines for Tongan Language Programmes

Planning Guidelines to Accompany  
*Developing Programmes for  
Teaching Pacific Islands Languages*

The photographs on pages 18, 20, 21, 22, 39, 45, 53, 57, 60, and 73 are by Glenn Jowitt.  
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## ◀ Introduction

There are close ties between Tonga and New Zealand. Between these two South Pacific countries, there is a long history of mutual respect and co-operation. The Kingdom of Tonga is a country with which New Zealand has many common interests – including an interest in providing the best possible education for students in New Zealand who are themselves Tongan or who wish to learn the Tongan language.

The New Zealand Department of Education first published in Tongan in 1983, when *Ko e Ngaahi Talanoa mei he Pasifiki* was produced. In 1990, the new Ministry of Education began to publish resource materials in Tongan regularly for New Zealand early childhood centres and schools. The New Zealand Ministry of Education currently publishes five books and an audio cassette in Tongan every year.

There are sound reasons for the Ministry's programme of publishing in Tongan for early childhood centres and schools in New Zealand. Students of Tongan ancestry currently form one of the fastest growing groups in the New Zealand education system. Early childhood centres and schools in New Zealand with students of Tongan ancestry need to work closely with their local Tongan communities to develop Tongan language programmes where appropriate.

In New Zealand, a growing number of early childhood centres and schools with Tongan-speaking students on their rolls are developing Tongan language programmes. These include immersion and bilingual Tongan-language early childhood programmes, bilingual classes in primary schools, mainstream classroom support for bilingual children who are Tongan, and classes in Tongan in secondary schools for students who wish to learn Tongan as a language option.

The Tongan resources published by Learning Media for the New Zealand Ministry of Education include resources translated and checked by the Tongan Ministry of Education. The New Zealand Ministry of Education appreciates this co-operation and support.

Tongan, then, has a unique place in the New Zealand Curriculum, and the Tongan language programmes in New Zealand that these *Guidelines* have been produced to support make a significant contribution to our sense of national identity.

*Guidelines for Tongan Language Programmes* was developed at the request of, and in consultation with, the Tongan community in New Zealand. Many individuals and groups assisted with its development. To all those who contributed, fakamālō atu 'aupito. Without your support, the development of this resource would not have been possible. That co-operative effort is acknowledged in the use of the word "we" throughout these *Guidelines*.

## ◁ How to Use These *Guidelines*

These *Guidelines* have been produced for staff in early childhood centres, primary and intermediate schools, and secondary schools. They are designed to be used in conjunction with the handbook *Developing Programmes for Teaching Pacific Islands Languages*.

*Guidelines for Tongan Language Programmes* is intended to form the basis for the material that teachers of Tongan develop for their own Tongan language programmes. The material in these pages provides a starting-point for our teaching folders. For example, we could save copies of our own one-term and one-week plans and add them to the Long-term and Short-term Planning section with comments on how successful the plans were and ideas for improving them. We could also exchange written plans with other teachers. The plans for the most successful units of work and activities that we develop could be filed at appropriate levels in the Units of Work and Activities section.

As we learn more about teaching the Tongan language (and about the language itself), we can take notes and add them to the appropriate section. The References section lists a wide variety of books and articles that are suitable for further professional reading. We might wish to set a personal goal of reading a book or article that relates to our Tongan language programme, perhaps once a month.

Other items that we could add to the folder include:

- photocopies of selected pages from *Developing Programmes for Teaching Pacific Islands Languages* (for example, pages relating to the achievement objectives that our students are currently working towards);
- copies of notes for teachers that accompany Tongan resource materials published by the Ministry of Education;
- photocopies of activities described in the *Tupu Handbook*;
- copies of learning activities described in *Many Voices* (for articles relating to teaching Tongan that have appeared in *Many Voices* up to 1996, see page 54 in *A Guide to the Pacific Learning Materials 1976–1996*);
- exemplars and examples of students' work;
- relevant material from courses and conferences.

Not everything need be kept in our planning folders. The plan for a particular learning activity might be kept taped to an activity box. But master copies of such plans could be kept in the folder.

# ◀ Features of the Tongan Language

Language issues and features of language to consider when teaching Tongan in New Zealand's early childhood centres and schools include:

- the two Polynesian languages spoken in Tonga and in the Tongan community in New Zealand;
- the Tongan alphabet and alphabetical order;
- pronunciation and intonation;
- spelling (this section covers the use of long and short vowels and explains how to key in fakau'a or glottal stops, macrons, and definitive accents on computers);
- aspects of Tongan grammar;
- the special language used in particular areas of discourse, including different ways of counting, terms that relate to family members, poetic language, the language of ngaahi palōveape and talatupu'a, place names, and the four social levels of the Tongan language;
- the need to choose the right language to use with a particular audience.

## *Polynesian Languages Spoken within the Tongan Community*

Two Polynesian languages are spoken in Tonga. They are Tongan and Lea Faka-Niua. Lea Faka-Niua is a Samoic language, related to languages like Tokelauan and Samoan. It is spoken on Niuafo'ou. Tongan is a Tongic language related to Niuean.

## *The Tongan Alphabet and Alphabetical Order*

The Tongan alphabet consists of sixteen letters and the fakau'a. The letters are the five vowels (a, e, i, o, and u) and eleven consonants (f, h, k, l, m, n, ng, p, s, t, and v).

The fakau'a indicates a difference in the meaning of a word as well as in its pronunciation – for example, 'oku 'afu means “it's humid” whereas 'oku afu means “it's drizzling”. The printed symbol for the fakau'a has sometimes been confused with the apostrophe, but they are different. The fakau'a looks like an initial single quotation mark ('), whereas an apostrophe looks like a final single quotation mark (').

The Tongan alphabet is similar in some ways to the alphabet of New Zealand Māori. Students who have already studied New Zealand Māori at school may find it easiest to start from the alphabet they already know and go on to work out how that differs from the Tongan alphabet. The sounds associated with the letters in Tongan are either the same as those found in Māori or are very similar.

## *Alphabetical Order*

Two different alphabetical orders are found in Tongan dictionaries. They are:

- a, ā, 'a, 'ā, e, ē, 'e, 'ē, f, h, i, ī, 'i, 'ī, k, l, m, n, ng, o, ō, 'o, 'ō, p, s, t, u, ū, 'u, 'ū, v (the sequence used in Edgar Tu'inukuafe's *A Simplified Dictionary of Modern Tongan*);
- a, ā, e, ē, f, h, i, ī, k, l, m, n, ng, o, ō, p, s, t, u, ū, v, 'a, 'ā, 'e, 'ē, 'i, 'ī, 'o, 'ō, 'u, 'ū (used in C. Maxwell Churchward's *Tongan Dictionary*, Thomas Schneider's *Tongan-English English-Tongan Functional Dictionary*, and Richard and 'Ofa Thompson's *The Student's English-Tongan and Tongan-English Dictionary*).

Note that all words that begin with a fakau'a are listed at the end of the three dictionaries that use the sequence shown with the second bullet point.

## *Pronunciation and Intonation*

As with any language, students need to learn correct pronunciation. For students coming to Tongan as a second language from an English-speaking background, we could introduce the five vowel sounds of Tongan in terms of similar sounds in English.

In Tongan, a consonant is always followed by a vowel. Two or more consonants never appear together. Ng is not an exception because ng stands for the single “ng” sound, as in the English word *sing* (for example, in ngāue – work). In 1943, the Privy Council made the decision to spell this sound “ng” (instead of “g”). Students need to be aware that books published before that date may use the earlier letter form.

A vowel can immediately follow another vowel in Tongan, as in *heu* (stir), *loea* (lawyer), and *peaua* (lots of waves when it is rough).

It is sometimes possible to tell which part of Tonga a speaker comes from by listening to their intonation. People from Vava’u Island, for example, can often be identified in this way.

Students of Tongan at more advanced levels may learn to recognise the intonation styles that mark particular islands.

## *Spelling, Vowels, Stress in Sentences, and Using Computers*

The letters of Tongan reflect specific phonemes, which helps students learn to spell Tongan words correctly. For a complete guide to the phonemic values of the Tongan alphabet to use with older students, see pages xv–xx in Eric B. Shumway’s *Intensive Course in Tongan*.

### **Vowels**

In Tongan, vowels can be short (a), long (ā), double (aa), influenced by a preceding fakau’a (‘a), or followed by a definitive accent (a’). These differences can affect the meaning of a word. For example:

<b>Short</b>	<b>Long</b>	<b>Double</b>	<b>With a Fakau’a</b>
mama	māmā	maama	mama’a
(ring)	(mummy)	(light)	(very clean)

Fakau’a are always preceded or followed by a vowel, regardless of whether the vowels are short or long. Fakau’a never come before or after consonants in a word.

In some written Tongan words, there is a stress that is not indicated by diacritical marks. This stress always falls on the second to last syllable in a word unless the final vowel is a long one. For example:

- lala (the last vowel is not a long vowel, and so the normal, unmarked stress falls on the first a);
- la’ā (the last vowel is a long one – the stress therefore falls on the second a).

This rule does not apply, however, when a definitive article (e or he) is used with a common noun or title. In such cases, the stress moves to the final vowel in the noun.<sup>1</sup>

Both the Tongan and the New Zealand Ministry of Education prefer to show the definitive accent over an empty letter space following the last letter in a word, as in the book title *Ko e Hiva ‘Eku Kui’*. Students need to be aware that some publishers place definitive accents over the last vowel (for example, kuí).

<sup>1</sup> Refer to Eric Shumway’s *Intensive Course in Tongan* (page xix).

## Stress in Sentences

When a pronoun follows a word, stress sometimes falls on the last vowel of that word. Consider these examples:

- 'oku' ne (ma, te, ta, ke, mo, and na);
- tamasi'i' ni;
- ni, na (meaning “this” and “that”, as in “this boy” or “that boy”).

The following examples illustrate some of the ways that definitive accents indicate stress in sentences.

- Tala ki he tamasi'i' ke ha'u. (Tell the boy to come.)
- Te u 'alu ki he fale'. (I'll go to the house.)
- Tala ki ho'o fa'ee'. (Tell your mother.) Notice the spelling change, caused by the pronunciation change of the word fa'ē. Usually this word is spelled fa'ē, but it changes to fa'ee', with a double vowel instead of a long one, when stress is placed on it, because when this happens each vowel is enunciated.

A definitive accent can indicate that a word is being used with a specific meaning, as illustrated by the following example: 'Oku 'i heni ha ta'ahine means here is a girl (*any* girl), but 'oku 'i heni e ta'ahine' means here is *the* girl.

## Keying in Fakau'a, Macrons, and Definitive Accents on Computers

Students need to learn to type fakau'a, macrons, and definitive accents when they are writing in Tongan and using computers. Many computer fonts offer a way to key in macrons.

Typing a fakau'a on a computer keyboard is easier than typing one on a typewriter but may not be completely straightforward. The problem is that, if the standard apostrophe key (') is used, fakau'a can appear as apostrophes (') within words and as fakau'a (') at the beginning of words. Sometimes the printed version looks different from what the writer saw on the screen. The way to overcome this is to consistently use an initial single quotation mark instead of a straight apostrophe (the initial single quotation mark always looks like a fakau'a). In Microsoft Word on a Macintosh computer, for example, this can involve typing **option ]** instead of '. Typing a space between speech marks and a fakau'a also makes Tongan text easier to read.

Students may also need help when learning how to type Tongan definitive accents. In Microsoft Word on a Macintosh computer, for example, it may be possible (depending on the font used) to place an accent over a vowel by typing **option e** and then the vowel (for example, the “e” shown here in falé). To follow the style preferred by the New Zealand and Tongan Ministries of Education, students need to type the vowel, then **option e space bar** (which changes falé to fale').

Tongan computer terminology can be found on pages 175–179 in Thomas Schneider's *Tongan-English English-Tongan Functional Dictionary*.

## Tongan Grammar

Students learn to use Tongan grammar best when they communicate with fluent speakers of Tongan for authentic purposes. Formal grammatical instruction, using pattern drills to focus on isolated grammatical forms, is not the most effective way to learn a language. In New Zealand, the emphasis is on students becoming competent communicators in Tongan.



As teachers, we identify the language structures that our students need to learn in the context of their performance during communicative activities. Page 67 lists books that include the kinds of information about Tongan grammar that we may need when we are helping our students to learn Tongan.

### *Special Types of Language Used in Particular Areas of Discourse*

#### **Social Levels of Language**

There are four social levels of language in Tongan: a royal level for the tu'i (the king), an honorific level for the hou'eiki or nobility (the chiefs), lea fakamatāpule (the language for speech making and other formal occasions), and lea 'o e kakai tu'a' (the everyday, colloquial language).<sup>2</sup>

#### **Family Terms**

Special terms are used in Tongan for different members of families and for the ways in which names are given within the Tongan culture. (Lesieli Kupu MacIntyre's 'Amanakinoa-'a-Lose Kakala, available as a book and on audio cassette, is a story about how one Tongan child was named.)

#### **Poetic Language, Place Names, and the Language of Ngaahi Palōveape and Talatupu'a**

The language used by Tongan poets and composers in maau (poetry) and hiva (songs) is a complex study. For example, words for flowers can be used in poems and songs to represent people of high rank, and complex feelings may be expressed through the use of proverbs and sayings.

Tongan place names are often used in a poetic way, for example, when telling where a person comes from. There are well-known stories associated with most Tongan places to explain the origin of their names. Alternatively, for certain audiences, a Tongan speaker may refer to a place not by its name but by a feature of the landscape or another aspect unique to that place.

The language of ngaahi palōveape (proverbs) and talatupu'a (ancient stories, such as myths, legends, and folk tales) includes language features that are specific to these genres. Examples of ngaahi palōveape may be found on pages 255–265 of *A Simplified Dictionary of Modern Tongan* by Edgar Tu'inukuafe. An example of a talatupu'a can be found in *Ko e Kau Toutai No'o 'Anga mei Kolonga* by Brian Edwards.

#### **Methods of Counting**

Different methods of counting are used in Tongan. For example, there are particular ways of counting 'ufi (yams), ngatu (lengths of tapa cloth), ika (fish), niu (coconuts), and fala (mats).

#### **Other Specific Language Areas**

In Tongan, particular terms are associated with tui kakala (leis), puaka (pigs), ngatu (tapa), ngaahi fa'ahi ta'u' (the seasons), and other aspects of Tongan culture.

<sup>2</sup> These levels of language are discussed in "Tongan Speech Levels: Practice and Talk about Practice in the Cultural Construction of Social Hierarchy", by Susan U. Philips.

### *Choosing the Right Language for the Occasion*

Tongan speakers, like speakers of other languages, choose appropriate language to use in social interactions and note the effect that their choices have on the people around them. Second-language learners of Tongan, who have not been brought up in a Tongan cultural setting, need to become aware of the social rules that will enable them to decide which kind of language is best for a particular audience. They can best learn these rules through interacting with native speakers of Tongan, observing the choices that these speakers make, and noting how these choices affect their listeners. For example, “afe mai ‘o tokoni” is a polite way to say “come and eat”, and (in certain situations) it is used in preference to “ha‘u ‘o kai”, which sounds more abrupt and less polite. Similarly, saying “mou kātaki ‘o lava mai ki heni” (please come here) will have a different effect on listeners from “mou me‘a mai ki heni”. (Me‘a is a chiefly word for “come”.)

Many features of Tongan can be learned only through practical experience. For example, although students can practise the use of body language in role-playing situations, they need to base this kind of learning on many experiences of watching how fluent speakers of Tongan use body position, gestures, and so on in real-life situations.

## ◁ Long-term and Short-term Planning

Before planning units of work in detail, we need to identify the needs of our students so that we can decide which of the achievement objectives in *Developing Programmes for Teaching Pacific Islands Languages* the students will work towards this year.

This section focuses on planning for a particular length of time. A long-term plan here means a plan for a period of months, and a short-term plan is a plan for about one week's work. In the next section (on pages 17–60), the focus is on planning activities for particular units of work (which may last for a longer or shorter time than one week). A year's work in a Tongan language programme is typically organised as a series of units of work, each one based on a topic, such as those suggested in *Developing Programmes for Teaching Pacific Islands Languages*.

A plan for one term, like those in the examples shown below, can indicate how specific topics will be related to particular achievement objectives. It may also show some of the key learning activities, resources, and assessment activities that will be included in the final, more detailed unit plan.

### ***Planning for an Early Childhood Programme***

Here is an example of a plan for one term in a Tongan-language early childhood centre. Each “Focus for the Unit of Work” lasts about two weeks. Many other activities in early childhood centres are ongoing (see the section on early childhood activities and units of work on pages 18–21 for ideas for some ongoing activities).

Publication details for resource materials named in the plans, together with item numbers to use when ordering them if they are Ministry of Education materials, can be found in the References section of these *Guidelines* (on pages 79–87).

Focus for the Unit of Work	Weeks	Main Achievement Objectives	Main Learning Activities Children will:	Main Resources	Main Assessment Activities
Hiva, Talatupu‘a, and Maau (songs, myths and legends, poetry)	1–2	<ul style="list-style-type: none"> <li>listen and respond to others in appropriate ways</li> <li>initiate talk about a cultural practice</li> <li>use appropriate actions and language during cultural events</li> </ul>	<ul style="list-style-type: none"> <li>experience some Tongan music, traditional stories, and poetry</li> </ul>	<ul style="list-style-type: none"> <li><i>Pō Fananga</i> by Tupou Pōsesi Fanua</li> </ul>	<ul style="list-style-type: none"> <li>observation-based assessment</li> </ul>

Making Faikakai	3–4	<ul style="list-style-type: none"> <li>• listen and respond to others in appropriate ways</li> </ul>	<ul style="list-style-type: none"> <li>• explore a range of cooking utensils and ingredients</li> <li>• help with preparations</li> </ul>	<ul style="list-style-type: none"> <li>• cooking utensils and ingredients</li> </ul>	<ul style="list-style-type: none"> <li>• systematic observation of children’s language behaviour</li> </ul>
Motu‘alea	5–6	<ul style="list-style-type: none"> <li>• attend to print ...</li> <li>• ask for things to be written down</li> <li>• recognise and respond to print in the environment</li> </ul>	<ul style="list-style-type: none"> <li>• take part in social play with literacy materials</li> <li>• help make up a brief text (which an adult will write down)</li> </ul>	<ul style="list-style-type: none"> <li>• an alphabet poster</li> <li>• an alphabet song</li> </ul>	<ul style="list-style-type: none"> <li>• adding samples of the children’s writing to their portfolios</li> </ul>
‘Eva (for example, an outing to the park)	7	<ul style="list-style-type: none"> <li>• use a wide range of speech functions to communicate, with appropriate support</li> <li>• initiate talk that extends a story</li> </ul>	<ul style="list-style-type: none"> <li>• talk informally with other children and adults</li> <li>• go on an outing and explore the local environment</li> </ul>	<ul style="list-style-type: none"> <li>• Otila Tefono’s <i>Hala he Fanga Pato</i></li> <li>• crayons, paper, leaves, and feathers</li> </ul>	<ul style="list-style-type: none"> <li>• observation-based assessment</li> </ul>
Tangata Pōlisi	8–10	<ul style="list-style-type: none"> <li>• listen and respond to others in appropriate ways</li> </ul>	<ul style="list-style-type: none"> <li>• listen and talk to a visiting police officer</li> <li>• learn and sing a tangata pōlisi song</li> </ul>	<ul style="list-style-type: none"> <li>• Epi Swan’s “Ko ‘Ana Koe?”</li> </ul>	<ul style="list-style-type: none"> <li>• using a checklist to identify children’s specific language behaviours</li> </ul>

For an example of one week’s planning for reading and writing in an early childhood centre, see *Developing Programmes for Teaching Pacific Islands Languages*, pages 26–27.

## ***Planning for a Bilingual Programme in a Primary School***

The following is an example of a plan for a term's work in Tongan for a bilingual primary school class where students are working towards lēvolo (level) 3 achievement objectives. This plan shows only the main achievement objectives.

Focus for the Unit of Work	Weeks	Main Achievement Objectives	Main Learning Activities	Main Resources
"Ko 'Ana Koe?"	1–3	<ul style="list-style-type: none"> <li>• report events</li> <li>• express and clarify their emotions</li> <li>• produce longer stories</li> </ul>	<ul style="list-style-type: none"> <li>• discuss being lost from various points of view</li> </ul>	<ul style="list-style-type: none"> <li>• Epi Swan's "Ko 'Ana Koe?"</li> </ul>
Mate'i ha Me'a (Guessing)	4–6	<ul style="list-style-type: none"> <li>• express detailed ideas of place and quality</li> <li>• express surprise or disappointment</li> </ul>	<ul style="list-style-type: none"> <li>• see page 39 in these <i>Guidelines</i></li> </ul>	<ul style="list-style-type: none"> <li>• large pictures to put up on the wall</li> </ul>
Kahoa	7–9	<ul style="list-style-type: none"> <li>• give and follow instructions [and] directions ...</li> </ul>	<ul style="list-style-type: none"> <li>• making kahoa</li> </ul>	<ul style="list-style-type: none"> <li>• Ester Temukisa Laban Alama's <i>Tui ha Kahoa 'o e Fa'ē</i><sup>3</sup></li> </ul>
Ongoongo (News)	10–12	<ul style="list-style-type: none"> <li>• enquire about a topic ...</li> <li>• report events</li> </ul>	<ul style="list-style-type: none"> <li>• find and present information about a news issue and answer questions about it</li> </ul>	<ul style="list-style-type: none"> <li>• Tongan community newspapers and copies of photographs from <i>Matangi Tonga</i></li> </ul>

A plan for one week's work allows teachers to relate particular aspects of a Tongan language programme to objectives and learning activities in a more detailed way than in plans like those above. On page 28 of *Developing Programmes for Teaching Pacific Islands Languages*, there is an example of short-term planning for a Tongan language programme for an intermediate class working within levels 1 and 2.

<sup>3</sup> This title is also written "Tui ha Kahoa 'o e Fa'ee'".

## ***Planning to Support Tongan in a Mainstream Junior Classroom***

When supporting Tongan as a mother tongue in a mainstream junior school class, we might plan a term's work in the following way to provide young bilingual students with plenty of opportunities to use Tongan during their classroom learning. This kind of planning assumes that, as mainstream teachers, we are learning how to communicate (to some extent) with our bilingual students in Tongan, if we cannot already do so, in order to help them meet *lēvolo 1* achievement objectives. Other students in the class can be encouraged to work towards these achievement objectives too.

<b>Achievement Objectives (for Tongan)</b>	<b>Introduce the learning in week number:</b>	<b>Essential Learning Area</b>	<b>Resources</b>
• use everyday [Tongan] expressions to greet, farewell, or thank people	1	• language and languages	• Tongan parent, student, or other visitor
• use [basic Tongan] words and expressions for numbers (1–10)	2	• mathematics	• <i>Ngaahi Mata'ifika Fakatonga</i> by 'Atomi Tu'inukuafe
• use [basic Tongan] expressions to indicate time	4	• mathematics	• Tongan parent
• use [basic Tongan] expressions for shapes	6	• mathematics	• <i>Tongan-English English-Tongan Functional Dictionary</i> by Thomas Schneider
• use [basic Tongan] expressions for ... colours	3	• language and languages; mathematics	• Copsheet on page 65 of these <i>Guidelines</i>
• follow simple instructions (given in Tongan)	1	• health and physical well-being (physical education)	• the classroom expressions on page 199 of the <i>Tongan-English English-Tongan Functional Dictionary</i>
• exchange basic factual information (pronouncing Tongan names correctly)	1	• language and languages	• Tongan students and their parents

• ask for ... help (in Tongan)	1	• language and languages; health and physical well-being	• Tongan parent
• take a simple part in a [Tongan] cultural performance	7	• the arts (music, dance, and drama)	• Education Advisory Service or School Support Services and/or experts from the local community

In addition to the above, we could include bilingual resource materials in our reading programme, for example, *Mateuteu ki he Ako* by Emma Kruse Va'ai (the English version is *Ready for School*), *Hoku Pōpao* by Tenise Atoni (the English version is *My Canoe*), *Motuku Talitali!* by Sereima Lumelume (the English version is *Aue!*), *Ko e Mohe 'a Timi* by Joy Cowley (the English version is *Uncle Timi's Sleep*), and other Tongan resource materials for which English versions are available. The *Tupu Handbook* lists the English versions of many Tupu texts.

These stories could also be placed in the reading corner for bilingual students to read or take home whenever they wish.

### ***Planning for a Tongan Programme in a Secondary School***

This example shows how the second term's work might be planned in a secondary school's Tongan language class working towards achievement objectives at lēvolo 6 and 7. This long-term plan shows only the main topics for units of work and some key achievement objectives, activities, and resources. Other achievement objectives, learning and assessment activities, and resources would be identified later in more detailed unit planning. The resources listed here are those key resources that we will need to gather beforehand, perhaps from other departments within the school. (For example, *Reading Siapo* may be held in the school's art department.)

Week	Focus for the Week	Key Achievement Objectives (levels 6 and 7)	Learning Activities	Resources
		Students will be able to:		Key resources are:
1–3	• Ngatu	<ul style="list-style-type: none"> <li>• present information using several media (level 6)</li> <li>• respond to suggestions about plans (level 6)</li> <li>• explain traditional imagery associated with weddings and funerals (extended to understanding other kinds of traditional image) (level 6)</li> </ul>	• see page 49 in these <i>Guidelines</i>	<ul style="list-style-type: none"> <li>• Ailsa Robertson's <i>Tonga</i></li> <li>• Caroline Lolegi Vercoe's <i>Ko e Kupesi Ha'amo'a</i> and the English version, <i>Reading Siapo</i></li> <li>• Jill MacGregor's "A Kupesi" and "Taiana's Ngatu"</li> </ul>

4–6	<ul style="list-style-type: none"> <li>Planning a video on “Naming Customs”</li> </ul>	<ul style="list-style-type: none"> <li>respond to suggestions about plans (level 6)</li> <li>demonstrate that they understand the behaviour appropriate [to a cultural event] (level 6)</li> </ul>	<ul style="list-style-type: none"> <li>read and listen to ‘Amanakinoa-‘a-Lose Kakala</li> <li>discuss naming customs</li> <li>plan a video script, working in groups</li> </ul>	<ul style="list-style-type: none"> <li>Lesieli Kupu MacIntyre’s ‘Amanakinoa-‘a-Lose Kakala (book and audio cassette)</li> <li>Samson Samasoni’s <i>Ko e Ānga Hono Fa‘u ‘o e Filimi Faiva Vitiō</i> and the English version, <i>Scriptwriting</i></li> </ul>
7	<ul style="list-style-type: none"> <li><i>Faka-lukuluku</i></li> </ul>	<ul style="list-style-type: none"> <li>report points of view (level 7)</li> </ul>	<ul style="list-style-type: none"> <li>research and write a report</li> </ul>	<ul style="list-style-type: none"> <li>‘Elanga Mailangi’s <i>Fakalukuluku</i> (book and audio cassette)</li> </ul>
8	<ul style="list-style-type: none"> <li>Fakamoimoi</li> </ul>	<ul style="list-style-type: none"> <li>report points of view (level 7)</li> </ul>	<ul style="list-style-type: none"> <li>research and write a report</li> </ul>	<ul style="list-style-type: none"> <li>Edgar Tu‘inukuafe and Wanda Cowley’s <i>Ko e Fakamoimoi</i> (book and audio cassette )</li> </ul>
9	<ul style="list-style-type: none"> <li><i>Ko e Fāngota Faka-Tonga</i></li> </ul>	<ul style="list-style-type: none"> <li>discuss the likely consequences of their actions (level 6)</li> <li>respond to suggestions about plans (level 6)</li> </ul>	<ul style="list-style-type: none"> <li>discuss, make, and (perhaps) use Tongan fishing gear</li> </ul>	<ul style="list-style-type: none"> <li>Tupou L. Pulu’s <i>Ko e Fāngota Faka-Tonga</i></li> <li>Epi Swan’s <i>Kofe Taumāta‘u</i></li> </ul>
10	<ul style="list-style-type: none"> <li>Talatupu‘a</li> </ul>	<ul style="list-style-type: none"> <li>discuss the evidence both for and against a point of view (level 6)</li> <li>present information ... (level 6)</li> </ul>	<ul style="list-style-type: none"> <li>develop vocabulary related to talatupu‘a</li> <li>research Tongan perceptions of talatupu‘a and describe some features of traditional Tongan stories</li> </ul>	<ul style="list-style-type: none"> <li>Brian Edwards’ <i>Ko e Kau Toutai No‘o ‘Anga mei Kolonga</i> (book and audio cassette)</li> <li>Tupou Posesi Fanua’s <i>Pō Fananga</i></li> </ul>

Long-term plans like those above will form the basis of short-term plans (for example, one-week plans) or plans for individual units of work (see pages 22–60). A plan for one week’s work allows us to relate particular aspects of our Tongan language programme to objectives and learning activities in a more detailed way than in long-term plans, which can really capture only the key overall achievement objectives.

Refer to *Developing Programmes for Teaching Pacific Islands Languages* for a format for short-term planning (on page 25).



## ◁ Units of Work and Activities

Before planning units of work in detail, we need to decide what our students are to learn in the longer term and which achievement objectives in *Developing Programmes for Teaching Pacific Islands Languages* they will be working towards. Then we can identify appropriate activities for learning and assessment (perhaps choosing some from those suggested in *Developing Programmes for Teaching Pacific Islands Languages*) and develop them to meet the needs of our students. For these activities, we should also consider what resources our students will need.

The following examples of activities and units of work are arranged in order of level. Many of the activities and some of the units could be adapted to meet the needs of students working at different levels.

Some of the activities suggested in the guidelines for Cook Islands Māori, Samoan, Tokelauan, and Niuean programmes could be adapted for Tongan programmes and added to the following section. Further ideas for activities and units of work can be found in *Developing Programmes for Teaching Pacific Islands Languages*.

## ◀ Early Childhood

This section includes examples of developmentally appropriate activities for Oral Language, Written Language, Visual Language, and Cultural Learning at the early childhood level. For further suggestions, see pages 26–27 and 60–61 in *Developing Programmes for Teaching Pacific Islands Languages* and pages 22–25 in the *Tupu Handbook*.

For the early childhood curriculum in general, see *Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa/Early Childhood Curriculum*.

*Quality in Action/Te Mahi Whai Hua: Implementing the Revised Statement of Desirable Objectives and Practices in New Zealand Early Childhood Services* gives further guidance on issues such as assessment, consulting with local communities, and learning and development in early childhood education.

### ***Fakatātā (Example) 1: A Reading Corner***

A reading corner is a place where children can look through books, recognising those that have been read to them. They will turn the pages and look at the pictures while recalling familiar stories. We can also use the reading corner to introduce children to new books and let them discover some for themselves, becoming familiar with handling books.

Our reading corner should have comfortable cushions and mats, good lighting, and plenty of well-illustrated, interesting books written in Tongan.

All the Tongan books published by the Ministry of Education and Anau Ako Pasifika would be suitable (except a few at advanced levels with topics likely to interest only older children or teenagers).

### ***Fakatata 2: Block Play***

Exploratory play with blocks provides experiences through which children can learn words and expressions for shapes, patterns, colours, positions, and sizes. Block play can reflect what is going on in a child's imagination, for example, the rooms in a house. With our help, children can learn to talk about what their block constructions represent to them. This negotiation of meaning is an important step in literacy development.

Block play also gives us opportunities to help children learn the vocabulary and techniques to handle the disputes that arise when two people both want possession of the same object or space.

### ***Fakatata 3: Social Language Play***

Adults communicate by letter and telephone; they use computers and tape recorders. Children like to play at doing these things. They can use an old typewriter with the ribbon removed, a tape recorder that does not work any more, or a telephone that is no longer connected to pretend to write letters, record stories, and hold conversations. The language they produce can be completely fantastic – or very realistic.

For example, a child might say when “talking on the telephone”:

“Mami, ta ‘alu mu‘a ki he supamāketi ‘i ho‘o ‘atu au’?”

(Mummy, can we go to the supermarket after you pick me up?)

“‘Eke ki ai pe te‘ u lava ‘o ‘alu atu mo au.” (Ask her if I can come, too.)

Two children might spend a busy twenty minutes or so “typing” their letters and then posting them to Tonga, putting the “letters” in the early childhood centre’s play postbox. Snippets of their conversation might be:

“Ko e tohi eni kia Kulenimā.” (This letter’s to Grandma.)

“‘Oku ou tohi mo au kia kulenimā. ‘Oku nofo ‘i Nuku‘alofa.”

(I’m writing to my grandma, too. She lives in Nuku‘alofa.)

We could help the children to create a mural showing how a letter gets from New Zealand to Tonga. This could give the children lots of new language to use the next time they play at sending letters. They might pretend to buy a stamp, stick it onto an envelope, sort the mail, fly a plane to Tonga, drive a mail van into Nuku‘alofa, load their letters on a ship to Niuatoputapu, and so on. Tongan postage stamps, soaked off letters from home, could be provided for the children to use in their play.

#### ***Fakatātā 4: Social Play with Boxes***

Large cardboard boxes can be a wonderful setting for a play activity. Cardboard boxes can be painted and decorated to look like fale. Holes can be cut in the sides, and curtains can be made from old tupenu. Pages from Tongan community newspapers or old copies of *Matangi Tonga* could be used for wallpaper.

Children playing in such a “fale” might, for example, pretend to be helping prepare food for some visitors or sheltering from the rain.

Is a storm coming? This might be a good time to read the children Emma Kruse Va‘ai’s story *Ko e Afā*, if the reading is likely to add to (and not interrupt) their creative play. Vaioleti Uili’s illustrations suggest what it feels like to be in the middle of a terrible storm, safe in the arms of one’s grandma.

Children could draw a picture of a stormy day at their house. We could talk to them in Tongan about their picture and show them some of the photographs in Jennifer Wendt’s book *Recovering from a Tropical Cyclone in Tonga*. Feaua‘i Amosa Burgess and Mere Tapaeru Tereora’s story *Ko e ‘Alu ki ‘Api ‘i he ‘Uha’* shows what it is like to walk home after school on a stormy day in New Zealand.

#### ***Fakatātā 5: An Imaginative-play Area or Dress-up Corner***

An area set up for dramatic, imaginative play contains realistic items for children to play with, for example, tupenu, kiekie, ta‘ovala, manafau, and kafa. Soft toys, too, can be used in make-believe situations and also for acting out everyday events and conversations. So can dress-up clothes, old suitcases, and other household items.

Children develop social and conversational skills as they play in areas with such resources.

*Developing Programmes for Teaching Pacific Islands Languages* includes (on page 58) achievement objectives for imaginative play. It states that children might:

- engage in imaginary conversations during play;
- use literacy materials in make-believe and role-play situations;
- use visual language during imaginative play with visual materials.

### *Other Kinds of Social Play Corners*

Other kinds of social play corners that can be set up to encourage children's social play (with its associated language development) include those set up as a supermarket, a kitchen, and a Saturday market. Sandpits also offer great opportunities for building language through constructive social play.

### ***Fakatātā 6: Play-dough Faikakai***

The early childhood environments we provide for young children should be as stimulating as we can make them, with lots of open-ended experiences that engage children in focused play. For example, we could develop an activity with play dough that involves children making pretend faikakai. Real faikakai could be cooked separately so that the children could eat them for morning tea after "cooking" their pretend puddings.

For this activity, we might provide illustrated recipe cards with the recipe written out in Tongan. We could read these to the children.

This could be a large-group or small-group activity. Children could choose to take part or do something else. Before the activity starts, we would set everything out, ensuring that there isn't anything that could hurt the children if they use it. (We should always be careful that the children are never too close to a hot oven.)

While the children are engaged in the activity, our role is to observe, talk and ask questions in Tongan, assist, and monitor the social behaviour of each child. Children should have opportunities to move on to other activities afterwards.

### ***Fakatata 7: Outings***

Children love going on outings. Properly supervised, outings are an excellent stimulus for language growth.

In Otila Tefono's *Hala he Fanga Pato*, Misisi Hakeo takes her early childhood group to the park to feed the ducks. When they find that there are no ducks in the pond, the children pretend to be ducks. Then they notice the hungry seagulls watching.

We could read *Hala he Fanga Pato* to a group of children before taking them to a park to feed the ducks. They may want to pretend to be ducks, like the children in the story, and feed any hungry seagulls that may be present.

## ***Fakatātā 8: Portfolio Checklists***

Here is the kind of checklist we might use to record, for their portfolio, a child's behaviour during a specific learning activity. (The checklist could be written in Tongan.) This example records the behaviour of a child working with a wooden Pacific jigsaw puzzle.

### **Portfolio Checklist**

Child's name:   *Sela*   Date:   *10/4/2000*   Activity:   *Jigsaw puzzle*  

<input type="checkbox"/>	Child initiated the task	<input checked="" type="checkbox"/>	Teacher initiated the task
<input checked="" type="checkbox"/>	Child met task requirements		
<input checked="" type="checkbox"/>	New task for this child	<input type="checkbox"/>	Familiar task for this child
<input type="checkbox"/>	Involved great effort	<input type="checkbox"/>	Involved little effort
<input type="checkbox"/>	Much time invested	<input type="checkbox"/>	Little time invested
<input checked="" type="checkbox"/>	Done independently	<input type="checkbox"/>	Done with peers
<input type="checkbox"/>	Done with adult guidance		

Comments about the circumstances in which the work was created or produced:

*Sela recognised the shapes as belonging to their spaces without using trial and error.*

Comments about how the work reveals the child's approach to learning:

*Sela named the fruit in Tongan as she fitted them into the spaces. The names were a blend of fruit names and her own descriptions: kau siaine (a bunch of bananas), moli (orange), fainā (pineapple), and so on.*

Early childhood staff can copy and use the empty form on page 62 to make their own records of children's behaviour during learning activities.

## ***Resource Materials for Early Childhood Activities***

For information about early childhood resources published in Tongan, go to pages 69–70 of these *Guidelines*. Those published by the Ministry of Education form part of the Tupu series. The early childhood sections in the *Tupu Handbook* are on pages 8–9 and 22–25.

## ◁ School Curriculum

*Developing Programmes for Teaching Pacific Islands Languages* sets out, on pages 63–117, a curriculum model that teachers can use to structure their Tongan language programmes. At each level, achievement objectives are described within each strand. The achievement objectives provide the basis for our expectations about how students will learn to use Tongan in our classroom programmes. At each level, too, there are language level indicators and suggested learning and assessment activities. The following examples have been developed using that model.

As they progress to meet higher levels of achievement, students show increasing sophistication in their language skills and use the Tongan language with increasing accuracy in a growing range of contexts.

In the examples given at each level in this book, communicative activities are suggested through which students can work towards the objectives in a variety of situations. Some of the examples give details of learning activities, while others show a complete unit plan.

### ◁ LĒVOLO (LEVEL) 1

Students working to meet lēvolo 1 achievement objectives include older students as well as children in junior classes. Fakatātā 1, 2, and 3 below are intended mainly for primary school students, but Fakatātā 4 on pages 27–32 shows a unit of work that might meet the needs of students beginning to learn Tongan at secondary school. Refer to pages 54–55 and 118–121 in *Developing Programmes for Teaching Pacific Islands Languages* for information about students of various ages and the different levels they may be working within.

#### ***Fakatata 1: Talking about “Ko Ana Koe?”***

Here is a plan for a unit of work for students working towards lēvolo 1 achievement objectives in all strands (the strands are listed on page 67 of *Developing Programmes for Teaching Pacific Islands Languages*). This topic could be related to aspects of *Health and Physical Education in the New Zealand Curriculum*. The unit is based on Epi Swan’s “Ko ‘Ana Koe?”.

#### ***Objectives***

Students should be able to:

- recognise and use letters of the [Tongan] alphabet in words;
- briefly recount personal experiences and imaginary events;
- exchange basic factual information;
- simply express wants and needs;
- begin to use the language of respect;
- view and discuss simple verbal and non-verbal signs, symbols, and movements;
- give their names, ages, and addresses.

### *Language Level Indicators*

Students demonstrate that they are meeting achievement objectives at this level when they can:

- give basic information about themselves and ask for similar information from others;
- understand and express the main idea of a written text, using familiar language;
- understand and express simple details about themselves and their families in written language;
- write their own name and address and the names of some other class members;
- read and write about a series of events in a time sequence, using fairly brief sentences;
- use some polite (formal) and informal forms of address;
- talk about the meaning of some signs and symbols;
- participate to some extent in singing and dancing.

### *Learning Activities*

Learning activities could include the following:

#### **Oral Language – Listening and Speaking**

Students could:

- listen to and discuss Epi Swan’s story “Ko ‘Ana Koe?”;
- discuss what they ought to do if they were lost;
- role-play a scene in pairs, in which one of them is lost and has to ask a police officer for help, telling him or her their name, address, phone number, and parents’ names;
- as a class, make a map of their neighbourhood, using simple Tongan phrases to describe important landmarks and talking about where each student lives;
- play a game in which one person describes an object that appears in the book and the rest of the class guesses what it is.

#### **Written Language – Reading and Writing**

Students could:

- take part in the shared reading of simple Tongan poems and stories on the theme of being lost;
- brainstorm words on the topic of being lost, which we could write on a wallchart;
- use these words to write a sentence or two about a time (real or imagined) when they were lost, saying what happened or how they felt;
- fill in a brief personal information form with their name, address, and phone number.

## Visual Language and Cultural Learning

Students could:

- discuss how they should show respect when addressing a police officer;
- discuss the family relationships depicted in the stories they have read, comparing them to those in their own family;
- draw a diagram showing members of their family, naming them, and writing, in Tongan, the term for their relationship with each person (for example, their tokoua, tuonga'ane, tuofefine, fa'ē, or tamai);
- make a classroom display of signs and symbols that it would be helpful to know if they were lost (for example, “Pōlisi”).

## *Assessment Opportunities in the Unit of Work*

Assessment could include:

- the teacher's observation and informal notes about students' use of language during class discussions;
- students assessing each other on how well they communicated during their role-plays;
- students selecting samples of their own written work for their portfolios (noting how far each sample meets their language objectives).

## ***Fakatātā 2: Greetings and Farewells***

This is a plan for a unit of work that might meet the needs of students working to meet lēvolo 1 achievement objectives at primary school.

### *Achievement Objectives*

Students should be able to:

- use everyday expressions to greet, farewell, or thank people;
- begin to use the language of respect.

### *Language Level Indicators*

Students demonstrate that they are meeting these achievement objectives when they can:

- recognise and respond to commonly used forms of greetings [and] farewells;
- use some polite (formal) and informal forms of address.

### *Learning Activities*

Learning activities might include:

- practising greetings and farewells in pairs;
- performing greetings and farewells as part of a puppet show;
- greeting and farewellling real visitors;
- making greetings cards to send to family members.


As a concluding activity, students could perform a scene in which two families greet and then farewell each other. First, the students divide into small “family” groups. In their groups, the students practise greetings and farewells, using cards on



which different farewells and greetings are written. Each student names a member of the other family and uses the appropriate formal or informal greeting or farewell. They could repeat the activity, swapping roles. Finally, the groups could perform a complete scene for the class, with one group taking the role of the visitors and the other that of the hosts. This performance could be recorded on audiotape.

Here are some examples of what could be written on the cards:

 **‘Oku ke fēfe, ‘Aniti?**  
How are you, Auntie?

 **‘Alu ā Teti/Nofo ā Teti.**  
Goodbye, Dad.

 **Mālō e lelei!**  
Hello!

### *Resources*

Resources could include:

- materials to make greetings cards;
- materials to make stick puppets (by drawing pictures of people, cutting them out, and gluing them to ice cream sticks).

### *Assessment Opportunities*


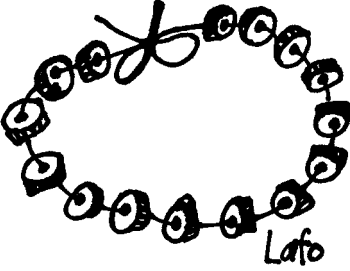

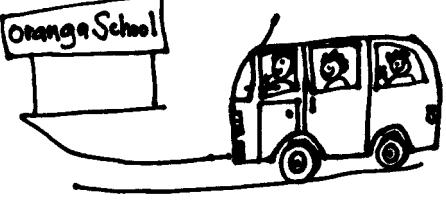
Assessment could include:

- the teacher’s observation of and informal notes about students’ use of expressions to greet and farewell people appropriately during their performances;
- students listening to the audiotape of their performance and commenting on how far they met their objectives.

### **Fakatātā 3: Language Experience Stories**

One way in which we can help our students learn how to read in Tongan is by writing down their spoken words about their own experiences and producing these stories as hand-made books that can be used at school. The Ministry of Education book *Hand-made Books for Your Classroom* explains how to develop our students' experiences into books that they can read and reread. The students' own spoken language provides the text, and the students themselves can draw the illustrations. Sometimes, photocopies of family photographs can be used. Photographs taken of students during a school-based activity also make excellent illustrations. (John Hart's *Polynesian Dance Festival* features photographs of a group of Tongan students from Onehunga Primary School in Auckland going to a school dance festival.)

Students want to read these books because the words have come from them and are about their own experiences. Here is an example of the text for the first four pages of a hand-made book produced when a teacher wrote down the words of a student who had just been to a school dance festival.

<p><b><i>Ko e Ō ki he Kātoanga Faiva'</i></b> <i>fai 'e Soane Pulu</i></p>  <p><i>Na'e kamata 'aki 'a e lotu. Na'a'ku tui hoku manafau'.</i></p> <p>-1-</p>	 <p><i>Na'a' mau ha'i 'a e lafo ki homau va'e'. Na'a' ku ngaahi 'e au eku lafo' mei he tāpuni hina'.</i></p> <p>-2-</p>
 <p><i>Na'a mau valivali homau mata'. Na'a mau mili lolo Tonga homau nima' mo e va'e'.</i></p> <p>-3-</p>	 <p><i>'I he'emaui lele atu he me'alele' ki he 'Apiako Oranga', na'a' ku ongo'i lotosi'i. Pehē mo hoku kaume'a ko Tomu'.</i></p> <p>-4-</p>

If a student told us a story about a Tongan dance performance, like the one in the example above, we might follow up the activities by reading parts of *Polynesian Dance Festival* to the class, translating it into Tongan as we read.

After they have listened to the story, a group of students may like to role-play the events in it. Older students working at this achievement level could make their own stories into books to share with younger students.

At lēvolo 1, we might use language experience books with students working towards the following achievement objectives. (Relevant language level indicators and assessment opportunities are also identified below.)

<p><b>Achievement Objectives</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• briefly recount personal experiences;</li> <li>• briefly state likes and dislikes;</li> <li>• use expressions for ... colours;</li> <li>• view and discuss simple ... non-verbal signs [and] symbols.</li> </ul>
<p><b>Language Level Indicators</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• make statements about their likes and dislikes and ask about those of their friends;</li> <li>• understand and express the main idea of a written text, using familiar language;</li> <li>• understand and use familiar expressions to seek and convey basic information;</li> <li>• start reading, independently, books intended for emergent readers;</li> <li>• use both upper and lower case letters of the [Tongan] alphabet in their writing;</li> <li>• read and write about a series of events in a time sequence, using fairly brief sentences;</li> <li>• talk about basic colours when describing objects (in the illustrations).</li> </ul>
<p><b>Assessment Activities</b></p>	<p>Teachers could assess students' progress through informal observation when the students are:</p> <ul style="list-style-type: none"> <li>• telling or writing a simple narrative to share experiences or information (<b>speaking, writing</b>);</li> <li>• matching pictures with words (<b>listening, reading</b>).</li> </ul> <p>Samples of students' writing could be added to their portfolios.</p>

### ***Fakatātā 4: Getting to Know Each Other***

Here is a plan for a unit of work that might meet the needs of students beginning to learn Tongan at secondary school.

#### ***General Aims***

This unit of work will provide opportunities for students to:

- become more aware of their environment and of themselves as individuals through discussion and extension of their background knowledge and experiences;
- discuss their ideas and opinions as they start to gain confidence in using basic Tongan expressions;
- get to know one another and their teacher.

## *Achievement Objectives*

Students should be able to:

- use everyday expressions to greet, farewell, or thank people;
- use words and expressions for numbers;
- use expressions to indicate time and place;
- use expressions for shapes, sizes, weights, and colours;
- label, observe, and briefly describe things;
- briefly recount personal experiences;
- exchange basic factual information;
- ask for repetition, clarification, or help;
- briefly state likes and dislikes;
- view and discuss simple verbal and non-verbal signs [and] symbols (on maps).

## *Language Level Indicators*

### **Listening and Speaking**

Students demonstrate that they are meeting achievement objectives at this level when they can:

- recognise and respond to commonly used forms of greetings, farewells, introductions, and expressions of gratitude;
- understand and contribute to brief social exchanges, using learned phrases;
- give basic information about themselves and ask for similar information from others;
- recognise and respond to simple classroom instructions and frequently used expressions;
- in structured conversations, make statements about their likes and dislikes and ask about those of their friends;
- recognise what a conversation is about (when it is about a familiar topic);
- talk about a series of events, giving the correct time sequence.

### **Reading and Writing**

Students demonstrate that they are meeting achievement objectives at this level when they can:

- understand and express the main idea of a written text, using familiar language;
- understand and express simple details about themselves and their families in written language;
- understand and use familiar expressions to seek and convey basic information (in writing);
- write their own name and address and the names of some other class members;
- write other familiar words;
- label classroom objects (and places on a map);
- read and write about a series of events in a time sequence, using fairly brief sentences.

## Visual Language and Cultural Learning

Students demonstrate that they are meeting achievement objectives at this level when they can:

- use some polite (formal) and informal forms of address;
- talk about the meaning of some signs and symbols (on a map).

### *Learning Activities*

Here are four subtopics through which we could approach this topic with our students. Learning activities for each subtopic are suggested below.

- My Family and I
- My Friends, My Street, and Our Neighbours
- My Community and Our School
- Our City and Our Country

#### **My Family and I**

Through communicative learning activities, students could explore ways of describing or explaining in Tongan:

- who they are;
- their feelings;
- the members of their family;
- responsibilities in their family;
- their family tree.

The students might be involved in:

- talking to each other about their feelings;
- listening to Tongan poems and discussing them;
- making a list of things that bother them;
- tracing silhouettes of themselves and talking about them;
- drawing a picture about being lonely and talking about it;
- learning and using Tongan words for emotions;
- completing a piece of writing that describes a situation and then asks the reader, “Ko e hā te ke fai ‘e koe?’”;
- drawing faces that show moods and talking about them;
- writing a brief story called “Ko Au”;
- making a chart showing activities they are good at, activities they are learning to do, and activities they find hard to do;
- writing or talking about the question “Ko e hā te ke fili kapau ‘oku ‘atā ke ke fili ha me‘a pē?’”;
- drawing self-portraits (using a mirror) and talking about the portraits;
- bringing photographs of themselves as babies, mixing up the photos, and guessing which baby is who;
- discussing “ko ‘eku ngaahi faka‘amu ki hoku kaha‘u’”;
- interviews where students work in pairs to find out what activities their partners can do;

- making books about their lives (where they were born, what they have done, their friends, where they have lived, and so on);
- miming activities to show how they react in specific circumstances, for example, when they are frightened by a mysterious noise or when their parents won't let them watch television;
- brainstorming and listing words for parts of the face and expressions associated with those words (refer to page 66);
- brainstorming words that relate to the phrase “Nofo toko taha pē”;
- writing a timetable for a day or a week;
- keeping a diary for a week;
- discussing appropriate vocabulary (introduced by the teacher) and going on to draw individual family trees;
- describing their families (for example, a boy might say “‘Oku lanu palauni ‘a e kano‘imata hoku tuofefine’”);
- listing some responsibilities that each person in their family has;
- drawing their parents, with speech balloons showing what each parent might be saying (in Tongan).

### My Friends, My Street, and Our Neighbours

The students might be involved in:

- listing and discussing the qualities they would like their friends to have;
- describing their neighbours;
- describing (to the class, a group, or a partner) the sort of house they live in;
- asking another student, “What do you like about your friend?” and then explaining that student’s views, in Tongan, to a third student;
- planning streets and facilities for a new “ideal” neighbourhood;
- writing a poem or story called “Kaungā‘api”;
- discussing the question “‘Oku tau ‘ilo nai hotau feitu‘u’?”;
- planning and illustrating schemes for making their neighbourhood more attractive – listing ideas, discussing them in groups, illustrating the ideas, and describing their neighbourhoods “before” and “after”;
- as a group, writing a short play called “Tokoni ‘i Hotau Feitu‘u’” and then producing it for an audience.

### My Community and Our School

The students might be involved in:

- drawing a plan of the school and labelling it;
- writing descriptions of classmates and asking the rest of the class to guess who they are;
- listening to a simple story (told by an adult) about feelings between friends;
- describing “ko hoku ‘ulu‘aki ‘aho he kolisi’ ... ngaahi me‘a na‘e hoko’”;
- talking about how people solve problems that arise in their communities;
- finding out and using Tongan terms for some agencies and people in the community that we go to for assistance.

## Our City and Our Country

The students might be involved in:

- comparing maps of places like Auckland and Nuku'alofa;
- identifying the location of Tonga, first on a globe and then using an atlas;
- writing (in Tongan) answers to questions like:
  - Ko e ngaahi fonua fē 'oku ofi taha ki Tonga'?
  - Ko e hā 'a e hingoa faka-Tonga ki he 'oseni 'oku ne takatakai 'a Nu'u Sila mo Tonga'?
  - 'Oku tu'u 'a Tonga ki he noate pe saute 'o e 'ekueta'?
  - Ko e motu 'e fiha 'oku nofo'i 'i Tonga'?

## *Assessment Opportunities in the Unit of Work*

Assessment could include:

- teacher observation and informal notes about students' use of Tongan to communicate with each other;
- peer assessment using starter sentences, such as "Na'a' ku sa'ia he fakamatala 'a hoku kaungāako' ... he na'a' ne ...";
- gathering samples of students' written work for their portfolios (noting how far each sample meets the relevant achievement objectives).

## *Resource Materials*

The following resource materials could be used in this unit. All of them except the atlas and the map are published by Learning Media for the Ministry of Education. Item numbers for ordering these Ministry of Education resources can be found on pages 69–72 (listed under early childhood and levels 1, 2, and 3).

### Resource materials that are fairly easy for students at this level to use

*Atlas of the South Pacific*

*The Kingdom of Tonga* [map]

*Mateuteu ki he Ako'*

*Hala he Fanga Pato*

*Ko e Feitu'u Malu*

*Ko e Kofu 'o Ane*

*Ko e Afā*

*Ko e Ngoue Talo 'a Tono'*

### Resource materials that are a little harder for students at this level to use

*Ko e 'Alu ki 'Api 'i he 'Uha'*

*Ko Homau 'Api' 'Oku Ofi ki he Suu'*

*Tufotufa 'Ema Taumāta'u'*

*Tui ha Kahoa 'o e Fa'ee'*

*Ko e Toetu'u' 'i Nukunonu*

*Ko e Me'a'ofa mei He'eku Kui'*

*Ko e Me'a'ofa mei He'eku Kui' /Grandma's Surprise* (audio cassette)

Resource materials that are hard for students at this level to use (support will be needed)

*Pō Malū*

*“Ko ‘Ana Koe?”*

*Ko e Taimi ‘o e Palolo’*

*Ko e Fo‘i Pulu Kilikiti Na‘e Pulia’*

*Ko Venise mo e Ki‘i Letiō Kulokula*



## ◀ LĒVOLO 2

Communicative competence in any language improves dramatically when learners know plenty of words so that they can say what they want to say. Fakatātā 1, 3, and 4 below illustrate how we can plan to teach specialised Tongan vocabulary in the context of work planned in other curriculum areas.

### *Fakatātā 1: Talking about Art*

<b>Unit Plan:</b> Talking about Art	<b>Essential Learning Area:</b> Tongan (developing vocabulary relating to shape, size, pattern, and colour)		<b>Lēvolo:</b> 2	
	<b>Curriculum Links:</b> From the arts curriculum, a visual art topic – Exploring the Use of Crayons with Other Media			
<b>Achievement Objectives</b> Students will: <ul style="list-style-type: none"> <li>• express concepts of amount [and] quality (in relation to patterns, colours, media, shapes, and details in art works);</li> <li>• make signs, labels, and lists (extending their vocabulary by using Tongan words related to the art focus).</li> </ul>				
<b>Learning Outcomes</b> Students will:	<b>Learning and Assessment Activities</b> The teacher will:      Students will:		<b>Resources</b> Student                      Teacher	
<ul style="list-style-type: none"> <li>• express relevant concepts in Tongan</li> </ul>	<ul style="list-style-type: none"> <li>• explain to students what is expected of them and model the process</li> </ul>	<ul style="list-style-type: none"> <li>• make portraits of themselves, using crayon and other media, and talk about them, expressing relevant concepts in Tongan</li> </ul>	<ul style="list-style-type: none"> <li>• pencils, paper, crayons, paint, dye, chalk, scissors, and glue</li> <li>• sheet on page 65 of these <i>Guidelines</i></li> </ul>	<ul style="list-style-type: none"> <li>• pencils, paper, crayons, paint, dye, chalk, scissors, and glue</li> </ul>
<ul style="list-style-type: none"> <li>• develop their use of crayons, using a range of techniques, and describe the techniques in Tongan</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate different techniques</li> </ul>	<ul style="list-style-type: none"> <li>• keep a written record (with illustrations) of their own descriptions of how they used the crayons</li> </ul>	<ul style="list-style-type: none"> <li>• crayons and paper</li> </ul>	<ul style="list-style-type: none"> <li>• crayons and paper</li> </ul>
<ul style="list-style-type: none"> <li>• learn how to care for art materials and discuss, in Tongan, what they have learned</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate and explain to students what is expected of them</li> </ul>	<ul style="list-style-type: none"> <li>• discuss what they have learned about caring for art materials</li> </ul>	<ul style="list-style-type: none"> <li>• pencils, paper, crayons, paint, dye, chalk, scissors, and glue</li> </ul>	<ul style="list-style-type: none"> <li>• pencils, paper, crayons, paint, dye, chalk, scissors, and glue</li> </ul>
<ul style="list-style-type: none"> <li>• express relevant concepts in Tongan, making and using appropriate labels</li> </ul>	<ul style="list-style-type: none"> <li>• brainstorm ideas with the students and provide opportunities to carry them through</li> </ul>	<ul style="list-style-type: none"> <li>• explore the uses of crayon, pencil, and paint and later mount and assess a library display of their finished work</li> </ul>	<ul style="list-style-type: none"> <li>• pencils, paper, crayons, paint</li> </ul>	<ul style="list-style-type: none"> <li>• display space in library</li> </ul>

<ul style="list-style-type: none"> <li>• demonstrate that they have developed their ability to talk about colour, shades of colour, size, shape, and pattern in Tongan</li> </ul>	<ul style="list-style-type: none"> <li>• display objects of different shapes, sizes, and shades for discussion</li> <li>• discuss colours when encouraging students to talk about the colours in their crayon pictures</li> </ul>	<ul style="list-style-type: none"> <li>• construct a graph to show a growing use of Tongan vocabulary to describe art work</li> </ul>	<ul style="list-style-type: none"> <li>• their own art works</li> </ul>	<ul style="list-style-type: none"> <li>• objects of different shapes, sizes, and shades</li> <li>• vocabulary from a Tongan dictionary</li> </ul>
<ul style="list-style-type: none"> <li>• use Tongan terms for dark and light shades appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• write relevant vocabulary in Tongan and discuss specific meanings</li> </ul>	<ul style="list-style-type: none"> <li>• list a variety of colour and shade terms in Tongan</li> </ul>	<ul style="list-style-type: none"> <li>• photocopies of page 65</li> </ul>	<ul style="list-style-type: none"> <li>• vocabulary list assembled from a Tongan dictionary</li> </ul>
<ul style="list-style-type: none"> <li>• use Tongan terms relating to the concept of proportion</li> </ul>	<ul style="list-style-type: none"> <li>• discuss everyday experiences involving the use of proportion</li> </ul>	<ul style="list-style-type: none"> <li>• use Tongan terms for proportion while drawing</li> </ul>		<ul style="list-style-type: none"> <li>• art books, such as Ailsa Robertson's <i>Tonga</i>.</li> </ul>
<ul style="list-style-type: none"> <li>• use different media within one picture and discuss the picture in Tongan.</li> </ul>		<ul style="list-style-type: none"> <li>• use three to four media in a single piece of art work, for example, crayon, chalk, and Indian ink</li> <li>• create cards and invitations to a special occasion</li> <li>• display completed work and evaluate it.</li> </ul>	<ul style="list-style-type: none"> <li>• pencils, paper, crayons, paint, dye, chalk, Indian ink, scissors, and glue.</li> </ul>	

By the end of this unit, students should be able to describe different shades of colours and to talk, in Tongan, about the art works they are creating.

The topic for this unit could also link to a theme being studied in another area of the curriculum, for example, fale (houses). We could show students pictures of different kinds of fale and discuss the colours and shapes of the fale with them in Tongan. We could ask such questions as “‘Oku hangatonu ‘aupito ‘a e laine ko ē ‘i he fale nofo‘anga’?”

When their art works for this unit are complete, the students can use them to create a display so that everyone can see all the drawings. The teacher or a student could make a positive comment in Tongan about each one. Encouraging students to discuss one another’s work constructively by modelling how to do so is a very useful approach.

### *Follow-up Ideas*

In another session, we could get the students to experiment with different ways of describing the patterns they see. “Look at this ngatu pattern. Do you think the colours are the right ones?” we might ask.

The students could transfer their drawings onto larger pieces of paper, maintaining the proportions of the drawings, and go on to add colour, using dyes.

First, they might draw an outline with chalk. We could discuss what we want them to do, explaining how their chalk lines must be at least 3–5 millimetres thick. Then students can crayon between the chalked lines.

Speaking to them in Tongan, we can encourage students to think about the colours they will use. “Ko e lanu ‘e fiha te ke fiema‘u’?” we might say. Their crayoning must cover all the paper (except the chalked lines), or the dye will later show through where it was not intended to.

Finally, students can dye their large pictures. Choosing a dye to complement the colours in their pictures provides another chance to talk in Tongan. The students will need to cover the whole picture with dye for the best effect. They can use a wide brush to remove excess dye.

## ***Fakatata 2: ʻKō e Toetu uʻ i Nukunonu***

Here is an example of how we might build a unit around just one story, Epi Swan’s *Ko e Toetu‘uʻ i Nukunonu*, which is set in Tokelau. A strength of Tupu resource materials is that they allow students to explore other Pacific cultures, finding similarities to their own as well as differences.

### ***Achievement Objectives***

By the end of the unit, students should be able [in Tongan] to:

- record information;
- express interest and enjoyment;
- identify some of the different social roles people have in [another] Pacific culture (as described in *Ko e Toetu‘uʻ i Nukunonu*);
- use culturally appropriate forms to address others and to refer to themselves;
- express meaning in stories [express some of the meaning of this story] through [a] visual image (one that they create).

### ***Suggested Learning Activities***

The students could:

- listen to the story *Ko e Toetu‘uʻ i Nukunonu* and then talk about it in groups, using Tongan to express interest and enjoyment, if appropriate;
- list some things that happen on Nukunonu at Easter;
- describe, in simple Tongan, some of their own Easter experiences;
- interview their parents or other relatives to find out about their experiences of Easter when they were children;
- write a brief letter inviting someone from Tonga to visit the class and describe their experiences of Easter in Tonga;
- greet their visitor appropriately, listen to the description, and record the information afterwards by listing ways that Easter is celebrated in Tonga;
- research ways that Easter is celebrated in several different Pacific societies;
- draw pictures to show different stages in an Easter celebration to form a sequence mural;
- label their mural appropriately;
- present an oral explanation of the different ways in which Easter is celebrated on Nukunonu and in Tonga.

### Assessment Opportunities

Assessment could include:

- the teacher’s assessment of how effectively students labelled their murals;
- peer assessment of students’ oral presentations against criteria set by the teacher;
- students monitoring their own progress by keeping a daily journal describing what they have learned.

### Fakatātā 3: Writing Mathematical Problems in Tongan

At lēvolo 2, students can start writing their own mathematical problems using Tongan words to meet the achievement objectives “identify people, places, and things” and “express concepts of amount, ownership, quality, and time”. Such work provides students with opportunities to express mathematical ideas in real-life contexts, using everyday language.

Our lesson planning for this activity should reflect the achievement objectives our students are working towards in both *Mathematics in the New Zealand Curriculum* and *Developing Programmes for Teaching Pacific Islands Languages*, as shown below.

Curriculum Area	Mathematics	Tongan
Strands	Number	accomplish everyday tasks, using [Tongan] to communicate
Achievement Objectives (lēvolo 2)	<ul style="list-style-type: none"> <li>• writing and solving story problems which involve whole numbers, using addition, subtraction, multiplication, or division</li> </ul>	<ul style="list-style-type: none"> <li>• identify people, places, and things</li> <li>• express concepts of amount, ownership, quality, and time</li> </ul>
Language Level Indicators		Students meet the objectives when they can: <ul style="list-style-type: none"> <li>• describe (and recognise descriptions of) themselves, other people, and familiar places and objects</li> <li>• count people and things</li> <li>• listen and show understanding when ordinal numbers ... are used</li> <li>• write using familiar language structures</li> <li>• record information reasonably accurately in a range of ways</li> <li>• understand and use learned structures to convey simple information in messages</li> </ul>
Assessment	The teacher notes whether the students can make up, tell, and record appropriate number stories and talk about them.	The teacher and students discuss how successfully the students conveyed their maths stories to each other in Tongan, expressing ownership (and other concepts) appropriately.

The ideas that bilingual students express in the problems they write may give us insights into their mathematical understanding in everyday situations when they are thinking in Tongan.

Activities for this unit could include reading Teresa Manea Pasilio's book *Ko e Fo'i Pulu Kilikiti Na'e Pulia* and then playing a game of kilikiti, keeping the score in Tongan.

#### ***Fakatātā 4: Exploring Physical Properties Using Tongan***

Here is an example of a unit through which students could work towards achievement objectives in both *Science in the New Zealand Curriculum* and *Developing Programmes for Teaching Pacific Islands Languages*.

Curriculum Area	Science	Tongan
Strands	Making Sense of the Material World	accomplish everyday tasks, using Tongan to communicate
Achievement Objectives (lēvolo 2)	<ul style="list-style-type: none"> <li>group familiar objects, using observable physical properties</li> </ul>	<ul style="list-style-type: none"> <li>express concepts of amount [and] quality</li> <li>make signs, labels, and lists</li> </ul>
Language Level Indicators		Students meet the objectives when they can: <ul style="list-style-type: none"> <li>describe (and recognise descriptions of) ... objects</li> <li>understand and use key words and phrases in signs, labels, and lists</li> <li>record information reasonably accurately in a range of ways.</li> </ul>
Assessment	Teacher and students consider the students' ability to categorise objects and justify the categories they choose.	Teacher and students discuss the ways in which the students described the properties of objects and consider how far they communicated information to one another effectively.

#### ***Learning Activity***

The students could read Kaliopeta Hu'akau's *Ko e Me'a'ofa mei He'eku Kui*. Then they could draw up a chart in which they could list objects from the book under headings for different shapes, textures, colours, and sizes. They could select one item from under each heading and write a sentence, in Tongan, explaining why they put it under that heading.

## ◀ LĒVOLO 3

### ***Fakatātā 1: Writing about Being Lost***

This unit is built around “Ko ‘Ana Koe?”, a story which we can also use at other levels (for example, see page 22).

#### *Achievement Objectives*

Students will be able to:

- report events (using some of the Tongan vocabulary in the story);
- produce [a] longer story (with a written description of what it feels like to be lost).

#### *Learning Activities*

Following a shared reading of “Ko ‘Ana Koe?”, we could list the vocabulary that the students need to learn. They could cut pictures illustrating those words out of magazines (for example, a picture of a shop), or they could find objects from their own environment and photographs of people they know (such as family members) that illustrate the words they are learning.

Exploring this story with our students could relate to their work in social studies and health. As a class, we could list the people involved in the search for Ana. This could lead to a discussion on a number of topics – the police, people we depend on, safety in a city, feelings, and people’s different responsibilities within families. We could invite native speakers to visit the classroom and talk briefly in Tongan about some of these topics; for example, a Tongan-speaking police officer could talk to the students about “keeping ourselves safe in the city” or about road safety.

The story could also be used as a basis for estimating time and for discussing different shapes (for example, the shapes of road signs), the emergency phone number, and how to use the phone correctly.

#### *Assessment Activities*

For primary school students working within lēvolo 3

The students could use some of the vocabulary they have learned during the unit to describe a time (real or imaginary) when they were lost. These descriptions could go into the students’ portfolios to be taken home at the end of the term and shown to their parents.

For secondary school students working within lēvolo 3

With secondary school students, we might take the approach of sharing the plan for the unit with students by handing out an overview paper. In this way, older students could be encouraged to take more responsibility for their own learning. Before they begin work on the unit, we could go through the plan with the students:

- to check that they understand everything;
- to ensure that there are not too many pronunciation difficulties;
- to ask students for their input, discussing suggested changes with the class and negotiating the final form of the plan.

Students would then be able to take an active part in assessing their own work by considering how far it meets the learning objectives of the unit and by writing down their conclusions about what they have learned and what they need to work on next.

## ***Fakatātā 2: Mate'i ha Me'a (Guessing)***

Here is a simple activity for teaching students how to express their guesses and to state possibilities in Tongan, for example, by writing sentences that begin: “Ko e ... ?” or “Mahalo ko e ...” or “Ko 'eku mate ko e ...”. We put large pictures up around the classroom, with most of each picture covered up. From what little they can see of the pictures, the students guess what each one shows. Using a complete sentence in Tongan for each guess, the students write their guesses on pieces of paper and pin each one up beside the picture it goes with. All can be revealed once everyone has put up their guesses. Students will find it more interesting if the pictures, taken in sequence, tell a story.

Two achievement objectives for lēvolo 3 require students to “express detailed ideas of place and quality” and to “express surprise or disappointment”. These activities gives students opportunities to do both.

## ***Fakatātā 3: Giving Details***

Like the example above, this activity helps students learn to express detailed ideas of place and quality and to express surprise and disappointment.

One student leaves the room. The rest of the class choose an object in the room (one that is not too hard to guess). The student comes back into the room and tries to guess the object from the clues that we, and the other students, provide. This activity allows us to model giving a description with some details.

## ***Fakatātā 4: Turning Talatupu'a into Plays***

Writing and acting plays based on talatupu'a can help students meet such achievement objectives as:

- enquire about a topic or an aspect of language;
- make connections between cultural values and some visual features of a situation;
- give and follow instructions [and] directions (for example, stage directions).

We could tell students a talatupu'a and then help them turn it into a play in Tongan, which they can then practise and perform for an audience of Tongan speakers. The play could include short songs or dances. *School Journal* plays can provide models for setting out the play script, because the same scriptwriting conventions can be used.

The students can read their plays through in groups (with a native speaker at hand to provide help with pronunciation and emphasis) before performing them to the class. Students could work out criteria for evaluating their plays based on the achievement objectives they are working towards, for example:

- does the Tongan language used in the play convey aspects of the original talatupu'a effectively?
- do the actors' movements convey cultural values visually?
- are the written stage directions clear? (Were the actors able to follow them?)

### ***Fakatātā 5: ‘Oiauē!***

Students can work towards the achievement objective “give and follow instructions [and] directions” when they play games with rules, like ‘Oiauē! They will also have opportunities to “express surprise or disappointment”.

To play a game of ‘Oiauē!, we first need to make a set of ‘Oiauē! cards. We can use a photocopier to make two copies of ten photographs or drawings taken from books and articles about Tonga. The pictures could feature, for example, places and things like the Tongan flag and street scenes in Nuku‘alofa. (An alternative is to substitute used Tongan stamps, so long as we have two of each.) Each picture (or stamp) is glued on to one of twenty cards. The cards should be the same size and should look exactly the same when turned over.

Up to four students can play the game. The students turn all the cards over and shuffle them around.

One student starts by turning one card over, saying what the picture shows, and then turning over another. If the two cards are the same, the student takes that pair. But if they are different, the other students say, “ ‘Oiauē!” The student then turns both cards face down again, leaving them exactly where they were, and the next student has a turn, choosing two different cards. When all the pairs have been taken, the student with the most pairs is the winner.

To make this activity easier, we can tell the students the words for all the pictures before play starts. For a harder activity, students have to use their own vocabulary and general knowledge. When a student makes a mistake (misnames something), we say “ ‘Oiauē!”, and that student forfeits a turn.



## ◀ LĒVOLO 4

### ***Fakatātā 1: A Unit on the Sea***

This plan shows how we might work with two groups of students, one group just beginning to work within lēvolo 4 and another almost ready to start working towards lēvolo 5 objectives. Relevant lēvolo 4 objectives for both groups could include: “express logical relationships (noting causes and effects, reasons, and conditions)”; “use more complex expressions to indicate time, place, and frequency”; “produce explanations”; and “produce more detailed stories”. Our planning for students’ activities could look like this.

#### **The Sea**

##### **Introduction**

The students recount their experiences with the sea: fishing, swimming, using boats and canoes, going on class trips, and so on.

##### **Reading Activities**

- Group One will work from Epi Swan’s *Kofe Taumatā’u*. The students will create a diagram based on one in the story, labelling it with appropriate captions in Tongan.
- The teacher will introduce to Group Two a sea story that has more challenges in it: Johnny Frisbie’s *Ko e Tōki Tu’a ‘i he Tafatafa’akilangi’*. Group Two will read the story (with support from the teacher as required) and then discuss it with the teacher and one another.
- Expressive and Poetic Writing: Group Two will write stories based on the experiences they discussed in Tongan during the introduction to the unit. They will make their stories into books for students in Group One to read later on in the unit. Group Two may also work (individually and in pairs) on other activities using their stories.

##### **Inquiry Work**

The students will work from inquiry cards, written out in Tongan, that suit their level. The cards will ask questions like:

- Ko e ha ‘oku kona ai ‘a e tahi’?
- Ko e ha ‘oku ne fakatupu ‘a e ngaahi peau’?
- Ko e ha ‘oku hu’a ai mo mamaha ‘a e tahi’?
- Ko e ha ‘a e peau kula?

The students will be expected to explore these questions from a scientific point of view as well as in terms of the answers given in traditional Tongan stories. The tasks will require students to interview adults for traditional accounts and to use science reference books in order to prepare a display and give a presentation to the whole class. Class books will be produced to add to the reading resources in Tongan at our school.

##### **Other Activities**

Students will find and share Tongan songs about the sea. They will write poems or their own songs on the theme of the sea. The display and presentation activities will give everyone a chance to enjoy one another’s creative work.

## ***Fakatātā 2: ‘Amanakinoa-‘a-Lose Kakala*** ***(A Unit on Naming)***

At lēvolo 4, students are learning how to “make comparisons”, “produce explanations”, and “produce more detailed stories” in Tongan.

Students could read and listen to Lesieli Kupu MacIntyre’s story *‘Amanakinoa-‘a-Lose Kakala*. They could go on to discuss the Tongan naming custom on which this story is based and share their knowledge of how they themselves were named and how people are named in various cultures. They could list relevant information under headings like “Fili ‘e he mātu‘a ‘a e hingoa” (Parents choose name), “Fakahingoa ‘a pēpē ki he feitu‘u pe me‘a na‘e hoko ‘oku ‘iloa” (Baby is named in honour of a special place or occasion), “Foaki ‘e he mehitanga ‘a e hingoa” (Father’s older sister chooses name), “Fakahingoa ‘a pēpē ki he kāinga” (Baby is named after a relative), “Foaki ha hingoa ki ha taha lahi ‘i ha kātoanga” (Additional name is given to adult on a special occasion), or “Fakahingoa ‘a pēpē ki he tokotaha mā‘oni‘oni” (Baby is named after a saint”).

Students can choose a particular “naming story” to write, using some of the information they have discussed and researching to find out more. The story should include an explanation of how at least one person in their story came to receive their name. Alternatively, the students could write a brief report comparing the naming customs of two cultures. The Cook Islands picture pack *Isabelle’s Wedding* includes information about how Isabelle’s husband received a new name as a wedding present from his wife’s grandmother. (Isabelle herself was named after her father’s older sister.)

### ***Resource Materials (in Tongan and English)***

- MacIntyre, Lesieli Kupu. *‘Amanakinoa-‘a-Lose Kakala*. (book and audio cassette)
- MacIntyre, Lesieli Kupu. “An Unexpected Wish.” (English version of the story)
- Smith, Margaret. *Isabelle’s Wedding*. (kit)

### ***Fakatātā 3: Sustaining Culture***

This example suggests activities through which students could work towards the objectives of *Social Studies in the New Zealand Curriculum*. However, we can identify Tongan-language achievement objectives when planning for units of work in other curriculum areas, particularly in relation to cultural learning. Here is one way we might do this.

<b>Unit Plan for Tongan and Social Studies – Culture and Heritage</b>	<b>Topic:</b> Sustaining culture and heritage following migration	<b>Lēvolo:</b> 4	
<b>Settings:</b> The Pacific and New Zealand	<b>Curriculum Links:</b> The Arts (music, dance), Health and Physical Education (cooking)	<b>Perspective:</b> Multicultural	
<p><b>Achievement Objectives</b>            Students will demonstrate knowledge and understandings of:</p> <ul style="list-style-type: none"> <li>• why and how individuals and groups pass on and sustain their culture and heritage (social studies).</li> </ul> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• make comparisons;</li> <li>• participate in age-appropriate ways at cultural events;</li> <li>• experiment with traditional art and craft forms (for example, when weaving mats and fans);</li> <li>• understand the imagery in songs that use familiar language;</li> <li>• describe the traditional distribution of family resources (Tongan).</li> </ul>			
<b>Indicators (social studies) and Language Level Indicators (Tongan)</b>	<b>Learning and Assessment Activities</b>	<b>Resources</b>	
	<p>Students will:</p> <ul style="list-style-type: none"> <li>• listen to visitors (native speakers) talking about their own experiences</li> <li>• identify the emotional state of a participant in a conversation they are listening to, from things like intonation and body language</li> <li>• read about migration experiences in Tongan</li> <li>• construct a database showing special occasions celebrated in Tonga and in the Tongan community in New Zealand</li> <li>• construct a database showing some celebrations in other Pacific cultures</li> <li>• interview parents and friends about their favourite celebrations</li> <li>• draw a map showing celebrations shared between different Pacific cultures</li> <li>• read material at appropriate reading levels</li> <li>• gather examples of illustrations, drawings, photographs, and other visual material related to the migration of Pacific communities to New Zealand</li> </ul>	<p><u>Students</u></p> <ul style="list-style-type: none"> <li>• <i>Ceremonies and Celebrations</i> (Ministry of Education picture pack)</li> <li>• <i>The Kingdom of Tonga</i> (map)</li> <li>• <i>Ko e Me‘a‘ofa Mei He‘eku Kui’</i> by Kaliopeta Hu‘akau</li> <li>• <i>‘Ātunga ē Ta‘eanga’</i> by L. W. Ranfurly</li> <li>• <i>Ko Hai ia ‘e Toe Fie Nofo ‘i ‘Api?</i> by Pepe Robertson</li> <li>• students’ families</li> <li>• the <i>School Journal Catalogue</i></li> <li>• invited guests</li> </ul>	<p><u>Teacher</u></p> <ul style="list-style-type: none"> <li>• <i>A Guide to the Pacific Learning Materials</i></li> <li>• the <i>Tupu Handbook</i></li> <li>• <i>Social Studies in the New Zealand Curriculum</i></li> <li>• <i>Social Studies in the New Zealand Curriculum: Getting Started</i></li> <li>• maps of the Pacific and of Tonga</li> </ul>

<p>Students demonstrate that they are meeting achievement objectives at this level when they can:</p> <ul style="list-style-type: none"> <li>• explain the imagery in simple songs, giving examples</li> </ul>	<ul style="list-style-type: none"> <li>• talk to a visitor about a song</li> <li>• listen to a short talk about a song and then present the information in a different form</li> <li>• discuss the purpose of a song and the message it portrays</li> <li>• find village names on maps of the island groups in Tonga</li> <li>• write a brief report about some lyrics</li> <li>• give a brief presentation on Tongan songs</li> </ul>	<ul style="list-style-type: none"> <li>• audio cassettes with Tongan songs</li> </ul>	<ul style="list-style-type: none"> <li>• invited guest</li> </ul>
<ul style="list-style-type: none"> <li>• perform dance movements that relate to the words of a song</li> </ul>	<ul style="list-style-type: none"> <li>• perform and sing a traditional action song in front of an audience</li> <li>• describe the verbal and non-verbal aspects of a dance</li> </ul>	<ul style="list-style-type: none"> <li>• costumes they will help make</li> </ul>	<ul style="list-style-type: none"> <li>• tutor for dance movements</li> </ul>
<ul style="list-style-type: none"> <li>• understand written comparisons, explanations, and opinions and ... produce these types of writing</li> </ul>	<ul style="list-style-type: none"> <li>• read for a specific purpose</li> <li>• write about some differences between Tongan and English</li> <li>• find some terms that mean much the same thing in both languages</li> </ul>		
<ul style="list-style-type: none"> <li>• explain, in some detail, the process involved in a traditional way of cooking</li> <li>• explain some techniques involved in traditional arts and crafts.</li> </ul>	<ul style="list-style-type: none"> <li>• discuss a traditional method of food preparation and compare it to a modern one</li> <li>• plan to prepare food for a special occasion</li> <li>• participate in a traditional way of cooking and cook a special Tongan dish</li> <li>• research how food was gathered in Tonga and stored for periods of drought and famine</li> <li>• research a traditional craft</li> <li>• make a craft object (a lafo)</li> <li>• display and label work they have made in a craft they have researched.</li> </ul>	<ul style="list-style-type: none"> <li>• typed recipes</li> <li>• traditional ingredients</li> </ul>	<ul style="list-style-type: none"> <li>• invited guests who can help with craft work (dance costume items, such as manafau and vesa pa'anga) and cooking</li> <li>• dance costumes for display</li> </ul>

## ◀ LĒVOLO 5

### ***Fakatātā 1: Social Structure in a Kolo***

At lēvolo 5, students are learning to “describe the social structure of a [Tongan] village”. They could also consider ways that this social structure is reflected in the structure of the Tongan community in New Zealand.

The students could begin by building a model of a village in Tonga, labelling it appropriately, and talking about how the physical structure might reflect the social structure. (A number of books about Tonga that include information about Tongan villages are listed in the References section at the back of these *Guidelines*.)

A visitor who has lived, as an adult, both in Tonga and in the Tongan community in New Zealand could be invited to the classroom to answer students’ questions about this. Students could prepare their questions beforehand, structuring them to get answers that are more informative than just “‘io” or “‘ikai” and also making them specific, so that the answers do not come as general information in rapid Tongan that the students cannot follow. For example, they might ask:

“Ko fē ‘a e feitu‘u na‘e fai ai ‘a e fakataha fakakolo?”

“Ko hai na‘e kau ki he ngaahi fakataha‘ ni?”

“Na‘e ‘i ai ha ngaahi tu‘utu‘uni ki he founga fakalele ‘o e ngaahi fakataha‘?”

“Hange ko eni‘, na‘e ‘i ai ha tu‘utu‘uni pe ko hai ‘oku mu‘aki lea‘?”

They could go on to discuss their own experiences of social structure in the Tongan community in New Zealand. Finally, to demonstrate that they are meeting their achievement objective, they could carry out the language level indicator “write an explanation of some roles that [Tongan] people take within their extended families and community groups”.

### ***Fakatata 2: Hiva***

By lēvolo 5, as well as continuing to perform a wide range of hiva, students should be learning to “recognise the features of different types of songs” and discussing these features in Tongan. Working as individuals, in pairs or in groups, students could research features of different types of hiva. Sources of information about hiva include:

- the notes in Harrison Bray’s *Tomasi: For Islands Far Away*;
- Richard Moyle’s *Tongan Music*;
- Richard Moyle’s sound recording *Traditional Music of Tonga*.

For a range of learning activities relating to songs, refer to:

- *Music Education Standard Two to Form Two: A Handbook for Teachers* (Pacific Islands cultural groups are covered on pages 218–220);
- *Music Education in Secondary Schools: A Handbook for Teachers* (Pacific Islands music is covered on pages 63–73).

To demonstrate that they are meeting the main achievement objective, a group of students could jointly give a short presentation to an audience of their peers in which they carry out the language level indicator “explain the purposes of [two or three] different types of [Tongan] chants [and] songs” and give examples of each type, pointing out their distinctive features. (In planning their presentation, they will be working towards an additional *lēvolo* 5 achievement objective – “structure a text to meet the needs of a specific audience”.)

### ***Fakatātā 3: Giving Instructions***

An achievement objective for *lēvolo* 5 is to “give instructions for a procedure”. Here is an activity we can use to teach students how to give (and follow) instructions in Tongan.

Behind a screen, make an arrangement with coloured blocks or small objects. Each of a small group of students has similar blocks or objects. Their task is to copy our arrangement without seeing it by listening to what we say. We tell them how to duplicate the arrangement we have made, saying things in Tongan like “Tuku ‘a e loli ‘i mui he kaa’.” We tell the students (in Tongan) if they get something wrong – but we don’t touch their arrangements. The students are allowed to ask us questions and help each other as long as they speak only in Tongan. Once everyone has got their arrangement right, we take away the screen and show them they have got it.

Later, working in small groups, the students can take turns making their own patterns behind the screen and giving other students instructions about how to make the same pattern.

## ◀ LĒVOLO 6

### ***Fakatātā 1: Ko e Fāngota Faka-Tonga***

The books published in Tongan by the Ministry of Education include several with information about fishing (for example, 'Elenga Mailangi's *Fakalukuluku* and Brian Edwards' description of shark fishing in *Ko e Kau Toutai No'o 'Anga mei Kolonga*). The following unit of work focuses on this topic.

Fishing is important for Tongan people, whether they live in Tonga or in coastal urban centres like Wellington and Auckland. Activities that relate to fishing include making fishing gear and using traditional methods of fishing. In Tonga, traditional methods include tau mangā, taumāta'u, ama, sili, tā ō, tā 'ohule, no'o 'anga, 'aukava, hoka tofua'a, and hoka fonu. For Tongan communities in New Zealand urban centres, passing on this kind of knowledge is an important part of preserving Tongan culture among young, New Zealand-born Tongans who may never have been to Tonga themselves.

#### *Focus Ideas*

This unit will give students opportunities to:

- learn about and compare some ways in which Tongan people in New Zealand and in Tonga use different types of gear for different types of fishing;
- make and use kofe taumāta'u.

#### *Achievement Objectives*

Making kofe taumāta'u (light bamboo fishing rods) in the classroom would provide opportunities for students to:

- discuss the likely consequences of their actions;
- respond to suggestions about plans;
- pay compliments and accept them appropriately;
- compare the ways that verbal and visual features of language are combined [for a particular audience] (as in the explanatory diagrams in *Kofe Taumāta'u*).

#### *Learning Activities*

Learning activities might include:

- comparing the fishing gear used in different parts of the Pacific (for example, harpoons, vaka, fakatokotoko, and swimming goggles);
- investigating and describing the equipment needed to fish in a particular kind of way (for example, the fakalukuluku, uloa, and tā ō methods);
- asking a Tongan visitor to show their fishing gear and talk about their fishing methods;
- comparing examples of home-made and manufactured fishing gear;
- identifying the kind of gear needed for a particular fishing method and describing it in Tongan, combining words with diagrams;
- working in small groups to develop a plan for a fishing trip, identifying all the components needed, allocating tasks, and developing a timeline to meet the deadline of a fishing trip;

- discussing the role that fishing plays in preserving Tongan culture within the Tongan community in New Zealand;
- individually researching an example of a Pacific Islands fishing technology.

Ask students to compare some ways in which Tongan people in New Zealand and in Tonga use certain types of gear for certain types of fishing. *Tufotufa 'Ema Taumāta'u'* by Tia Aluni Taylor and *Kofe Taumāta'u* by Epi Swan are set in and around Wellington Harbour. The other books listed below are set in the tropical Pacific. The notes for teachers that accompany Tupu books often provide further information about the different fishing technologies and species involved. Note that Tongan contains fishing terms for concepts that have no commonly known equivalent in English. For example, there is no well-known English term for a fāngongo – “shark rattle”.

Students could assemble kofe taumāta'u, working to the instructions given in Tongan in *Kofe Taumāta'u*. Students can make their own kofe taumāta'u at very little cost. We need only supply a little sandpaper, a spool of light fishing line, a box of small hooks, and a bag of small swivels. The class will need access to a supply of bamboo canes. Cutting and trimming bamboo needs to be carefully supervised for safety reasons.

### *Extension Activities*

If possible, the students could take part in or organise an actual fishing trip. The fish caught could be used as food for a Tongan function at school or frozen to use later, perhaps in an activity when we talk about the names for the different parts of a fish in Tongan.

Alternatively, the unit could be used in conjunction with the science activity called Gone Fishing (described on pages 43–50 in *Developing Science Programmes*), which makes use of Pacific Islands learning materials about fish and fishing to enable “students from non-English-speaking backgrounds to be fully involved in the [science] programme” (page 43).

### *Assessment*

We could keep a conference log, noting group progress in relation to our Tongan language achievement objectives, noting the particular contributions of group members, and assessing, in particular, the language achievements of individual students. Each group of students could keep a group portfolio containing a record of their group's progress and achievements.

### *Resource Materials*

The following Ministry of Education Tupu resource materials could be used in this unit. Refer to pages 71–73 for their item numbers. The main topic each covers is given after the title.

- *Tufotufa 'Ema Taumāta'u'* – fishing with rods off a wharf;
- *Ko e Taimi 'o e Palolo'* – using lights and a scoop to catch marine worms on a reef;
- *Ko e Tō ki Tu'a 'i he Tafatafa'akilangi'* – fishing with a glass box;
- *Fakalukuluku* – using the equipment associated with a method of “boatless” fishing used on Niuafō'ou (book and audio cassette);
- *Kofe Taumāta'u* – making and using a light, home-made bamboo fishing rod;



- *Ko e Lo'i Malolo* – catching flying fish with a light and a net;
- *Ko e Kau Toutai No'o 'Anga mei Kolonga* – catching sharks with a rattle and a noose (book and audio cassette);
- *Ko e Ngaahi Talanoa mei he Pasifiki* – harpooning sharks.

Another useful resource is Tupou L. Pulu's *Ko e Fāngota Faka-Tonga*.

### ***Fakatātā 2: Three Ngatu Activities***

By lēvolo 6, students are beginning to understand the meaning of some traditional images and patterns found in the Tongan culture and other Pacific Islands cultures. Ailsa Robertson's book *Tonga* explores Tongan ngatu patterns on pages 10–27. The following three activities for students can all be used to meet lēvolo 6 achievement objectives. They are described in *Tonga*:

- on page 11 – illustrating a chart showing how ngatu are used (an achievement objective at lēvolo 6 is for students to “present information, using several media”);
- on page 25–26 – making a kupesi<sup>4</sup> and printing a ngatu-like wall hanging for the classroom (“explain traditional imagery associated with weddings and funerals” is another achievement objective at lēvolo 6, which can be extended to understanding other kinds of traditional images);
- on page 27 – making classroom curtains featuring a ngatu design (at lēvolo 6, students are learning to “respond to suggestions about plans”).

For more information about ngatu, students could refer to Wendy Arbeit's *Tapu in Tonga* (which has a bibliography on page 19). Other activities for students could include:

- conducting an interview with someone knowledgeable about ngatu and recording their findings using words and sketches (two achievement objectives at lēvolo 6 require students to “handle many social situations with increasing confidence” and “present information, using several media”);
- studying the patterns and designs used in Samoan siapo and comparing this tradition to the Tongan ngatu tradition. Caroline Lolegi Vercoe's *Ko e Kupesi Ha'amoá* would be a useful resource for this.

### ***Fakatātā 3: Expressing Empathy***

Students working within lēvolo 6 are learning how to “express empathy with another person”. Students could work in pairs and share memories of occasions when they experienced feelings of regret. They could go on to help each other use one of these memories to write and illustrate a children's book for a junior class in a primary school. In Tongan, they could make editing suggestions to their partners to help them improve a first draft.

We can help students take part in this kind of activity by teaching them how to say things like:

- “‘Oku mahino kiate au ‘a e me‘a na‘a’ ke ongo‘i.”
- “Kuo hoko mo ia kiate au.”
- “Na‘a’ ku mei ongo‘i ... ‘i ai mo au.”
- “Ko e me‘a ‘oku ou sa‘ia ai ho‘o talanoa’...”
- “Kapau ko au ‘a e tokotaha fai ki ai ‘a e talanoa’ ni, te‘ u ...”

<sup>4</sup> For a similar activity, see Jill MacGregor's “A Kupesi”.

## ◀ LĒVOLO 7

### ***Fakatātā 1: Autobiography***

At this level, students' reading should include Tongan texts that provide good models of autobiographical writing and interesting material to reflect on and discuss. In reading and writing about autobiographies, students are able to work towards the following lēvolo 7 achievement objectives:

- report points of view;
- justify an interpretation;
- argue for a particular course of action;
- express feelings, showing tact and sensitivity towards others;
- express obligation;
- decide whether a conclusion is reasonable and logical.

Autobiographical writing suitable for students working within lēvolo 7 includes:

- Johnny Frisbie Hebenstreit's *Pō Malū* (published in English in the Tupu series as *A Quiet Night*);
- Johnny Frisbie's *Pānikiniki* (also published in English in the *School Journal* as "Pānikiniki");
- Ropati Simona's *Na'e Tuku Toko Taha Au* (told in English by the author on the audio cassette *Kua Tukua Tautahi Au/Left on My Own*);
- 'Elenga Mailangi's *Fakalukuluku* (published in English in the *School Journal* as "Fakalukuluku");
- Tupou L. Pulu and Mary L. Pope's *Kuonga 'o 'Eku Kei Si'i 'i Tonga/Childhood Days in Tonga*.

Students could use these as models for their own autobiographical material, looking critically at and describing incidents from their own lives. Students could use *Ko e Me'a'ofa mei He'eku Kui*, by Kaliopeta Hu'akau, as a model for how they might describe an important experience of their own.

How does autobiographical writing differ from fiction? In their own writing, students could explore this distinction, which is not as clear-cut as they might first think. Lino Nelisi's stories about 'Aiani and Uncle Tuki are largely based on her relationship with her older brother in Niue. To what extent, then, are these stories really fiction?

### ***Fakatātā 2: Reporting Points of View***

Students working towards the lēvolo 7 achievement objective "report points of view" could hold debates in Tongan. As a class, the students could first discuss topics of interest in Tongan and develop some of the vocabulary needed for debating. Each student could then prepare and present one side of a brief debate on a topic, giving a particular point of view. For example, students could debate the following propositions:

- that many Tongan parents in New Zealand are not teaching their children enough about the anga faka-Tonga (the Tongan way);
- that the number of people's representatives in the Tongan Legislative Assembly should be more than nine;
- that Tonga's reefs are threatened by global warming.

### ***Fakatātā 3: Fakalukuluku***

Here is another way we might set out a plan for a unit of Tongan language work.

<b>Unit Plan</b> <b>Topic:</b> Fakalukuluku	<b>Lēvolo:</b> 7
<b>Achievement Objectives:</b> Students will: <ul style="list-style-type: none"> <li>• convey their ideas effectively in discussions;</li> <li>• evaluate information obtained from current media;</li> <li>• report points of view;</li> <li>• decide whether a conclusion is reasonable and logical.</li> </ul>	<b>Language Level Indicators:</b> Students will meet the objectives when they: <ul style="list-style-type: none"> <li>• converse [communicating effectively] in both structured and spontaneous situations;</li> <li>• evaluate the information they obtain from more complex written texts;</li> <li>• work out a speaker's specific point of view;</li> <li>• deliver a speech that is culturally appropriate and reaches a logical conclusion;</li> <li>• identify instances of bias in written text.</li> </ul>
<b>Learning Activities:</b> Students will: <ul style="list-style-type: none"> <li>• research and present information about a specific traditional Tongan fishing method;</li> <li>• discuss the likely social and economic impacts of the use of modern fishing equipment on traditional fishing methods used on islands like Niuafu'ou.</li> </ul>	
<b>Main Resources:</b> <ul style="list-style-type: none"> <li>• libraries and the Internet</li> <li>• 'Elena Mailangi's <i>Fakalukuluku</i> (both the book and the audio cassette)</li> <li>• Tupou L. Pulu's <i>Ko e Fāngota Faka-Tonga</i></li> </ul>	<b>Classroom Organisation:</b> Students will work in pairs to research and present information. Discussion will involve the whole class.
<b>Assessment Activities:</b> <ul style="list-style-type: none"> <li>• the teacher will note how effectively students convey their ideas in their oral contributions to the class discussion;</li> <li>• each pair of students will generate their own criteria for evaluating the effectiveness of what they have written.</li> </ul> <b>Records to be Retained:</b> <ul style="list-style-type: none"> <li>• bibliographies of references consulted;</li> <li>• assessed research reports.</li> </ul>	

### ***Fakatātā 4: Puaka***

This unit of work, which might also be used at lēvolo 8, is built around the language and cultural understandings that relate to pigs in Tonga. The activities selected should be based on the language competence, maturity, and interest levels of our students. For example, not every student may have Tongan parents they can interview. Some activities are included to reinforce the language skills that the students have already learned at earlier levels.

#### ***Achievement Objectives***

Students will be able to:

- evaluate information obtained from current media;
- convey their ideas effectively in discussions;
- use appropriate language to invite people to come and eat at a gathering;
- serve and distribute food;
- announce contributions of food;
- interpret and analyse the visual and verbal features of food distributions.

### *Suggested Learning Activities*

Students will:

- read stories in Tongan about puaka;
- describe puaka in Tongan, naming some of their body parts (such as tu‘a, the top of the back), naming different kinds of pig, such as fufula (a male castrated pig) and sināmanu (a sow), and giving some details about how they behave (using words like hua – to dig the ground with the mouth);
- identify proverbs that relate to puaka and other animals, for example, “Hangē ha puaka tuku aa’ ”;
- discuss ways of cooking prestige foods like puaka and give instructions for how to bake puaka in an ‘umu or, alternatively, how to roast them on an open fire (puaka tunu);
- take part in a ceremonial division of a puaka, learning to talk about how to cut up a puaka correctly (this could be a role-play activity).

### *Extension Activity*

Students could compare the significance of puaka in the Tongan culture with their significance in other cultures. For example, some cultural aspects of the distribution of the parts of a pig in the Samoan community are described on pages H8–9 in Salu Reid and Margaret Iofi’s *Samoan Resource Book for Teachers*. This could lead to a study of the cultural institutions of sharing and food distribution found throughout Polynesia (for example, the Tokelauan institution of inati described in Jennifer Wendt’s *Food Distribution in Tokelau*).

### *Suggested Resources*

- Pulu, Tupou L. *Ko e Me‘akai Faka-Tonga/Tongan Food*. (A chapter on the preparation of pigs can be found on pages 88–90.)
- Reid, Salu H. and Margaret Iofi. *Samoan Resource Book for Teachers*. (Section H is about food.)
- Wendt, Jennifer. *Food Distribution in Tokelau*. (This explores the concept of an inati within the Tokelauan culture.)
- MacGregor, Jill. “Preparing the Polo”.

### *Assessment*

In consultation with the teacher, the students could generate their own criteria for deciding how far they have met their objectives.

## ◀ LĒVOLO 8

### ***Fakatātā 1: Persuading***

In the strand “exchange experiences, information, and points of view”, students at this level learn to “put forward a hypothesis”, “discuss advantages and disadvantages”, “propose a course of action”, and “experiment with literary genres”. Learning activities to meet these achievement objectives could focus on the theme of persuasion. The students could look for examples of someone persuading, influencing, or sweet-talking someone else into doing something, in a wide range of stories published in Tongan. To find such stories, students could look in the Tongan resource materials published in the Tupu series (both the books and the audio cassettes) and in resources like *Kuonga ‘o ‘Eku Kei Si’i ‘i Tonga* / *Childhood Days in Tonga* by Tupou L. Pulu and Mary L. Pope.

To get students started, we could share with them a story that contains a persuasion scene. For example, right at the start of Epi Swan’s story *Kofe Taumāta’u*, the uncle persuades the three children to help him make some home-made bamboo fishing rods and go fishing with him on Petone Wharf. What does he do and say to persuade them? What kind of persuasion is this? What is the Tongan word for it?

When students think they have found an example of persuasion in a story, they have to decide what Tongan term should be used for that kind of persuasion. They can ask for confirmation and discuss how the episode fits the criteria for that kind of persuasion.

It doesn’t matter if students look through stories that are, for them, at much too easy a reading level. That is not the point. The more Tongan-language stories (or articles, or advertisements) they can search through, the better.

### ***Fakatātā 2: Developing a Personal Style for Story Writing***

One lēvolo 8 achievement objective is for students to “develop personal styles in their formal and informal ... writing”. We can help them to do this by showing them examples of writers with particular styles. For example, we could introduce them to Kaliopeta Hu’akau’s project book *Ko e Me’a’ofa mei He’eku Kui’* and talk about what distinguishes its style. The book is very personal. It builds up to a surprise ending that the reader may guess before the narrator in the story does. It is touched with a sense of loss. We might contrast that with how Ropati Simona conceals his anger in *Na’e Tuku Toko Taha Au*.

Students could write in Tongan about an emotional incident in their own lives. First the students could describe the incident completely dispassionately. Then they could write about the same incident again, letting their feelings show.

Which style do they prefer? There is no right or wrong answer to this. It is a matter of personal choice. We could encourage them to try using a first-person and a third-person voice in their writing and work out which they prefer for which purposes.

Finally, students could use the style they have developed to write in Tongan about a second incident. They may like to offer their completed work to a community newspaper published in Tongan.

### ***Fakatātā 3: Combining Visual and Verbal Language***

A many-faceted unit of work could be based on Samson Samasoni's book about how to write scripts for school video productions, *Ko e Ānga Hono Fa'u 'o e Filimi Faiva Vitiō'*. The unit could help students meet the achievement objective "explain ways in which different combinations of visual and verbal language features can achieve different purposes". Working in groups, students could develop a script for a class video production using the Tongan language.

The Tongan language of film is given on pages 23–24 of *Ko e Ānga Hono Fa'u 'o e Filimi Faiva Vitiō'*. The language of film is a relatively new area, and not everyone agrees with the various terms used by Tongan actors and film-makers. We could explore the terms described on pages 23–24 with our students, perhaps saying why we prefer some alternatives. Students could interview Tongan actors and film-makers (perhaps by facsimile and e-mail) to find out whether they use the same terms.

Working in groups, students could develop a script for a class video production using the Tongan language. The classroom could be turned into a scriptwriting workshop for the duration of the unit. Samson Samasoni describes some ways of combining visual and verbal language features in a video script to achieve different purposes for different audiences. Students could work out other ways for themselves.

## ◁ Teaching Several Levels at the Same Time

### *Fakatātā 1: Using the Theme of Special Occasions*

This example shows how we might plan to teach different groups of students (working towards Tongan-language achievement objectives at several different levels) at the same time. This example uses a unit developed for a bilingual class.

We could begin by deciding on the essential learning areas we want to cover (in this case, language and languages [Tongan and English] and social studies), the levels the students will be working within (in this case, levels 1–3), the strands and achievement objectives we intend to cover, and the duration of the unit (in this case, five weeks).

#### *Strands*

- Language and languages (English) – Oral, Written, and Visual Language
- Language and languages (Tongan) – exchange experiences, information, and points of view; communicate feelings and attitudes; act appropriately with respect to [Tongan] culture; experience and respond to visual language
- Social studies – Inquiry; Culture and Heritage

This kind of multilevel planning for more than one curriculum area takes a lot of work initially but provides the basis for an extended period of class work (in this case, for half a term).

Our next step is to identify the achievement objectives at each level.

#### *Achievement Objectives*

##### Language and Languages (Tongan and English)

At each of the relevant levels, this theme enables students to work towards achievement objectives in all the strands of *Developing Programmes for Teaching Pacific Islands Languages and English in the New Zealand Curriculum*.

##### Social Studies

###### *(Inquiry process)*

Students will demonstrate skills as they collect, process, and communicate information about human society.

###### *(Culture and Heritage strand)*

Level 1: demonstrate knowledge and understandings of [Tongan] customs and traditions associated with participation in cultural activities (by describing a special family occasion and a traditional Tongan celebration)

Level 2: demonstrate knowledge and understandings of how people interact within their cultural groups and with other cultural groups (by researching and describing recreational activities enjoyed by Tongans and by people of other cultures, past and present, in New Zealand, in Tonga, and elsewhere)

Level 3: demonstrate knowledge and understandings of how practices of cultural groups vary but reflect similar purposes (by comparing hospitality on significant occasions in several cultures, for example, the Tongan, Cook Islands Māori, Samoan, Niuean, and Tokelauan cultures)

### *Concepts, Skills, and Values*

Next, we could plan our work in each area in more detail. The focus could be on participating in a special occasion. Concepts to be explored, as part of both language work and social studies, could include:

- special occasions;
- rituals, rites, and celebrations;
- participation and roles;
- religious beliefs;
- superstitions;
- traditions.

Skills to be developed could include:

- listening attentively and responding constructively during discussions;
- interpreting pictures to gain information about special occasions;
- researching to gather data relevant to a specific inquiry;
- creating charts to display information effectively;
- comparing and generalising from specific data;
- interviewing people to gain an appreciation of their various experiences.

These skills could enable students to meet such Tongan-language achievement objectives as “exchange basic factual information” (level 1), “record information” (level 2), and “enquire about a topic” (level 3).

Students might explore new values, for example, by:

- clarifying how they themselves feel about special occasions;
- considering how others feel about special occasions.

Such exploration would provide opportunities for them to “briefly state likes and dislikes” (level 1), “express interest and enjoyment” (level 2), and “express and clarify their emotions” (level 3). Considering concepts, skills, and values can make it easier to map out the learning activities for both language-learning and social studies activities for the unit.

### *Suggested Learning Activities*

#### Picture Interpretation

We could select some photographs of special occasions from the Ministry of Education’s *Ceremonies and Celebrations* picture pack. Working in groups, the students could answer the following questions (in Tongan, to the extent that each group can cope).

- Ko e hā ‘oku hoko ai ‘a e me‘a ni?
- Ko e hā ‘a e me‘a ‘a e kakai ‘oku fai’?
- Ko e hā ‘oku nau fai ai ‘a e ngaahi me‘a’?
- Ko e hā nai ‘enau lea ‘oku fai’?
- Ko e hā ‘a e fa‘ahinga fakataha ko ‘eni’?
- Ko e hā ha ngaahi me‘a peheni kuo ke ‘alu ki ai?
- Ko e hā ‘a e ngaahi me‘a peheni ‘oku mahu‘inga kiate koe?



In this way, we can lead students to discover some of the things that photographs can tell us about special occasions, and we can encourage them to support their discoveries by linking them to their personal experience. Those who are working towards level 2 and 3 objectives could write about ceremonies that they have attended.

### Labelling Pictures during a Group Discussion

Students could look carefully at photographs and group them (for example, into photographs of birthdays, Christmas, Fakamē, weddings, blessings, and so on). We can ask what each picture tells them about the special occasion. Even students not yet working within level 3 can be encouraged to “make connections between cultural values and some visual features of a situation”.

At this point, we could discuss the students’ responses to a question like “ ‘Oku fēfē ho’o ongo’i ‘a e katoanga Fakamē?” (At a Fakamē celebration, how do you feel?) We could encourage them to “briefly state likes and dislikes”, to “express interest and enjoyment”, and to “express and clarify their emotions”. Students talking about Christmas might say such things as, “ ‘Oku ou mate he fie’ilo pe ko e hā e me’a’ofa ‘oku kei kofukofu’i.” (“I feel excited when I see unopened presents.”)

### Focus Questioning

We can ask the students: “Ko e hā kuo tau ako mei he ngaahi katoanga’ ni? ‘E lava fēfē ke toe fakalahi ‘etau ‘ilo ki he ngaahi me’a’ ni?” The students might suggest writing letters, researching publications, interviewing someone, or using a questionnaire.

Special occasions that we could look at with the students might include:

- Christmas and Easter;
- Fakamē;
- birthdays and twenty-firsts;
- New Year celebrations;
- the Indian Festival of Lights;
- a Niuean or Cook Islands hair-cutting ceremony;
- a Samoan ‘ava ceremony;
- weddings.

The class could brainstorm to create lists of subtopics. Subtopics that relate to special occasions could include:

- ceremonies and celebrations;
- competitions;
- organisations;
- social and economic obligations;
- traditional skills.

Each of these subtopics could also be brainstormed by separate groups, who could come up with ideas like the following for each.

<p>Ceremonies and celebrations</p>	<p>Ko e Sāpate ‘o e Fānau’ (White Sunday)          Fai‘aho (birthdays)          Ngaahi ouau ‘o e fā‘ele‘i/fanau‘i ‘o ha taha (birth celebrations)          Mali (weddings)          Putu (funerals) and tatala ‘o e pulonga ‘o ha maka fakamanatu (unveiling of a headstone)          Coming-of-age ceremonies          Completing-a-tattoo celebrations          Fakamē (Children’s Sunday)          Pekia (Easter) celebrations          Ngaahi ‘Aho Lotu (Year’s End and New Year celebrations)          Yam blessings (as in Niue)          Hair-cuttings (as in the Cook Islands and Niue)          Ear-piercing celebrations (as in Niue)          The king’s birthday and other royal occasions</p>
<p>Competitions</p>	<p>Fe‘auhi faiva (dance competitions)          Fe‘auhi lea (speech competitions)          Sivi hiva (choir competitions)          Kilikiti tournaments          Tug-of-war competitions          Siu‘a‘alo (canoe races)</p>
<p>Organisations</p>	<p>Youth groups          Sports teams          Cultural clubs          Political organisations          Church groups</p>
<p>Social and economic obligations</p>	<p>Talitali (entertaining visiting groups, such as sports teams)          Fakame‘ite (entertaining royalty and chiefs)          Raising funds for community functions          Receiving visitors          Exchanging gifts          Toulalanga (weaving groups)          Toulanganga (ngatu groups)          Toutu‘u (gardening groups for men)</p>
<p>Traditional skills</p>	<p>Dancing          Ngatu          Cooking          Fishing          Sailing          Making canoes          Making coconut oil          Making traditional items, such as ta‘ovala          Sewing monomono (quilts) and embroidery          Preparing pandanus for weaving mats          Making māhoa‘atonga (arrowroot or cassava flour)          Collecting shells and making necklaces with them          Making torches          Making mother-of-pearl fishing lures          Carving</p>

In groups based on the Tongan-language levels they are working within, students could research a particular “special occasion”, seeking answers to the following questions.

- What is the occasion called in the language of the culture concerned?
- What are some countries it is celebrated in?
- How is it celebrated – what happens?
- What are some traditions associated with the occasion?
- What are some special accessories used on the occasion?
- Who is involved?
- Why is the occasion celebrated?
- What are some rules or customary procedures that must be followed?
- What might some of the people involved feel on this occasion?

### *Assessment Opportunities*

We could identify and evaluate:

- the Tongan-language skills students demonstrated as they co-operated and participated in their groups (they may have had opportunities to meet two or more of the achievement objectives at their level in all the selected strands);
- the students’ research skills, information and communication skills, and presentation skills. (At level 1, students will be exchanging basic factual information; at level 2, they will be recording information; and at level 3, they will be enquiring about a topic and reporting events.)

We would also assess how far students working at each level had demonstrated the knowledge and understandings required by the social studies achievement objective(s) for that level.

We can develop a separate unit plan for each essential learning area, referring to the relevant handbooks. For social studies, we would refer to pages 92–93 of *Social Studies in the New Zealand Curriculum: Getting Started*. For Tongan, we could use the format for a unit plan on page 132 of *Developing Programmes for Teaching Pacific Islands Languages*.

## Fakatātā 2: Tongan Music

Here is an example of planning for a lēvolo 1–3 unit to develop some of the basic language associated with Tongan music.

<b>Unit Plan</b>	<b>Topic:</b> Tongan Music		<b>Lēvolo:</b> 1–3	
<b>Settings:</b> The Pacific and New Zealand	<b>Curriculum Link:</b> The Arts (music, dance)			
<b>Achievement Objectives</b> Students should be able to: <ul style="list-style-type: none"> <li>• follow simple instructions (lēvolo 1);</li> <li>• briefly state likes and dislikes (lēvolo 1);</li> <li>• take a simple part in a cultural performance (lēvolo 1);</li> <li>• view and discuss simple verbal and non-verbal signs, symbols, and movements (lēvolo 1);</li> <li>• express interest and enjoyment (lēvolo 2);</li> <li>• make signs, labels, and lists (lēvolo 2);</li> <li>• understand and respond to the visual aspects of [a cultural performance] (lēvolo 2);</li> <li>• express meaning in [a performance] through visual images (lēvolo 2);</li> <li>• express more complex likes and dislikes (lēvolo 3);</li> <li>• take an active part in cultural activities (lēvolo 3);</li> <li>• make connections between cultural values and some visual features of a situation (lēvolo 3).</li> </ul>				
<b>Learning Outcomes</b> Students will:	<b>Learning and Assessment Activities</b> Students will:		<b>Resources</b>	
			<u>Students</u>	<u>Teacher</u>
<ul style="list-style-type: none"> <li>• explore and experiment with Tongan music</li> </ul>	<ul style="list-style-type: none"> <li>• explore sound, using traditional Tongan musical instruments</li> <li>• use traditional Tongan musical instruments to make music as a class</li> </ul>		<ul style="list-style-type: none"> <li>• Tongan musical instruments</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Music Education for Young Children</i> (Ministry of Education)</li> </ul>
<ul style="list-style-type: none"> <li>• listen to various forms of Tongan music and be able to identify some of them, using the correct terms at an appropriate level</li> </ul>	<ul style="list-style-type: none"> <li>• listen to the songs on the audio cassettes</li> <li>• discuss the songs, saying which they enjoyed the most and want to hear again</li> <li>• discuss different forms of Tongan music and then list the songs they have heard under headings for the different forms</li> </ul>		<ul style="list-style-type: none"> <li>• Richard Moyle's <i>Traditional Music of Tonga</i> (sound recording)</li> <li>• a range of Tongan CDs and audio cassettes</li> </ul>	<ul style="list-style-type: none"> <li>• Richard Moyle's <i>Tongan Music</i></li> </ul>
<ul style="list-style-type: none"> <li>• enjoy the experience of performing in a small group before an audience</li> </ul>	<ul style="list-style-type: none"> <li>• discuss songs and dances for different occasions</li> <li>• select and rehearse Tongan songs and dances for a performance</li> <li>• make their own costumes (with help)</li> <li>• perform a traditional action song before an audience of parents</li> </ul>		<ul style="list-style-type: none"> <li>• manafau, lafo, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• members of the local Tongan community who can help make the costumes and teach students the dance movements</li> </ul>

## ◀ Bilingual Tongan Students in Mainstream Classrooms

Many of the units of work and activities suggested in these *Guidelines* could meet the needs of students in Tongan early childhood programmes, bilingual classes in primary schools, and Tongan-language classes in secondary schools. But what about bilingual students in mainstream classrooms? Here are just a few things mainstream classroom teachers can do to help Tongan students use their language as part of their schooling. As mainstream class teachers with some Tongan-speaking students, we can:

- take care to pronounce the Tongan names of our students and Tongan place names correctly;
- learn (along with our non-Tongan students) some common Tongan expressions, such as “mālō”, which means “thank you”, and ways to praise our students in Tongan, for example, “Sai ‘aupito!”, which means “Very good!” (Thomas Schneider’s *Tongan-English English-Tongan Functional Dictionary* lists common classroom expressions in Tongan on page 199);
- learn how to count in Tongan and teach the whole class to do this (and occasionally use Tongan number names during mathematics lessons afterwards);
- ensure that our school or early childhood centre has a standing order for the Ministry’s Tongan learning materials;
- add Tongan resource materials to our classroom reading corner and the school library as they arrive;
- place copies of Tongan resource materials in appropriate topic areas (using the accompanying teachers’ notes as a guide to the topics the resource covers) in the school library – not just in a Tongan language section;
- order extra copies of any teachers’ notes and of Tongan audio cassettes and use them to make English versions easily available (for example, we could put a Tongan book with an audio cassette that contains versions in both languages, and the students could choose when to learn in Tongan and when in English);
- encourage students to access Tongan resource materials for study in any curriculum subject;
- include Tongan music in our music programme;
- include a Tongan dictionary and a map of Tonga among our classroom’s reference materials.

We can use resource materials published by the Ministry in English and Tongan (for example, in the *School Journal* and the *Tupu* series) to make the work of Tongan writers like ‘Elenga Mailangi readily available to all students. Tongan children’s literature is a growing resource in New Zealand and should be made accessible to all students, especially those of Tongan ancestry. Reading the work of Tongan writers forms part of every New Zealand student’s cultural heritage.

See also the section on Supporting and Maintaining First Languages on pages 51–54 of *Non-English-Speaking-Background Students: A Handbook for Schools*.

# ◀ Blackline Master Sheets

## *Portfolio Checklist*

### Portfolio Checklist

Child's name: \_\_\_\_\_ Date: \_\_\_\_\_ Activity: \_\_\_\_\_

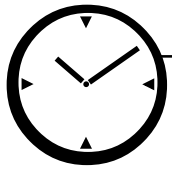
- |       |                             |       |                              |
|-------|-----------------------------|-------|------------------------------|
| _____ | Child initiated the task    | _____ | Teacher initiated the task   |
| _____ | Child met task requirements |       |                              |
| _____ | New task for this child     | _____ | Familiar task for this child |
| _____ | Involved great effort       | _____ | Involved little effort       |
| _____ | Much time invested          | _____ | Little time invested         |
| _____ | Done independently          | _____ | Done with peers              |
| _____ | Done with adult guidance    |       |                              |

Comments about the circumstances in which the work was created or produced:

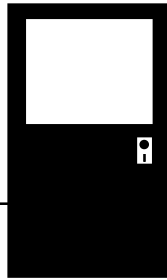
Comments about how the work reveals the child's approach to learning:

**Note:** This checklist could be translated into Tongan.

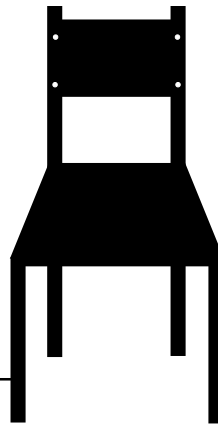
*Nāunau he Lokiako'*



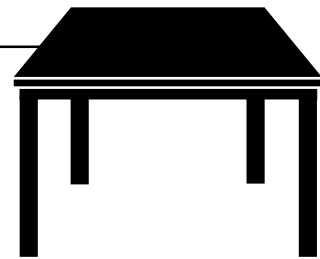
uasi



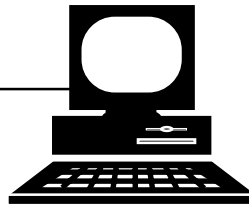
matapā



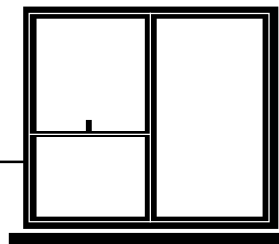
sea



tēpile



komipiuta



matapāsio'ata

peni



lula



penivahevahe



Ha toe ngaahi fo'i lea:

feitu'u fuluipu (sink), palakipoe (blackboard), helekosi (scissors), mape (map), kulū (glue), telefoni (telephone), fakatātā (picture), kala (crayon), sioka (chalk)

***Ngaahi Tefito'i Fika (1-10)***

1 taha



2 ua



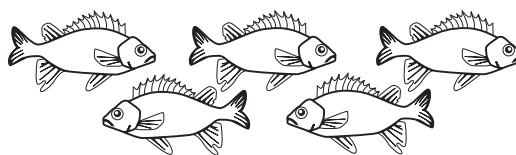
3 tolu



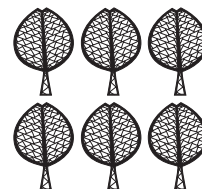
4 fā



5 nima



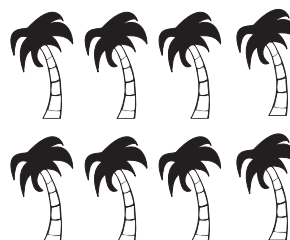
6 ono



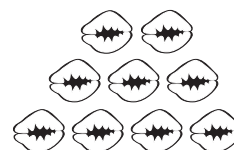
7 fitu



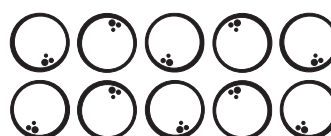
8 valu



9 hiva



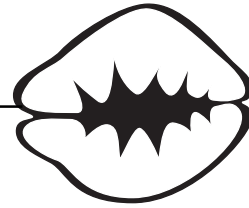
10 hongofulu





***Ngaahi Lanu***

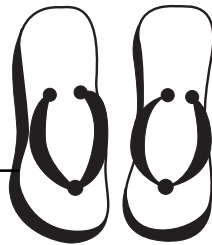
hinehina



engeenga



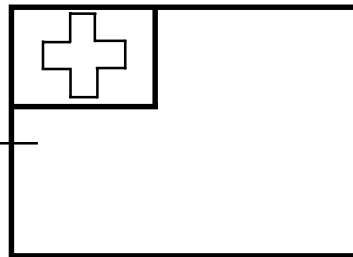
lanu mata



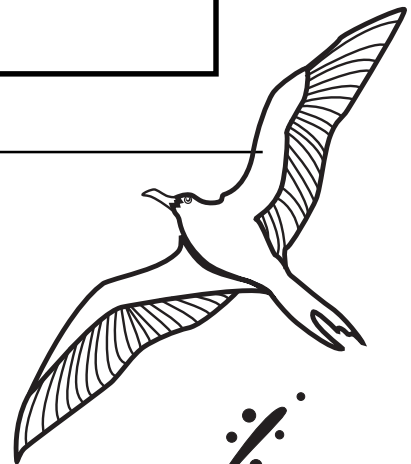
lanu moana



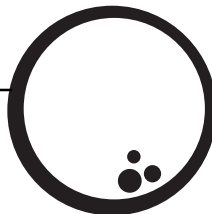
kulokula



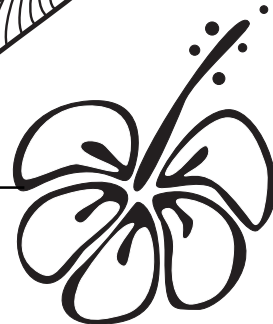
‘uli‘uli



lanu melomelo



pingikī



Ha toe ngaahi fo‘i lea:

lanu moli (orange), panefunefu (grey), vaioleti (purple)

## Ngaahi Kongokonga 'o e Sino

### 'Ulu

lou'ulu  
 la'e  
 telinga  
 mata  
 kou'ahē  
 ihu  
 ngutu  
 kumukumu

### Sino ki 'olunga'

uma  
 fatafata  
 tui'inima  
 nima  
 kete  
 nima  
 louhi'inima

### Sino ki lalo'

hui he tefito 'o e alanga  
 alanga  
 va'e  
 tui  
 fasi'ava'e  
 louhi'iva'e

Ha toe ngaahi fo'i lea:

fulufulu'i-laumata (eye lash), loungutu (lip), nifo (tooth), 'elelo (tongue), pito (navel), kia'inima (wrist), tu'a (back), motu'ava'e (big toe), motu'anima (thumb)

# ◀ Resources for Teaching and Learning Tongan

## ◀ Grammars, Dictionaries, Coursebooks, and Related Material

The following dictionaries, coursebooks, descriptions of grammar, and related material could be useful to teachers developing Tongan language programmes.

Churchward, C. Maxwell. *Tongan Dictionary*. London: Oxford University Press, 1959.

Churchward, C. Maxwell. *Tongan Grammar*. Nuku'alofa: Vava'u Press, 1985.

Clark, R. *Aspects of Proto-Polynesian Syntax*. Auckland: Linguistic Society of New Zealand, 1976. [compares two Tongic languages: Tongan and Niuean]

Condax, Iovanna D. "Definitive Accent in Tongan". *Journal of the Polynesian Society*, vol. 98 no. 4 (1989): pp. 425–450.

Gavieres, Milagros. *Picture-word Cards: Teacher's Manual in Tongan and English*. Honolulu: Department of Education, 1980. [comes with a set of picture-word cards]

Hammond, Joyce. "Visualizing Themselves: Tongan Videography". *Visual Anthropology*, vol. 1 no. 4 (1988): pp. 379–400. [visual language]

Langi, Mele S. *Ko e Tohi Fasi-a-lea Faka-Pilitania mo Faka-Tonga/A Handbook of Expressions in English and Tongan*. Honolulu: Department of Education, 1984.

Lynch, John. "Passives and Statives in Tongan". *Journal of the Polynesian Society*, vol. 81 (1972): pp. 5–18.

Olaya, Morma P. *I Get Ready (English/Tongan): A Language Arts Resource Book*. Honolulu: Department of Education, 1980.

Philips, Susan U. "Tongan Speech Levels: Practice and Talk about Practice in the Cultural Construction of Social Hierarchy". *Currents in Pacific Linguistics: Papers on Austronesian Language and Ethnolinguistics in Honour of George W. Grace*. Ed. Robert Blust. Canberra: Pacific Linguistics, 1991, pp. 369–382.

Schneider, Thomas. *Tongan-English English-Tongan Functional Dictionary*. Burwood: Dellastra, 1996.

Shumway, Eric B. *Intensive Course in Tongan*. Lā'ie: The Institute for Polynesian Studies, 1988. [comes with twenty-three audio cassettes]

Tchekhoff, Claude. "Discourse and Tongan *mai, atu, ange*: Scratching the Surface". *Pacific Islands Languages: Essays in Honour of G. B. Milner*. Ed. Jeremy H. C. S. Davidson. Honolulu: University of Hawai'i Press, 1990, pp. 105–110.

Thompson, Richard and 'Ofa. *The Student's English-Tongan and Tongan-English Dictionary*. Nuku'alofa: Friendly Islands Bookshop, 1992.

Tu'inukuafe, Edgar. *An Introduction to the Tongan Language*. Auckland: Pacific Islanders' Educational Resource Centre, 1980.

Tu'inukuafe, Edgar. *A Simplified Dictionary of Modern Tongan*. Auckland: Pasifika Press, 1992.

## ◁ Learning Materials Published in Tongan by the Ministry of Education

This section lists the Ministry's Tongan-language resource materials by Tongan authors and goes on to list all the Ministry's Tongan-language resource materials under suggested curriculum levels.

Each year, the Ministry of Education publishes six Tongan-language resources – five books and one audio cassette. These are supported by teachers' notes. Some titles are by Tongan writers, and others are translations of books that were originally published in other Pacific Islands languages and are set within other Pacific cultures.

Most of the Tupu titles in the lists that follow are supported by the *Tupu Handbook*. Tongan resources published in the Tupu series to 1997 are listed on pages 12–19 and 57–64. All the Ministry's Tongan resources published up to 1996 are described in the Tongan section (pages 48–53) of *A Guide to the Pacific Learning Materials 1976–1996*. For descriptions of Tongan-language learning materials published by the Ministry since 1996, refer to the most recent edition of the Ministry of Education's catalogue and to issues of *Resource Link* published since 1996.

An up-to-date list of the Ministry's Tongan resources can be found in the Internet version of the Ministry of Education's catalogue, available through Learning Media's home page ([www.learningmedia.co.nz](http://www.learningmedia.co.nz)) or the home page of the Ministry of Education ([www.minedu.govt.nz/curriculum](http://www.minedu.govt.nz/curriculum)).

After the title of each resource in the lists on pages 69–73, an item number is given. Quote this number when ordering any of these resources from Learning Media. If available, they are free on request to any early childhood centre or school. Some of these resources may now be out of print, but copies can still be found in many schools and early childhood centres or borrowed from libraries. To find out what is currently in print, contact Learning Media Customer Services at free fax 0800 800 570 and ask for a complete list of all the Ministry's Pacific Islands resources to date. This list is updated every time a new resource comes out (or goes out of print).

For general information about Ministry of Education resource materials in Pacific Islands languages, refer to pages 36–38 of *Developing Programmes for Teaching Pacific Islands Languages*.

## ***Learning Materials by Tongan Authors***

By early 2000, the Ministry of Education had published the following Tongan-language learning materials by Tongan authors (or with Tongan content) for early childhood centres and schools. Where an English version exists, that is also indicated on the list.

*Ko e Ngaahi Talanoa mei he Pasifiki* 04194

*Spirit of the Reefs* 04197

*Ko e Kau Toutai No'o 'Anga mei Kolonga* 92318

*Ko e Kau Toutai No'o 'Anga mei Kolonga* (audio cassette) 94154

"The Shark Hunters of Kolonga", *School Journal*, part 4 no. 3, 1990

*Notes for Teachers* 92319

'Oku ō ki Fē 'a e Fanga Ki'i Fonu Valevale?' 05756

'Oku ō ki Fē 'a e Fanga Ki'i Fonu Valevale?/Where do Baby Turtles Go?

(Tongan/English audio cassette) 95124

*Notes for Teachers* 05757

'Amanakinoa-'a-Lose Kakala 02952

'Amanakinoa-'a-Lose Kakala (audio cassette) 96112

"An Unexpected Wish", *School Journal*, part 1 no. 4, 1997

*Notes for Teachers* 02953

*Fakalukuluku* 02985

*Fakalukuluku* (audio cassette) 96143

"Fakalukuluku", *School Journal*, part 3 no. 1, 1997

*Notes for Teachers* 02986

*Ko e Fakamoimoi* 20598

*Ko e Fakamoimoi/The Fakamoimoi* (Tongan/English audio cassette) 97217

*Notes for Teachers* 20599

*Ko e Me'a'ofa mei He'eku Kui'* 23037

*Ko e Me'a'ofa mei He'eku Kui'/Grandma's Surprise* (Tongan/English audio cassette) 99114

*Notes for Teachers* 23197

*Ko e Mala'evakapuna'* 23837

*Ko e Mala'evakapuna'/At the Airport* (Tongan/English audio cassette) 10038

*Notes for Teachers* 23726

## ***Early Childhood Resource Materials***

The following materials were developed for children at early childhood levels. Many of the resources published by the Ministry with other suggested curriculum levels could also be read to children in Tongan early childhood programmes.

*Mateuteu ki he Ako'* 93281

*Notes for Teachers* 93279

*Ko Venise mo e Ki'i Letiō Kulokula* 05795

*Notes for Teachers* 05780

*Hala he Fanga Pato* 21251

*Notes for Teachers* 21254

## *Using Tongan Learning Materials to Resource Te Whāriki*

Almost all the Ministry of Education's Tongan resources are published as part of the Tupu series. There is information about using resources in the Tupu series to resource *Te Whāriki* in the *Tupu Handbook* on pages 8–9 and 22–25.

Eighteen pamphlets for parents about different aspects of play are available in Tongan from the Early Childhood Development Unit. The series (which is also available in English) is called *Ko e Va'inga mo e Ako 'i 'Api*. For copies, contact your local Early Childhood Development Unit district office.

The titles of these pamphlets are:

- *Ko e Va'inga Langa'aki e Kongokongo Papa mo e Nge'esi Puha Pepa* (Building Blocks and Cartons)
- *Ko e Hiva* (Music)
- *Kosikosi Fakapipiki Haehae mo e Hokohoko* (Cutting, Pasting, Tearing, and Joining)
- *Ko e 'Alu 'o 'Eva* (Going Out)
- *'Oku Fika 'a e Potu Kotoa Pē* (Maths Everywhere)
- *Ko e Va'inga 'i Tu'a* (Playing Outside)
- *Ko e Tā Valivali mo e Tā Fakatātā* (Painting and Drawing)
- *Va'inga Fakataha* (Playing Together)
- *Tau Fakamuna* (Let's Pretend)
- *Ko e Va'inga Tou mo e 'Umea* (Play Dough and Clay)
- *Ma'u Me'atokoni Fe'inasi'aki Teuteu'i Ma'u Me'atokoni Fakataha* (Meals)
- *Ko e 'One'one mo e Kelekele* (Sand and Earth)
- *Fakataumu'a ki he Laukonga mo e Tohinima* (Towards Reading and Writing)
- *Ko e 'Ilo ki he Saienisi mo Natula* (Discovering Science and Nature)
- *Ko e Vai* (Water)
- *Ko e 'U Tohi mo e Ngaahi Talanoa* (Books and Stories)
- *Va'inga Loto Fiemālie* (Peaceful Play)
- *Ko e Fili 'o e Me'a Va'inga* (Choosing Toys)

Another source for Tongan early childhood resources is Anau Ako Pasefika Resources, 12 Turner Place, Tokoroa, fax (07) 886 9062.

## ***Resource Materials for Schools***

### *Suggested Reading Levels*

The curriculum levels given for the following learning materials are intended to indicate a range of reading and interest levels. Thus a resource listed as a level 3 resource has a suggested range from at least level 2 to level 4. It is not possible to specify an exact reading level for a book published in Tongan because the same resource is likely to be used in different ways at different levels. A book that might be read to children in a junior class might be read by a child in a bilingual reading programme in the middle primary school. The same resource could be used in a Tongan language class in a secondary school in yet another way. It might be borrowed from a school library and read by a student of any age for pleasure or as part of their topic research.

The only limit on this is the interest level of the material in each resource. A book about writing scripts for a school video production, such as Samson Samasoni's *Ko e Ānga Hono Fa'u 'o e Filimi Faiva Vitiō'*, will not be of interest to children in an early childhood programme. And secondary school students would regard Otila Tefono's *Hala he Fanga Pato* as a book for little children, if only because of the age of the children in the illustrations.

However, the following suggested achievement levels can be used as a general guide. After the title of each resource, an item number is given. Quote this when ordering any of these Ministry resources from Learning Media. All of them are available, free on request, to any early childhood centre or school.

### *Level 1*

*Hoko Popao'* 02795

*Notes for Teachers* 90110

*Ha Kulī* 05578

*Notes for Teachers* 91114

*Ko e Feitu'u Malu* 92383

*Notes for Teachers* 92354

*Ko e Mohe 'a Timi'* 93271

*Notes for Teachers* 93272

*Ko e Kofu 'o Ane* 93247

*Notes for Teachers* 93250

*Motuku Talitali!* 93241

*Notes for Teachers* 93237

*Ko e Afā* 94109

*Notes for Teachers* 94108

*Ko e Ngoue Talo 'a Tono'* 23042

*Notes for Teachers* 23028

*Ko e Mala'evakapuna'* 23837

*Ko e Mala'evakapuna' / At the Airport* (Tongan/English audio cassette) 10038

*Notes for Teachers* 23726

### *Level 2*

*Ko e 'Alu ki 'Api 'i he 'Uha'* 05768

*Notes for Teachers* 05766

*Ko e Ama Paka* 92315

*Notes for Teachers* 92243

*Ko Homau 'Api' 'Oku Ofi ki he Suu'* 93266

*Notes for Teachers* 93264

*Tufotufa 'Ema Taumāta'u'* 93277

*Notes for Teachers* 93270

*Tui ha Kahoa 'o e Fa'e* 94260

*Notes for Teachers* 94254

'Oku Ō ki Fē 'a e Fanga Ki'i Fonu Valevale? 05756  
'Oku Ō ki Fē 'a e Fanga Ki'i Fonu Valevale?/Where Do Baby Turtles Go?  
(Tongan/English audio cassette) 95124  
Notes for Teachers 05757

Ko e Fakamalu mo e Fanga Tēvolo' 02939  
Notes for Teachers 05783

Ko e Toetu'u' i Nukunonu 02957  
Notes for Teachers 02959

Mohe 'a e 'Ata 20323  
Notes for Teachers 20319

Ko e Lo'i Malolo 20346  
Notes for Teachers 20337  
Ko e Me'a'ofa mei He'eku Kui' 23037  
Ko e Me'a'ofa mei He'eku Kui'/Grandma's Surprise (Tongan/English audio cassette) 99114  
Notes for Teachers 23197

### *Level 3*

Pō Malū 02763  
Notes for Teachers 90118

"Ko 'Ana Koe?" 93362  
Notes for Teachers 92268

Ko e Taimi 'o e Palolo' 94196  
Notes for Teachers 94194

Ko 'Aiani mo e Tēvolo Māhoa'atonga' 94272  
Notes for Teachers 94273  
Ko e Fo'i Pulu Kilikiti Na'e Pulia' 23036  
Notes for Teachers 23025

### *Level 4*

'Amanakinoa-'a-Lose Kakala 02952  
'Amanakinoa-'a-Lose Kakala (audio cassette) 96112  
Notes for Teachers 02953

Ko e Kaungā'api 'o Malia' 94145  
Notes for Teachers 94148

Ko e Sāpate 'o e Fānau' 05743  
Notes for Teachers 05740  
'Ātunga ē Ta'eanga' 21275  
Notes for Teachers 21273



### *Level 5*

*Pānikiniki* 94182

*Notes for Teachers* 94176

*Ko e Kupesi Ha'amoā* 02951

*Reading Siapo* (teachers' notes in a poster format) 02945

*Ko Hai ia 'e Toe Fie Nofo 'i 'Api?* 20378

*Notes for Teachers* 20379

*Ko e Vemipaea he 'Uapou* 23022

*Notes for Teachers* 23026

*Ko e Hiva 'Eku Kui* 23198

*Notes for Teachers* 23199

*Ko 'Eku Kui To'o Matala'i'akau* 23731

*Notes for Teachers* 23728

### *Level 6*

*Kofe Taumāta'u* 20352

*Notes for Teachers* 20339

*Ko e Fāngota he Ngoue'anga* 20577

*Notes for Teachers* 20362

### *Level 7*

*Ko e Kau Toutai No'o 'Anga mei Kolonga* 92318

*Ko e Kau Toutai No'o 'Anga mei Kolonga* (audio cassette) 94154

*Notes for Teachers* 92319

*Ko e Tō ki Tu'a 'i he Tafatafa'akilangi* 05733

*Notes for Teachers* 05751

*Fakalukuluku* 02985

*Fakalukuluku* (audio cassette) 96143

*Notes for Teachers* 02986

*Tā Fasi Fo'ou* 23738

*Notes for Teachers* 23727

*Ko e Ngaahi Talanoa mei he Pasifiki* 04194

### *Level 8*

*Na'e Tuku Toko Taha Au* 05761

*Notes for Teachers* 05749

*Ko e Fakamoimoi* 20598

*Ko e Fakamoimoi/The Fakamoimoi* (Tongan/English audio cassette) 97217

*Notes for Teachers* 20599

*Ko e Ānga Hono Fa'u 'o e Filimi Faiva Vitiō* 21283

*Notes for Teachers* 21285

## ***Levelling Other Resource Materials***

The levels given above for Ministry of Education resources provide a framework for levelling other Tongan resource materials.

A number of factors affect the level of a text for any particular student. The way that a book's theme, content, treatment, and underlying values and attitudes connect with a particular reader's experiences and expectations can be affected by:

- vocabulary and language use (for example, the presence of high-frequency words, technical terms, and Tongan idioms);
- the genre and the language structures the author uses;
- the visual language the book contains (for example, diagrams and graphs);
- punctuation, possessives, accents, glottal stops, and macrons;
- the overall length of the book;
- the nature of the topic and theme;
- whether the cultural perspective is familiar to the reader;
- abstract ideas and concepts and changes of time and place;
- the physical layout and design, the amount of text on each page, and the typeface;
- the extent to which illustrations support the text and the type of illustrations used.

To work out the level of a new Tongan resource, we could:

- trial it with our students;
- seek informed advice (levels are often suggested in teachers' notes);
- use our own professional judgment;
- apply a readability formula. Some of these are described in John Smith and Warwick Elley's *How Children Learn to Read*.

There is no way to arrange resource materials into a sequence of levels that suits every student. What presents a barrier to one student may be a welcome challenge to another. This is why a range of levels for a resource is more useful than a single level.

## ***Locating English Versions and Tongan Stories in English***

To locate English versions for most of the Tongan resources listed above, refer to pages 57–64 in the *Tupu Handbook*. English versions are typically found in the teachers' notes and on side 2 of audio cassettes. Occasionally, English versions can also be found in places like the *School Journal*, the Ready to Read series, or the early childhood series My Feelings – depending on the students' reading and interest levels. To find Tongan material in the *School Journal* or the School Journal Story Library series, students can look under Tonga, Tonga – Traditional Stories, and Tongans in New Zealand in the *School Journal Catalogue*.

A Tongan saying is explored in Wanda Cowley's "The Bargain". Other material by Tongan writers in the *School Journal* includes Luti Wolfgram's "Hakulā" and Lesieli Kupu MacIntyre's "An Unexpected Wish". Jill MacGregor's "A Kupesi" shows students how to make their own pattern board and make a ngatu-like art work with it. For other Tongan items, look under the author headings 'Elenga Mailangi, Jill MacGregor, Feana Tu'akoi, Lois Thompson, Wanda Cowley, Jean Chignell, Jack Taylor, Alec Dickson, John Barnett, and E. A. Crane in *School Journal* catalogues (dating back to 1970).

John Hart's *Polynesian Dance Festival* follows Onehunga Primary School's Tongan dance group to a dance festival at Oranga Primary School in Auckland.

## ***Using the Ministry's Tongan Resource Materials across the Curriculum***

A *Guide to the Pacific Learning Materials 1976–1996* gives information (on page 53) about the curriculum areas that the Ministry's Tongan-language resource materials up to 1996 support. Many can be used in more than one curriculum area, as described on pages 26–51 in the *Tupu Handbook*, where there are lists of titles that can be used for teaching:

- language and languages – pages 26–33;
- mathematics – page 33;
- science – pages 34–37;
- technology – pages 37–42;
- the arts – pages 45–48;
- health and physical education – pages 49–51;
- social studies – pages 42–45.

Tupu titles set within other Pacific cultures are particularly useful for teaching social studies in Tongan. One of the six settings in *Social Studies in the New Zealand Curriculum* is “The Pacific”. Tongan-language resources originating in other languages are listed in Don Long's article “Tongan Learning Materials for the New Zealand Curriculum”.

## ***Ordering the Ministry of Education's Tongan Resources***

To order the Ministry of Education's existing Tongan-language learning materials, photocopy the order form on page 76 and send it to Learning Media Customer Services, Box 3293, Wellington, fax (04) 472 6444.

New Zealand early childhood services and schools can establish or vary standing orders for Tongan-language learning materials published by Learning Media for the Ministry of Education. A street address, where someone can accept packages during the day, is appreciated. For standing orders for Tongan-language resource materials, use a photocopy of the form on page 77.

Up to thirty copies of every new Tupu book in Tongan, together with copies of the notes for teachers and one preview copy of each audio cassette in Tongan, are available, free on request, to schools as a standing order.

Two copies of every new Tupu book in Tongan, together with copies of the notes for teachers and one preview copy of every audio cassette in Tongan, are also available, free on request, to early childhood centres as a standing order.

Additional copies of audio cassettes in Tongan are \$4.00 (including GST) to schools and early childhood centres.

Schools and early childhood centres with a standing order for the Ministry of Education's Tongan resources automatically receive resources published in the Tupu series. This list often forms the basis for the distribution of other resources in Tongan, such as these *Guidelines*. Centres and schools without a standing order risk missing out, so schools and early childhood centres are advised to set up a standing order as soon as they have any Tongan students on their roll.

*Many Voices* is the Ministry of Education's professional journal for teachers of community languages, including Tongan. (It is also intended for ESOL teachers.) The standing order form on page 77 can be used to order additional copies of *Many Voices* (up to five altogether, depending on the size of the school or centre).



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## ◁ Other Sources of Learning Materials in Tongan

To access Tongan-language material published by publishers other than the New Zealand Ministry of Education, contact:

- South Pacific Books, a specialist mail-order bookshop in Auckland (ask for a copy of their Tongan and Pacific children's book catalogues, which lists resources in both Tongan and English), PO Box 3533, Auckland, fax (09) 376 2141;
- The Friendly Islands Bookshop, Box 124, Nuku'alofa, Tonga, fax (00676) 23631 – they may stock items not available in New Zealand;
- PIERC Education (previously the Pacific Islanders' Educational Resource Centre), PO Box 22-654, Otahuhu, Auckland, fax (09) 276 3656.

In addition, the Tongan Ministry of Education can be contacted at PO Box 61, Nuku'alofa, Tonga, fax (00676) 23596.

### *A Useful Website*

A Tongan dictionary is available at [www.tongaonline.com/features/language.html](http://www.tongaonline.com/features/language.html). This website (part of the larger Tongan Online website) opens to an English-to-Tongan Quick Reference, providing Tongan words for things like the months of the year, the days of the week, and cardinal numbers. Users can also go to Common Tongan Words and Phrases on this website.

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