

Hawaiian 201 -202  
Chaminade University  
Intermediate Conversational Hawaiian

Instructor: John K. Lake

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## CLASS SYLLABUS

### Course Description

This course is designed to increase the developmental skills of the second-year student in the areas of listening, reading, writing and speaking skills. The second year student should have already mastered at minimal level a skill of 1000 word vocabulary. Emphasis will be placed on consistent oral communication within the target language.

Text: 'OLELO HO'I HOU Second Volume  
John K. Lake

Supplemental Text: Hawaiian-English Dictionary  
Mary K Puku'i - Samuel Elbert

Supplemental Reading:  
Kua a Paka'a - by Nahalelua

Prepared documentation from Ku'oko'a  
excerpts from newspaper articles

### Course Expectations:

1. Students are expected to have three-ring folder to contain the following:
  - A. Na Papa'olelo - structured-printed material
  - B. Na Ha'awina - collection of assignments
  - C. Na Ho'ike - collection of written test, quizzes
  - D. Na Ha'i'olelo - class-prepared oral presentation
  - E. Na Mo'olelo/ Na Mele - collection of documented stories, folklore, histories, genealogy & songs.
2. Student are required to prepare written assignments in pen or type-written. Pencil is unacceptable.
3. For all exams and quizzes, pen is required.

4. **Class cut:** Only three (3) allowed as prescribed in the University student handbook per semester. Other than legitimate health reasons, any student who violate this rule, seriously jeopardizes their academic standings.

5. **ON TIME:** Unless due to inclement weather, students are expected to be ON TIME for each class session.

6. **ORAL REQUIREMENTS:**

Because the emphasis is placed on consistent use of the target language, the following should be adhered to:

- a. Class participation by way of question or general conversation, must be in the target language.
- b. Oral presentation: Each student are required to make 3 oral-student-developed presentation per semester.

7. **Writtent Exam & Quizzes:**

- a. Mid-semester exam and final semester exam
- b. **Weekly quizzes.**  
Combination make-up 35% of course grade.

8. **Written Assingments:**

Any assignment from textbook, directed or designed by instructor must be written in ink or typwritten. Assignments must be turned in on time.

9. **Recommended participation in the following:**

- a. 3 hours volunteer service at any Punana Leo or Hawaiian Immersion school:  
e.g. Ke Anuenue school - Palolo
- b. Participation at the annual La Kukahekahe seminar
- c. Ka Lā Ohana day at Kapi'olani Park.

# 'ŌLELO HOU

In modern language learning, emphasis is placed on the oral-aural approach. It demands concentrated effort and application in the mastery of new sounds and **speech patterns**. The language learner will have to develop a new set of habits and skills.

Language learning is *repetition*. In most cases, repetition leads to mastery. If one hears a new word, speaks that same word three or four times on three or four occasions, having heard and said it, then one eventually masters that new word.

The oral (speaking) repetition and aural (hearing) recognition techniques are the most important aspects towards mastery. Oral (speaking) places the student into the realm of affecting new sounds and melodies. The student is expected to mimic and practice what is presented in a language class, if he or she is to master the acquired sounds and melodies. Understanding is part of the aural (hearing) exercise. It places the listener in the demanding position of becoming a keen receiver of verbal sounds. The objectives of learning a language are:

1. ability to hear (listen)
2. ability to speak
3. ability to understand (comprehend)
4. ability to read and write.

The latter two are dependent upon acquiring the skills of the former two. Speaking and hearing are what linguists consider as total experiences, because it involves more than one person in this activity. Reading and writing are partial experiences because it does not give the student a complete control of the new language.

The student who masters speaking and listening well can affect the mastery of reading and writing.

In language learning, the student must leave his or her inhibitions at home. Constant use of new sound patterns are invaluable to language mastery. Being afraid to speak, lest you make a mistake, hampers the language learning process. Perseverance is the key to success. Talk to yourself in Hawaiian. Talk with classmates, in and outside the class, in Hawaiian. These methods can only enhance your language re-enforcement. Allow a minimum of 20 to 30 minutes daily in the practice and use of your target language. Mimicry, memorization and repetition are the actions needed to master *'Olelo Hawai'i*.

The 'okina refers to the stoppage of air through the epiglottis. It is a distinct sound that is relative to Hawaiian and other Polynesian languages. This phonic explosion, therefore, is always used with vowels, and never before or after a consonant. The term 'okina derives from the Hawaiian word " 'oki" to cut. " U'ina " has been a word used by older native speakers meaning a sharp report, crack or snap.

**COMMON PROBLEMS WITH HAWAIIAN DIPHTHONGS**

|    |   |       |    |   |        |
|----|---|-------|----|---|--------|
| AE | - | eye   | EI | - | veil   |
| AI | - | might | OE | - | ploy   |
| AO | - | wow!  | OI | - | loiter |
| AU | - | out   | OU | - | soul   |

**THE 'OKINA**

'A'e 'A'i 'A'o 'A'u 'E'i 'O'o 'O'u 'U'u

**THE KAHAKO - MEKONA**

The only diacritical mark used in Hawaiian language is the macron. It is used to denote the long stress or duration of a Hawaiian sound. Mekona is a Hawaiianized version of macron

**DRILL - LEOKAHI ME LEOKANIPU**

HA KA LA MA NA PA WA Ā

HE KE LE ME NE PE WE Ē

HI KI LI MI NI PI WI Ī

HO KO LO MO NO PO WO Ō

HU KU LU MU NU PU WU Ū

HA'A KA'A LA'A MA'A NA'A PA'A WA'A

HE'E KE'E LE'E ME'E NE'E PE'E WE'E

HI'I KI'I LI'I MI'I NI'I PI'I WI'I

HO'O KO'O LO'O MO'O NO'O PO'O WO'O

HU'U KU'U LU'U MU'U NU'U PU'U WU'U

CURRICULUM OUTLINE FOR HAWAIIAN  
Three-Year Sequence, Level I

VOCABULARY

CULTURE

Listening:

450 - 650  
words and  
expressions

In the context of the topics or  
units:

greetings  
leave-taking  
social amenities  
classroom (incl. administra-  
tive and conversational  
terms)

Reading:

500 - 750  
words and  
expressions

numbers  
colors  
clothing  
clock time  
calendar time  
school building and com-  
munity locations

Speaking:

400 - 600  
words and  
expressions

members of family  
parts and functions of body  
family life  
meals  
weather  
Christmas

Writing:

400 - 600  
words and  
expressions

Nouns, verbs, adjectives, and  
adverbs pertaining to these  
subjects as well as function  
words such as: "a me, aka,  
i, ma, 'o, i/iā, e, me, ua,  
e...ana, ke...nei, o/a,..."

Emphasis should be placed on  
concrete descriptive vocabulary  
connected with reality familiar  
to the students.

Concepts:

In spoken and written form, words make up  
a language. To communicate in Hawaiian,  
one must grasp the meaning, isolated or  
in context, without conscious reference  
to English.

Introduction to Hawaiian culture  
should be an integral and natural  
part of teaching Hawaiian but  
should not take the place of  
teaching the language.

The environment of the classroom:  
books, posters and signs, decor,  
magazines, tapes, records, films,  
and pictures, and the activities  
carried out therein, games,  
singing, dancing, food preparation,  
and discussions, should all  
stimulate the students' interest  
in learning about Hawaiian  
culture.

The units of vocabulary can and  
should be linked to the study  
of culture whenever possible.

Cultural items are an integral  
part of a language. In listening  
to or reading Hawaiian, one must  
be aware of the nuances of cul-  
tural forms. To speak or write  
Hawaiian correctly also means to  
use culturally acceptable forms.

**CURRICULUM OUTLINE FOR HAWAIIAN  
Three-Year Sequence, Level I**

| PHONOLOGY  | MORPHOLOGY   | SYNTAX   |
|--|--|--|
| <p><b>Listening:</b><br/>All vowels, consonants, and vowel clusters, esp. <i>ae</i>, <i>ai</i>, <i>ao</i>, <i>au</i>, <i>oe</i>, <i>oi</i>, <i>ei</i>, and <i>ou</i><br/>Long and short vowels<br/>Liaison (running vowels together which are not separated by a glottal stop)<br/>Glottal stops<br/>Word Stress<br/>Intonation--declarative and interrogative</p> | <p><b>Determiners:</b><br/>Articles--definite and indefinite<br/>Plural markers<br/>Demonstratives<br/>Nouns--no plural endings, long vowels in some plurals (<i>mākua</i>, <i>kīpuna</i>)<br/>Adjectives<br/>Colors<br/>Emotions<br/>Attributes<br/>Possessives (<i>ko/kā</i>, <i>o/a</i>, <i>no/nā</i> forms)<br/>Pronouns<br/>Verbs<br/>Locatives/Prepositions<br/>Numbers<br/>Negative words (<i>'a'ole</i>, <i>'a'ohe</i>, <i>mai + VERB</i>)<br/>Verbal aspect markers (<i>e</i>, <i>mai</i>, <i>e--ana</i>, <i>ke--nei</i>, <i>ua</i>, <i>e--nei</i>, <i>e--ai</i>)</p> | <p>Basic word order in phrases<br/>Affirmative<br/>Negative<br/>Declarative<br/>Interrogative<br/>Imperative<br/>Position of Adjectives<br/>Attributive (<i>he hale nui</i>)<br/>Complementary (<i>thui ka hale.</i>)<br/>Position of verbal aspect markers in relation to verb and to phrase<br/>Verbless sentences beginning with: <i>He</i> ____.</p> |
| <p><b>Reading:</b><br/>All vowels, consonants (including glottal stop), vowel clusters, vowel length<br/>Liaison<br/>Stress and intonation<br/>Syllable and word boundaries</p>  | <p><b>Reading:</b><br/>The same as above</p>   | <p><b>Reading:</b><br/>The same as above</p>   |
| <p><b>Speaking:</b><br/>All sounds heard should be reproduced accurately<br/>Reproduce short phrases with proper pronunciation, stress, liaison, and intonation</p>  | <p><b>Reading:</b><br/>The same as above<br/>Recognize and understand what glottal stop (<i>'o-kina</i>), macron (<i>kahakō</i>), and punctuation indicate</p>   | <p><b>Speaking:</b><br/>The same as above</p>  |
| <p><b>Writing:</b><br/>Proper orthographic representation of all sounds used<br/>Liaison (attention to word boundaries)<br/>Correct use of marks</p>   | <p><b>Speaking:</b><br/>The same as above</p> <p><b>Writing:</b><br/>The same as above<br/>Proper orthography of all of above</p>  | <p><b>Writing:</b><br/>The same as above<br/>Use of proper punctuation<br/>Position of noun/pronoun subjects in interrogative and negative sentences<br/>Position of interrogative words in the phrase--some at beginning, others at end</p>   |
| <p><b>Concepts:</b><br/>Hawaiian and English differ in sounds and stress, intonation and orthography of sounds.</p>  | <p>Hawaiian verbs are not inflected, nor are most nouns changed in the plural. Possessive system quite different.</p>  | <p>Word order within noun phrases and within the Hawaiian sentence is radically different from English.</p>  |

**CURRICULUM OUTLINE FOR HAWAIIAN**  
**Three-Year Sequence, Level II**

**PHONOLOGY**

**MORPHOLOGY**

**SYNTAX**

**Listening:**

Further work toward mastering sound discrimination and comprehension of vowels, vowel clusters, long vowels, consonants, glottal stops, liaison  
 Rhythm and melody of sentences

Personal pronouns with all markers  
 All locatives  
 Irregular (*loa'a*-type) verbs  
 Negative words  
 Passive marker  
 Agent marker in passive phrase  
 Agent markers in beginning of phrase  
 Nominalizing marker *'ana*  
 All possessive forms  
 Past and non-past aspect markers

Position of verbal aspect markers in all types of phrases:  
 Past/non-past  
 Imperative  
 Positive/negative  
 Interrogative  
 Active/passive  
 Position of pronoun and non-pronoun subjects in all types of phrases  
 Position and type of possessive word in positive and negative phrases  
 Position of nominalizing particles *'ana* and *-na*

**Reading:**

Association of all Hawaiian sounds with the proper orthographic symbols  
 Cognates/loan words  
 Accent, stress, and syllabication  
 Rhythm and melody of natural breath groups and whole sentences

The same as above  
 Interrogative marker *anei*

The same as above

**Speaking:**

Further work towards mastering sounds production involving elements listed above

The same as above

The same as above

**Writing:**

Association of all Hawaiian sounds with the proper orthographic symbols when writing

The same as above

The same as above

**Concepts:**

Hawaiian pronunciation, word juncture, and stress are very different from English.

English verbs are governed by tense whereas Hawaiian verbs are governed by aspects.  
 Particles are important and numerous in Hawaiian.  
 Gerunds frequently used in place of infinitives.

Word order in interrogative sentences is usually the same as in declarative.  
 Functions of words in Hawaiian sentences determined usually by particles.  
 Possessive words become k-less in phrases relating to numbers.

CURRICULUM OUTLINE FOR HAWAIIAN  
Three-Year Sequence, Level II

| VOCABULARY   |  | CULTURE  |
|--|--|--|
| <p><u>Listening:</u></p> <p>750 - 1,250 words and expressions</p> <p><u>Reading:</u></p> <p>900 - 1,500 words and expressions</p> <p><u>Speaking:</u></p> <p>500 - 750 words and expressions</p> <p><u>Writing:</u></p> <p>500 - 1,000 words and expressions</p> <p><u>Concepts:</u></p> <p>Vocabulary words and expressions may seem closely related from Hawaiian to English or vice versa but they will almost always differ in range of meaning. Care must be taken in looking up new words; the first one found may not be the most accurate one.</p> <p>Vocabulary is influenced by historical background, social customs and levels, and other factors.</p> | <p>In the context of the topics or units:</p> <ul style="list-style-type: none"> <li>daily routine</li> <li>telephoning</li> <li>shopping</li> <li>money</li> <li>numbers in sizes, measurements, dates, time, etc.</li> <li>letters and posting mail</li> <li>restaurants</li> <li>nature activities</li> <li>recreation</li> <li>doctor, dentist</li> <li>dating</li> <li>community</li> <li>transportation</li> <li>farming and fishing</li> <li>food preparation</li> <li>historical sites</li> <li>historical events and personages</li> <li>government</li> <li>holidays</li> <li>sports</li> <li>entertainment</li> <li>arts</li> </ul> <p>Nouns, verbs, adjectives, and adverbs pertaining to these subjects as well as conjunctions, interjections and all particles not previously covered</p> | <p>Visual and audio-stimuli, as well as the adjoining vocabulary subjects, should suggest the following cultural items for study at the second level:</p> <ul style="list-style-type: none"> <li>styles of living <ul style="list-style-type: none"> <li>Hawaiian</li> <li>non-Hawaiian</li> <li>family</li> <li>urban</li> <li>rural</li> </ul> </li> <li>personal relationships</li> <li>geographic features</li> <li>folklore</li> <li>government</li> <li>historical events</li> <li>ancient religion</li> <li>dance/chants</li> <li>tourism</li> <li>harmony with nature</li> <li>relationships to other Polynesians</li> <li>Hawaiian names</li> <li>non-verbal communication</li> </ul> <p>In listening or reading, speaking or writing, cultural patterns have an effect and must be observed by a native or non-native speaker of Hawaiian.</p> |

## SCOPE AND SEQUENCE CHARTS

### LISTENING SKILLS DEVELOPMENT

1. Simple vowel/consonant discrimination
2. Discrimination of minimal pairs containing 'okina and kahakō
3. Comprehension of individual words
- L 4. Recognition and comprehension of simple patterns
- E 5. Recognition and comprehension of declarative and interrogative phrases
- V 6. Recognition and discrimination of intonation patterns
- E 7 Discrimination of vowel clusters, liaison, initial 'okina and long vowels within an aural context
- L 8. Recognition and comprehension of phrases using all verbal aspect markers
- I 9. Comprehension of simple dialogues
10. Comprehension of simple passages and simple songs
11. Introduction of the possessive system including all possessive markers (*ko/kā, o/a, no/nā*)

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12. Reinforcement of recognition and comprehension of phrases using all verbal aspect markers
- L 13. Recognition and comprehension of negative phrases in past and non-past
- E 14. Recognition and comprehension of negative phrases containing pronoun and non-pronoun subjects
- V 15. Recognition and comprehension of sentences in active and passive voice
- E 16. Recognition and comprehension of sentences containing the possessive markers (*ko/kā*)
- L II 17. Recognition and comprehension of *k*-less possessive sentences
18. Recognition and comprehension of verbal and verbless sentences beginning with a form of the possessive markers (*no/nā*)
19. Recognition and comprehension of phrases containing the nominalizing marker 'ar.

## READING SKILLS DEVELOPMENT

1. Association of vowel/consonant sounds with written symbols

2. Recognition of punctuation, 'okina, and kahakō

L 3. Recognition of spoken word corresponding to written word

E 4. Recognition and comprehension of basic vocabulary words found in isolation and within contexts studied aurally-orally in class

V 5. Recognition and comprehension of basic verbal and verbless phrase patterns

E 6. Recognition and comprehension of verbal phrases with verbal aspect markers

L 7. Comprehension of simple dialogues, passages, and songs in printed form

I 8. Introduction of the possessive system including all possessive markers (ko/kā, o/a, no/nā) in printed materials

9. Reading with proper pronunciation and intonation

10. Recognition and correct pronunciation of vowel clusters, liaison, glottal stops and long vowels

11. Recognition of the interrogative marker *anei*

12. Recognition of positive and negative imperatives

13. Reinforcement of recognition and comprehension of verbal phrases marked with the verbal aspect markers

L 14. Recognition and comprehension of word order patterns

E 15. Recognition and comprehension of negative phrases in past and non-past

V 16. Recognition and comprehension of negative phrase containing pronoun and non-pronoun subjects

E 17. Recognition and comprehension of sentences in active and passive voice

II 18. Recognition and comprehension of sentences containing the possessive markers (ko/kā, o/a, no/nā)

19. Recognition and comprehension of phrase containing the nominalizing marker 'aia

## SPEAKING SKILLS DEVELOPMENT

Production of simple vowels, consonants, diphthongs and minimal pairs contrasting presence and absence of 'okina and kahakō

2. Repetition and usage of simple meaningful utterances
  3. Repetition and usage of simple patterns
  - L 4. Repetition and usage of all verbal aspects--present progressive, completed/incompleted action and positive/negative imperatives
  - E 5. Repetition and usage of correct intonation in declarative, interrogative and imperative phrases
  - V 6. Production of affirmative phrases
  - E 7. Repetition of simple dialogues
  - L 8. Singing/recitation of simple songs, chants and prose passages
  - I 9. Production of negative phrases in past and non-past containing pronoun and non-pronoun subjects
  10. Proper production of vowel clusters, long vowels, liaison, glottal stops and natural breath groups in speaking and reading aloud
  11. Introduction of the possessive system including all possessive markers (*ko/kā, o/a, no/nā*)
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12. Reinforcement of repetition and usage of word and phrase patterns
  13. Reinforcement of usage of proper intonation patterns
  - L 14. Usage of appropriate verb aspects
  - E 15. Usage of active and passive voice
  - V 16. Usage of possessive markers (*ko/kā, o/a*) in appropriate positive and negative sentences
  - E 17. Production of phrases containing the nominalizing marker 'ana
  - L 18. Production of verbal and verbless phrases beginning with a form of the markers *no/nā*
  - II 19. Recitation/singing of more difficult dialogues, narratives, poems, songs, chants and playing of oral-type games

## WRITING SKILLS DEVELOPMENT

1. Association of vowel/consonant sounds with written symbols
2. Recognition and proper use of punctuation, 'okina and kahakō
- L 3. Transcription of spoken word to written word through dictation
- E 4. Usage of basic verbal and verbless patterns to form meaningful phrases
- V 5. Awareness of word order within phrases and sentences
- E 6. Usage of all verbal aspects to form meaningful sentences
- L 7. Usage of all possessive markers (*ko/kā, o/a, no/nā*) in possessive phrases
- I 8. Written exercises on all of above
9. Writing of simple dialogues and paragraphs

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10. Recognition and transcription of vowel clusters, liaison, glottal stops and long vowels
- L 11. Transformation of affirmative to negative sentences with pronoun and non-pronoun subjects
- E 12. Usage of proper word order patterns in verbal and verbless sentences including all possessive type phrases and those containing the nominalizing particle 'ana
- V
- E 13. Transformations from active to passive voice sentences and vice versa
- L
- II 14. Transcriptions of dictations of more difficult words, sentences and paragraphs
15. More difficult written exercises on all of above
16. Answer questions in writing based on culturally-oriented material written in Hawaiian
17. Writing of short dialogues and paragraphs

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18. Reinforcement of sound to symbol correspondance
19. Reinforcement of verbal aspect discrimination