

**Cat 4 Resource Development**

# **Hokkien 101**

**Group 4-065**

Isaiah Mak 3A2 08 (Leader)

Aloysius Chua 3A2 01

Goh Bing Yao 3A2 06

Huang Zhijun 3A2 07

## **ABSTRACT**

Hokkien 101 is a resource package revolving around the Hokkien dialect. We aim to spark an interest for the Hokkien dialect and culture amongst teenagers (13-16 years old). The background research and a survey of 54 respondents that we conducted showed a large demand for the development of our resources. Our resource package consists of a website which provides comprehensive information about Hokkien history and the impact of Hokkien on our country, quizzes that are of increasing difficulty to ensure users are given a proper reflection of their level of understanding. It also includes a card game to help students learn Hokkien in a fun and interactive way.

## **1. INTRODUCTION**

### **1.1 Rationale**

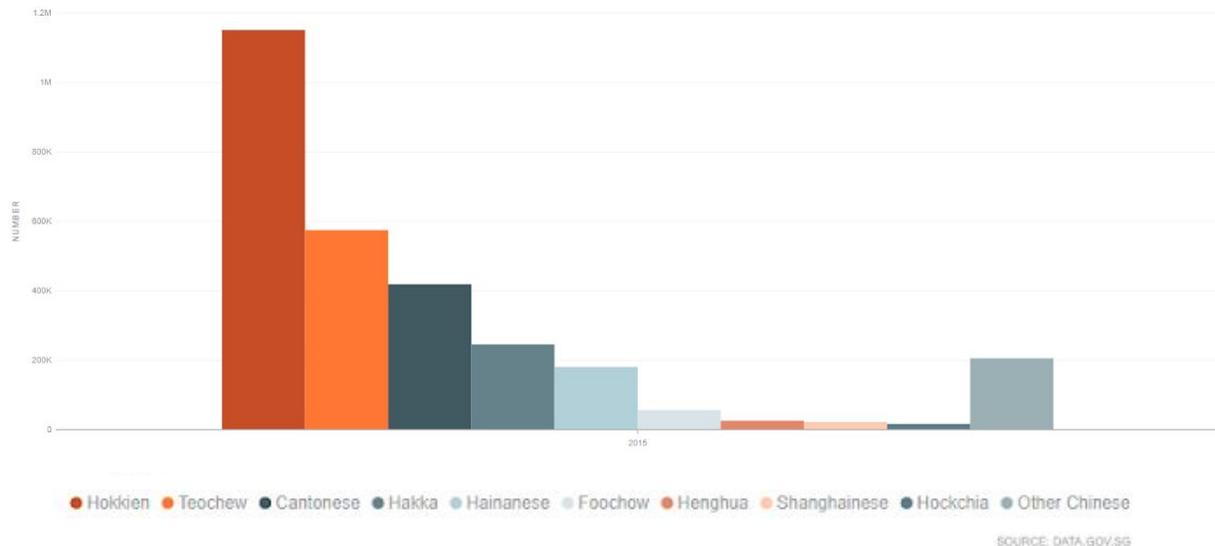
We found out that we and our peers have difficulties conversing in dialects, especially when interacting with elderly. We also noticed a decrease in the number of people who use dialects. This can be seen in the decrease of the percentage of Singapore's population that spoke Chinese dialects at home most frequently, from 14.3% in 2010 to 12.2% in 2015 (Singapore Department of Statistics. (2015). General Household Survey 2015 - Key Findings). Our survey showed that almost 80% of respondents did not know how to speak their own dialect. Hence, we started this project to help our peers and others learn about the Hokkien dialect and culture, this allows us to better understand our roots and connect with elderly.

### **1.2 Objectives**

We aim to develop a resource package based on the Hokkien dialect, and teach our target audience how to construct and speak basic sentences, allowing them to converse in conversational Hokkien and develop an interest for the dialect.

### 1.3 Target Audience

Our target audience is secondary school students (13-16 years old), as most students are unable to speak their dialect. We wanted to teach Hokkien since Hokkien is the largest dialect group in Singapore.



Singapore Department of Statistics. (2015). General Household Survey 2015 - Key Findings.

### 1.4 Resources

The resources created for this project consist of 3 components: a website, a card game, and a series of quizzes.

Each resource can work as standalone tools, while simultaneously complementing one another, providing a more enriching learning experience.

## Snippets of the resources:

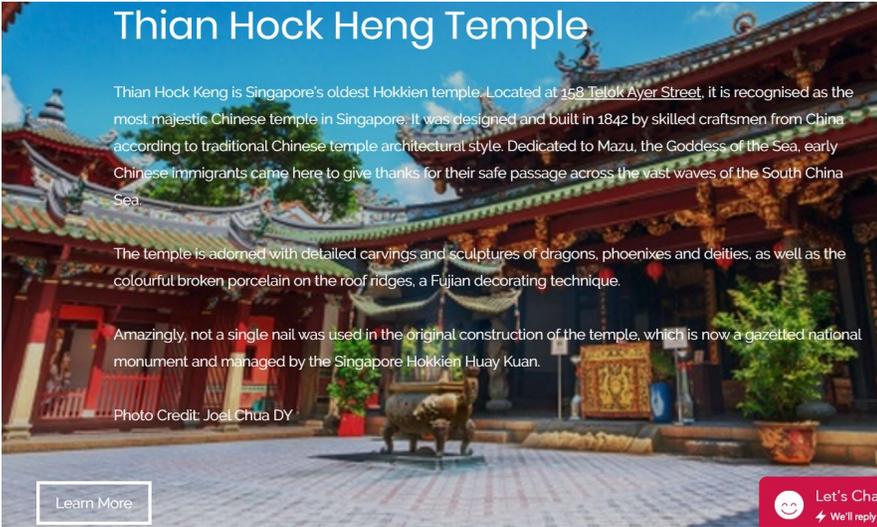
### Website:



## Origins of Hokkien in Malaysia

The Zhangzhou Hokkiens went to the northern parts of the peninsula, particularly in Penang, Kedah, Kelantan, and Terengganu. On the other hand, Quanzhou Hokkiens settled in the south - Melaka and Johor - and some larger towns in Sarawak. Besides dominating the job market in rubber plantations, the Hokkiens were also pioneers in the trading sectors.

Photo Credit:



## Thian Hock Heng Temple

Thian Hock Keng is Singapore's oldest Hokkien temple. Located at 158 Telok Ayer Street, it is recognised as the most majestic Chinese temple in Singapore. It was designed and built in 1842 by skilled craftsmen from China according to traditional Chinese temple architectural style. Dedicated to Mazu, the Goddess of the Sea, early Chinese immigrants came here to give thanks for their safe passage across the vast waves of the South China Sea.

The temple is adorned with detailed carvings and sculptures of dragons, phoenixes and deities, as well as the colourful broken porcelain on the roof ridges, a Fujian decorating technique.

Amazingly, not a single nail was used in the original construction of the temple, which is now a gazetted national monument and managed by the Singapore Hokkien Huay Kuan.

Photo Credit: Joel Chua DY

[Learn More](#)

Let's Chat  
We'll reply

## Tian Gong Dan (Birthday of Jade Emperor)

The 9th Day of the 1st Lunar Month is the birthday of Jade Emperor. On this day, Hokkiens hold the Jade Emperor, who commands all Heavenly deities and Earthly beings, in great respect and would use sugarcane as an essential offering. (sugarcane is called gam ja and this sounds like gam sia, which means "thank you").

Photo Credit: Loyang Tua Pek Kong



## Quizzes:

### Hokkien Quiz 1: Tones

\* Required

How many tones of Hokkien are there? \*

1 point

- 4
- 6
- 8

How many tone contours are there? \*

1 point

- 3
- 5
- 7

### Hokkien Quiz: Greetings

\* Required

How do you say "My name is" \*

0 points

- Ggua2 ey5 miann5 gioh3
- Zin1 gu2 bboh5 kuann3 dioh8 lv2
- Lv2 zuey3 gun6 hoh2 bboh5

How do you ask for someones name? \*

0 points

- Lv2 hoh2
- Ciann2 mng7 lv2 gioh3 sinn2 mi8 miann5
- Zin1 gu2 bboh5 kuann3 dioh8 lv2

## Card Game:

Objective of the game: To build up basic Hokkien vocabulary and learn how to construct sentences.

### Basic Rules

Number of players: 1-6 (individually, 1v1 or in groups of 2/3)

To start the game, lay down all the cards in the deck for 1 category face up and upright.

Cards are colour-coded based on word type: pronouns, nouns - green, verbs - blue, red - adverb and adjective. Sentences are formed with the standard subject, verb, object (if present) sentence structure

Try to form sentences as many sentences as possible. Only the Hokkien Pinyin is provided at the top of the card, and the English translation of the word on the card is upside-down at the bottom of that card. Translate the formed sentences and words if possible, and try to form as many sentences as possible. A list with words and translations is also provided for checking.

### Point System

2 points are awarded for every complete sentence formed 1 point is awarded for every translated word, and 3 points for every fully translated sentence. The game ends when no more sentences can be formed with the remaining cards, and the player or group with the most points win. However, players do not have to use this point system if they are not feeling competitive or find it troublesome or unnecessary, and they can just play and learn Hokkien for fun

Here is the list of sentences and their translations for you to check.

### Greetings

Hello! Lv2 hoh2!

How are you? Lv2 hoh2 bboh5?

Have you eaten? Lv2 zia8-ba2 bbuey7?

May I know what is your name? Ciann2-mng7 lv2 gioh3-sinn2-mi8 miann5?

My name is Johnny. Ggua2 ey5-miann5 gioh3-Johnny.

Long time no see! Zin1-gu2 bboh5-kuann3-dioh8-lv2!

How are you doing so far? Lv2 zuey3-gun6 hoh2 bboh5?

### Healthcare

Have you taken your medicine? lu4 zia8 loh8 bboh5?

What would you like to do now? lu4 siu2 boeh4 cho3 sinn2 mi8?

Do you feel sick? Lu4 gam2-gak4 pua3 binn7 bboh5?

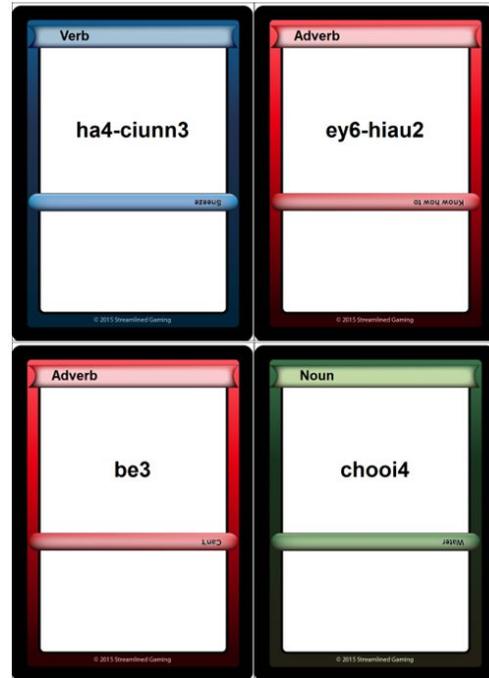
My \_\_\_\_\_ is pain Wah1 \_\_\_\_\_ tiann3

It is time for \_\_\_\_\_ (breakfast/lunch/dinner/shower/exercise/nap/

si7 \_ si5 kan1 (cha2 chhhan1 / ngo2 chhhan1 / am3 chhhan1 / se2tso2 / kun3

These are the list of cards that you can print and cut out.

### Healthcare



## 2. REVIEW

A literature review of a study was conducted to gauge and prove the effectiveness of card games teaching languages. We reviewed a 2018 Indonesian study titled, “Developing Word-Card Games to Improve English Writing”. (Limantoro, S. W., & Balasico, C. L. (2018). The study consisted of 21 students from a university level English study programme.

**Table 2: The Results of the Pre-Test & Post-Test of the Word-Card Games**

Test	Game Topics			
	Synonyms	Antonyms	Comparison	Making Sentences
Pre	75%	95%	85%	80%
Post	100%	100%	100%	100%
The difference/the gain	25%	5%	15%	20%

In the study, the word-card games used proved very effective in improving their command of English. This is evident from the improvements in their test results for all tested topics from the pre-test to the post-test.

**Table 3: The Results of the Word-Card Games from Other Players**

No	Items	Vocational High School Students	English Teachers	English Course Students from Rumah Bahasa - Surabaya	Indonesian Labour Workers
1	Age	15 to 18 years old	24 to 52 years old	18 to 50 years old	23 to 38 years old
2	Number of participants	10	45	22	26
3	How many players enjoyed playing the word-card games?	60%	100%	95%	100%
4	Which one out of the four word-card games was the most difficult?	All games	None	Synonyms	Synonyms
5	Which word-card game was the easiest one?	None	All games	Antonyms	Antonyms
6	Have you ever played other games for learning/teaching English?	Never	42%	77%	Never

Of the 21 participating students, all of them said they enjoyed learning through the card game. When the card game was tested with the general public, it was also widely enjoyed, although only 60% of the 15-18 year olds enjoyed the game. This could be due to the level of engagement while playing, which we took note of when making our game. Hence, this study proves card games to be a very effective teaching tool for languages as it produces results, while being very sustainable.

We also analysed existing resources and found some gaps in them.

- Firstly, we reviewed an ex-Hwa Chong project in 2014, titled “Hok Heng: The Revival”. Although we acknowledge the website’s thorough lessons and teaching materials on Hokkien, we find that it may be a little too information loaded and thus unappealing to students as they do not know which phrases to learn, rendering it ineffective in teaching Hokkien as it will not sustain students’ interest.
- Secondly, we reviewed a card game for teaching languages and dialects, “Say What?”. The game has multiple variations of languages and dialects including Hokkien. Though it can help players learn the pronunciations and build up their vocabulary in Hokkien effectively, it does not teach players how to construct sentences, which is crucial for conversations.

### **3. METHODOLOGY**

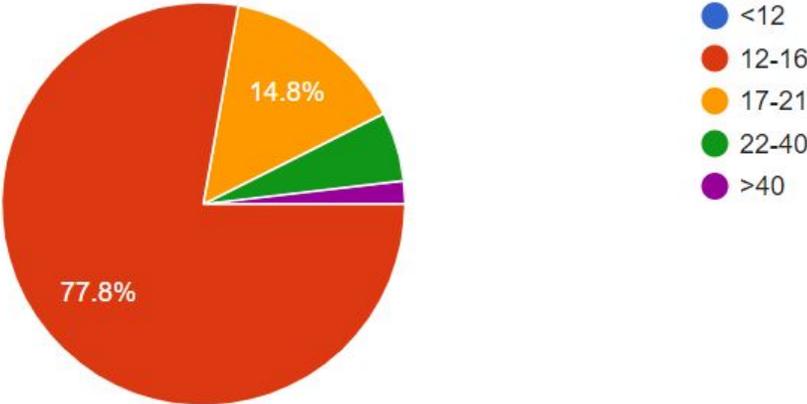
#### **3.1 Needs Analysis**

We conducted a needs analysis to find out if our target audience were fluent in Hokkien and if they were interested in learning more about it, to ensure the relevance of our resource package. We sent our survey using Google Forms to secondary students in Singapore, primarily those in Hwa Chong. A majority of the 54 respondents did not speak Hokkien, and did not know much about Hokkien history or culture. However, they felt our resource package would be useful in learning Hokkien, thus confirming the feasibility of our project.

#### **3.2 Survey Results**

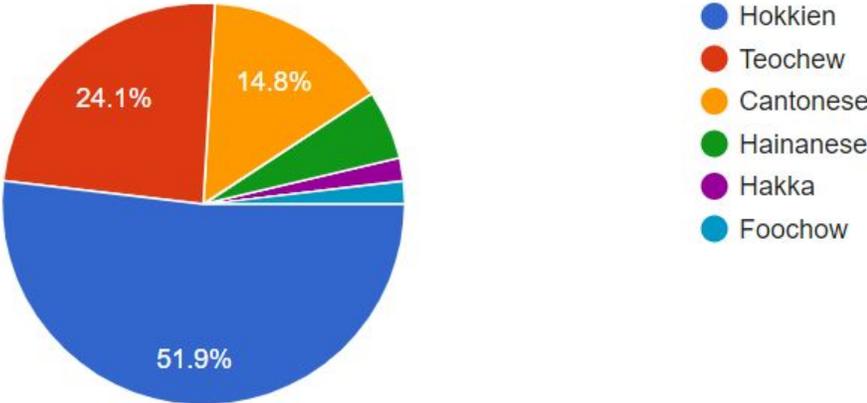
What is your age group?

54 responses



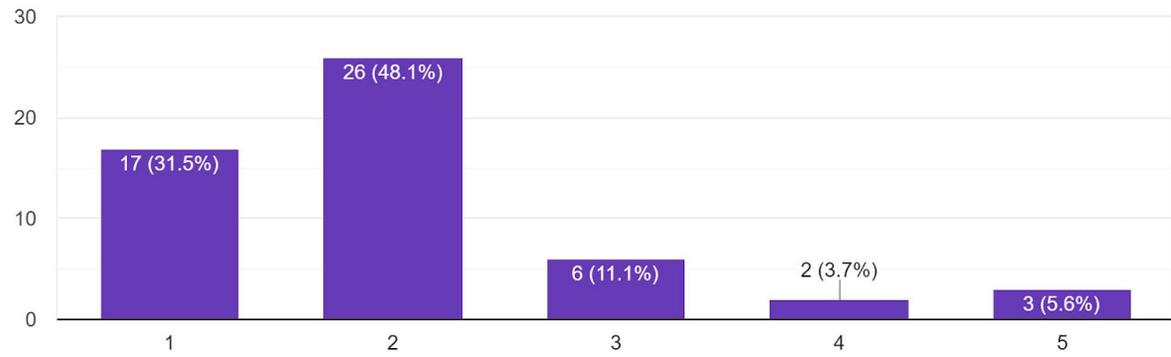
What is your dialect group?

54 responses



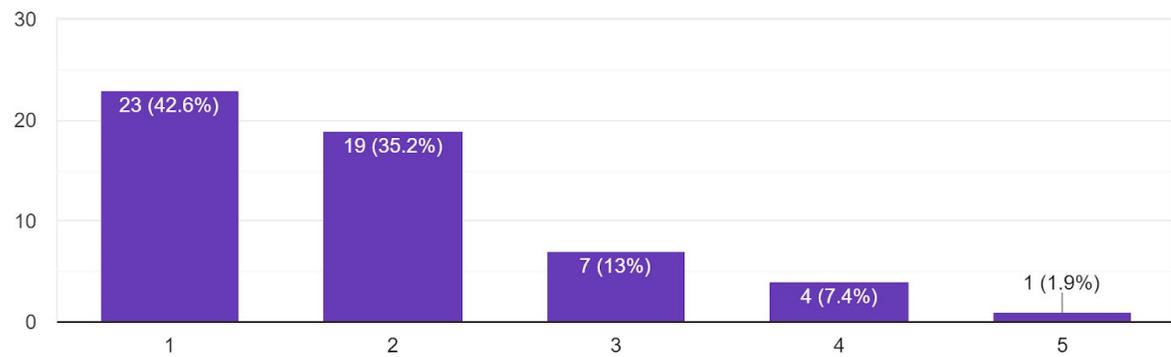
How well do you know how to speak your dialect?

54 responses



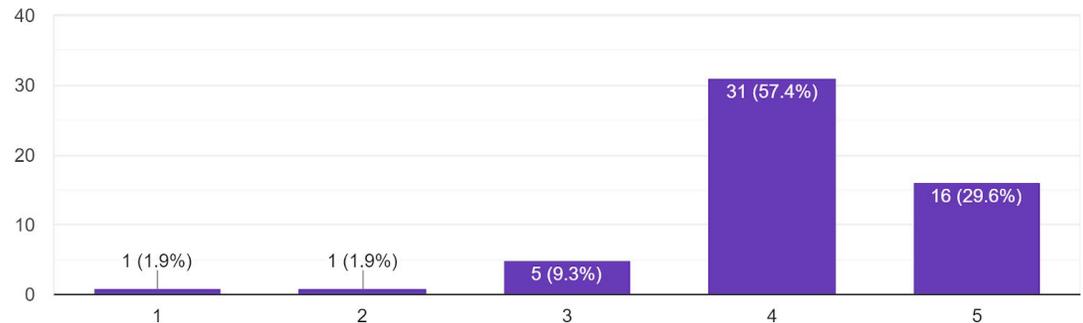
How much do you know about the history, culture, background, food etc. of Hokkien?

54 responses



How useful do you think a resource package containing a card game, quizzes and a website with some background history and culture would help in learning how to speak Hokkien?

54 responses



### 3.3 Development of Resources

We learned basic Hokkien phrases, sentence structures and tones from various sources like the Hok Heng website and our elders. For our website, research on Hokkien culture, food and heritage was conducted to gather information about the dialect. We consolidated the information into our website, made using wix.com, designing it to be user-friendly and concise to spark interest in users. We also added images to make the website more visually-appealing. With the new-found knowledge, we crafted quizzes with increasing difficulty to help users to consolidate their learning, for a well-rounded learning experience. For the card game, we based the cards on possible sentences and phrases that could be used in each specific category, greetings and healthcare. After coming up with a list of the words and sentences, using a card playtesting software, “nanDECK”, we designed and created the cards.

### 3.4 Pilot Test

Unfortunately, we were unable to conduct pilot tests this year due to COVID-19. However, had we been able to conduct pilot tests, we would have taken note of potential issues that could have arisen. Such issues include the possibility of the game being too easy or difficult, or certain words or phrases not fitting properly

into sentences or adding more words and phrases. For our website and quizzes, we would have looked out for potential errors in the flow of content.

#### **4. FINAL OUTCOME AND DISCUSSION**

Although we could not conduct pilot tests to determine the efficacy of our resources, we decided to include extra portions in our website. We added the history of Hokkiens specifically in Singapore, both in the past and present. This addition aimed to help users be more aware of Hokkien culture in their daily lives and to know more and relate to other Hokkien speakers.

In addition, we decide to provide the option for the card game players to play in groups rather than individually. This would reduce the difficulty level of the game, providing a more enjoyable playing experience, enabling players to learn more effectively. The translations of the words are also now added on the bottom of the cards in an inverted font, instead of merely on translation sheets. This increases the convenience of checking translations..

However, there are some limitations to our project. For one, the limited range of topics we chose means a lack of vocabulary even after going through our resource package. Therefore, the project can be further expanded to other topics. Furthermore, with many different dialects in Singapore, teaching merely Hokkien means that there may still be portions of the elderly population we cannot converse with. Peers of different dialect groups would also be unable to learn about their culture and roots. Thus, an expansion into other dialect groups such as Teochew can be done.

#### **5. CONCLUSION**

Hokkien 101 has been a very insightful and fulfilling project for us as friends and teammates. Although it was indeed an uphill battle that required Herculean

efforts for us to learn a new dialect merely within a few months, it was a thoroughly enjoyable experience. This journey allowed us to hone our analytical and critical thinking skills, while building up teamwork and communication. Through it, we even picked up a dialect which enables us to bond with our grandparents even better! Despite the hurdles we faced, especially with the Covid-19 pandemic, we banded together, showing immense support for one another, laying the foundations of our project, allowing us to emerge more creative, experienced and resilient.

## 6. REFERENCES

Singapore Department of Statistics. (2015).

General Household Survey 2015 - Key Findings. Retrieved from:  
<https://www.singstat.gov.sg/-/media/files/publications/ghs/ghs2015/findings.pdf>

SayWhat? with Friends. (2016). Say What? Learn Hokkien Playing Cards. Retrieved from:  
<https://www.saywhatwithfriends.com/shop/i8kzuy00y703fdwku2917eyr8ys8eu>

A.Loh, Q.Pan, X.J. Lee, Z.X. Eu. (2016). Hok Heng - The Revival. Retrieved from: <https://sites.google.com/site/therevivalsg/home>

A. Smith. (2018). Do You Speak Chinese? Retrieved from:  
<http://kayochangblack.com/2018/04/29/do-you-speak-chinese/>

Limantoro, S. W., & Balasico, C. L. (2018). Developing Word-Card Games to Improve English Writing. PUPIL: International Journal of Teaching, Education and Learning , 2(3), 38-54. Retrieved from:  
[https://www.researchgate.net/publication/328994324\\_DEVELOPING\\_WORD-CARD\\_GAMES\\_TO\\_IMPROVE\\_ENGLISH\\_WRITING](https://www.researchgate.net/publication/328994324_DEVELOPING_WORD-CARD_GAMES_TO_IMPROVE_ENGLISH_WRITING)

