

CAT 4 RESOURCE DEVELOPMENT

Group 4-099

Dialects Guide for Domestic Helpers

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1. ABSTRACT

Dialect User Guide is a well-rounded and user-friendly resource package. It comprises of informative videos with supported audio, and also engaging, colourful flashcards that provide aid to learn the proper pronunciation of dialects, to foster a deeper and better understanding of dialects. We aim to help domestic helpers in Singapore, from Myanmar, the Philippines and Indonesia, most of whom come in contact with many elderlies who only know dialect, and are completely foreign to the Chinese dialects. Through our resource, it would allow the domestic helpers to learn and comprehend these dialects efficiently, and also progressively/at their own pace. The videos and flashcards provide translations to dialects from Burmese, Bahasa Indonesia and Filipino to Hokkien, Cantonese and Teochew, giving a wide array of dialects and languages that caters to whichever dialect they require and their native language.

2. INTRODUCTION

2.1 Rationale

Domestic workers in Singapore who work with elderly care are on the rise as the older population increases. Most of these elderlies only speak Chinese dialects, which is completely unknown to these helpers. The elderly and domestic helpers need to communicate effectively, and this language gap is an obstacle that requires immediate attention. Miscommunication between them would be detrimental to their relationship, which should be avoided as a caregiver should provide the utmost care for the elderly.

2.2 Objectives

The objectives of this project were to:

1. Help the domestic workers learn the basics and simple Chinese dialects to allow better communication with the elderlies.
2. Make dialects easier for the domestic helpers to understand through auditory and visual cues.

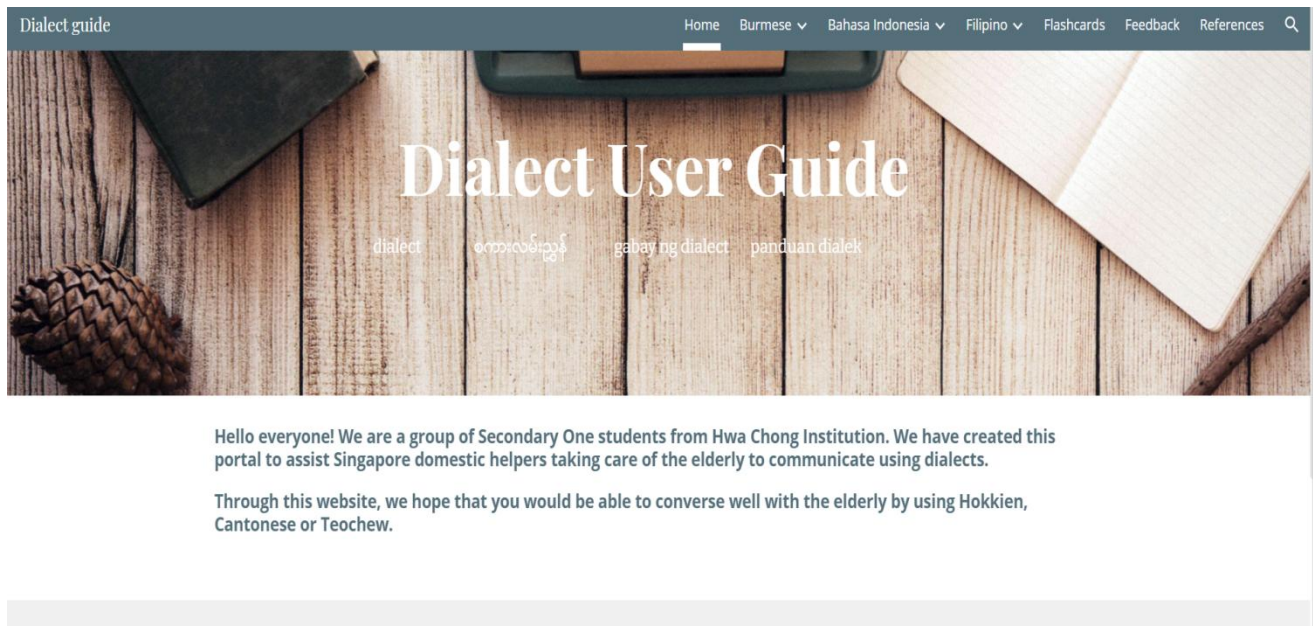
3. Provide word translation from English, Burmese, Filipino and Bahasa Indonesia to Chinese dialects such as Hokkien, Teochew and Cantonese.

2.3 Target audience

Burmese, Indonesian and Filipino domestic helpers working in Singapore and taking care of the elderly who speak Chinese dialects, in particular, Hokkien, Cantonese and Teochew.

2.4 Resources

- Flashcards
- Website
- Videos
- Audio files



3. REVIEW

3.1 Existing Resources

At the current moment, the resources for domestic helpers to learn traditional Chinese dialects could be found online such as a translation website for Hokkien dialect. There are also many other translation websites to translate dialects and also Google translate. These current resources contain the audio feature, they are widely accessible, but they

do not translate from the helpers' native language directly to dialects and the translations might be inaccurate.

3.2 Past Projects

In the past, there were three projects done regarding the topic of dialects in Singapore. In 2017, there was a project named "Dialects Neglect", in 2012, a project was named "Dialect Mania" and in 2008, the project was named "Learn dialect know dialect and think dialect". With regards to three previous projects, all three projects were all along the same rationale, to teach students to converse in dialects and to preserve the vibrant culture of the dialects in Singapore. The project "Dialects Neglect" focuses specifically on the Hokkien dialect, "Dialect Mania" focused on Hokkien and Cantonese while the last one, "Learn dialect know dialect and think dialect", focused on all Hokkien, Cantonese and Teochew dialects. In all three cases, the students created a website to present their product. We felt that projects lacked variety in terms of the resources provided and lacked clarity as common students would not be easily exposed to dialects, much less converse among their same age group. Thus, we chose to focus on domestic helpers taking care of the elderly who would have a higher probability of conversing in dialects. We are also providing more variety in the form of a website (soft copy), audio files (in the form of videos for better understanding) and flashcards (to be printed for easy access).

3.3 Literature Review

Article 1: The Importance of Positive Communication for Older Adults

According to an article reporting the importance of positive communication for older adults, it shows that with the increasing global population aging, more and more older people are feeling socially isolated as not many people want to communicate and talk to them. There are instances whereby helpers have to communicate with the older people who may not know how to communicate fluently in English. Therefore, we saw a need to equip them with basic dialect skills so that they can better attend to the elderlies' needs and requirements and make them feel more comfortable speaking.

The importance of positive communication for older adults

🕒 JUNE 13, 2017



Robin Dynes, author of *Positive Communication: Activities to reduce isolation and improve the wellbeing of older adults* explains the reasoning behind his book.

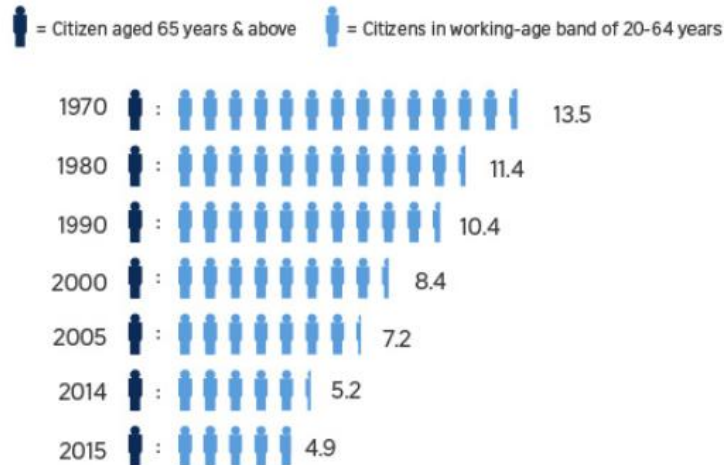
We belong to an ageing society. The National Institute on Ageing informs us that in 2010, an estimated 524 million people were aged 65 or older – 8% of the world’s population. By 2050, this is expected to increase to 16% – 1.5 billion. A massive challenge for all health, social and care service staff to meet their needs.

As people grow older confidence and self-esteem may be eroded by hearing or sight loss. They are often affected by illness or physical inability to get about and consequently become isolated and lonely. Changes to personal

[itive-communication-older-adults/dynes-positive-communication/](http://www.nia.gov.sg/~/media/Files/2014/04/positive-communication-older-adults/dynes-positive-communication/)

Article 2: Population Structure by Singapore Department of Statistics

According to this article, it shows that the ratio of 1 elderly to working adults is getting smaller. This means that the population of elderly aged 65 and above in Singapore is growing, and the demand for elderly healthcare will also follow and rise. As most elderly prefer to speak in dialects, it is necessary to equip the domestic helpers helping to take care of them with the knowledge of common dialects.



SOURCE: Department of Statistics

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Article 3: LANGUAGES IN SINGAPORE

This article shows that the most commonly used dialects in Singapore are Hokkien, Cantonese and Teochew. Therefore, we chose them as the three dialects that we are going to translate the helper's native languages into. This will allow the greatest number of people to benefit from our project too.

Singapore in Indonesia and is not a tonal language like Chinese or Thai. It is not difficult to pick up a few words.

ral Gap in

- Subway station names and signs on buses are written in all four official languages: Malay, Mandarin Chinese, Tamil, and English. Schooling is available in all four of Singapore's languages. In recent years and through its relatively short history, Singapore has seen a big influx of foreigners who have brought in their own languages and dialects that are incomprehensible to the locals.

ary Recognizes

- Languages: Mandarin (official) 35 percent, English (official) 23 percent, Malay (official) 14.1 percent, Hokkien 11.4 percent, Cantonese 5.7 percent, Teochew 4.9 percent, Tamil (official) 3.2 percent, other Chinese dialects 1.8 percent, other 0.9 percent (2000 census).

aporean Beauty

>About Singlish

ment Anti-Singlish

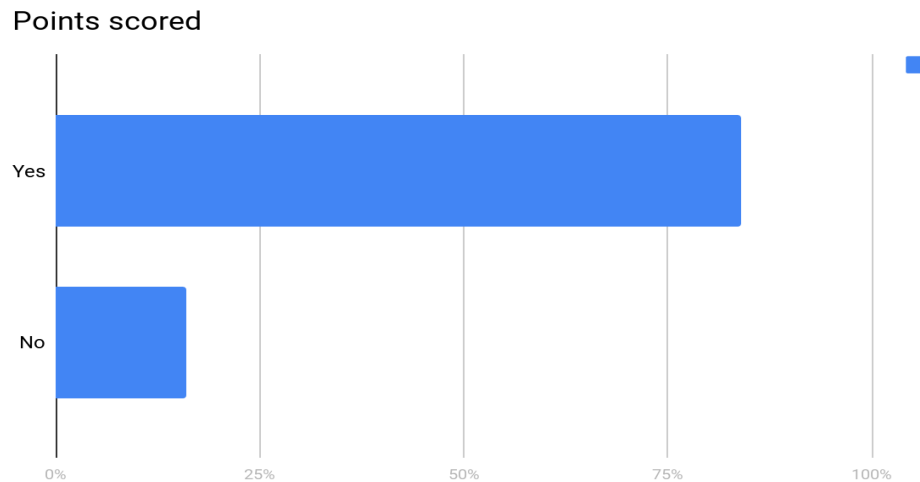
- Singaporeans speak many different languages, and the majority speak at least two languages. Chinese is the majority language, spoken by about 76 percent of the population. The major Chinese dialect is Minnan, followed by Yue (Cantonese), Mandarin, Hakka, Mindong, Puxian, and Minbei. Although the postindependence generation and most Chinese migrants to Singapore over the

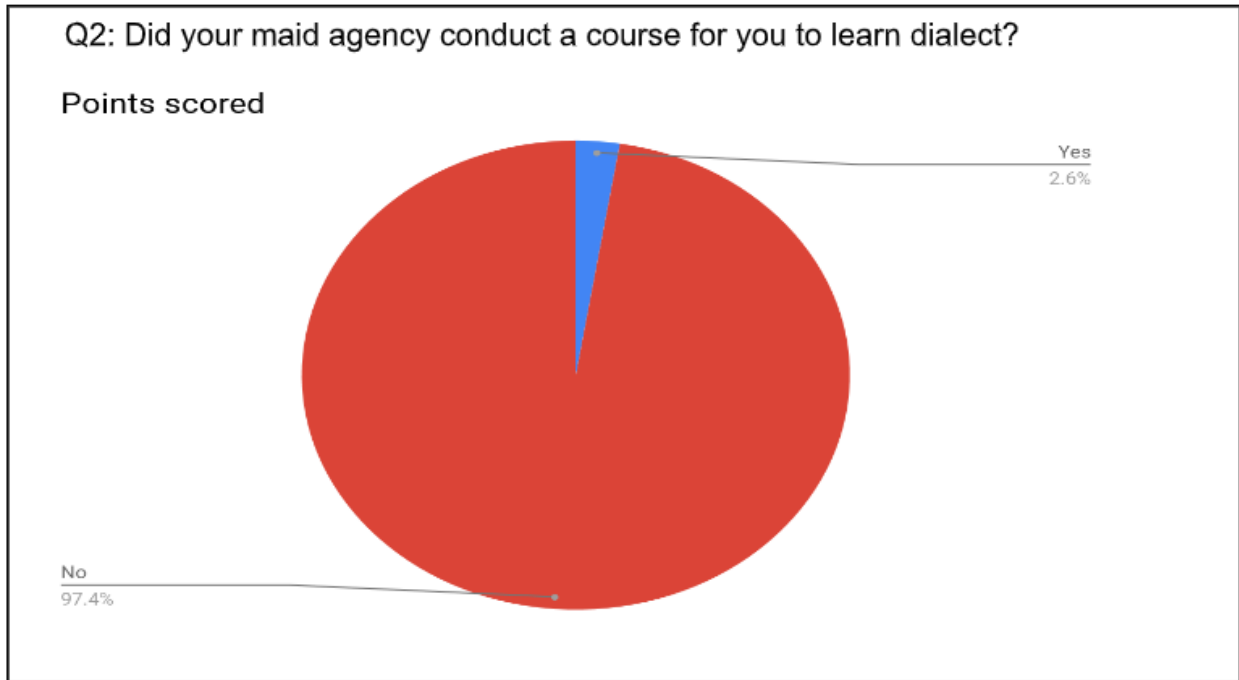
4. METHODOLOGY

4.1 Needs Analysis

A needs analysis was conducted in order to find out the relevance of our project, we have conducted a survey on Google form and interviewed a domestic helper to get a deeper understanding of the problems faced by the domestic helpers. Due to the current COVID-19 situation, we only managed to get a total of about 20 participants. The results confirmed that there was indeed a need for this project as the domestic helpers did face challenges while taking care of the elderly.

4.2 Results





Interview transcript:

“When I started my first job, I only had some knowledge on English and did not understand Chinese dialects. I was in charge of household chores and taking care of the elderly at home. As I lacked experience, the grandma at home taught me basic knowledge, but it was hard as she spoke dialect. We ended up communicating using our fingers to pinpoint the items, and it was a struggle.”

Naw Julia

(28 years old, from Myanmar)

4.3 Development of Resources

The content featured in our resources were courtesy of our family members who spoke dialects and also cross checked with online sources. We presented the dialect translations into 5 groups which were Numbers, People, Food, Places and Greetings for easy access. In addition, we also made flashcards for the domestic helpers to be able to pick up dialects anytime, anywhere.

4.4 Construction of Resources

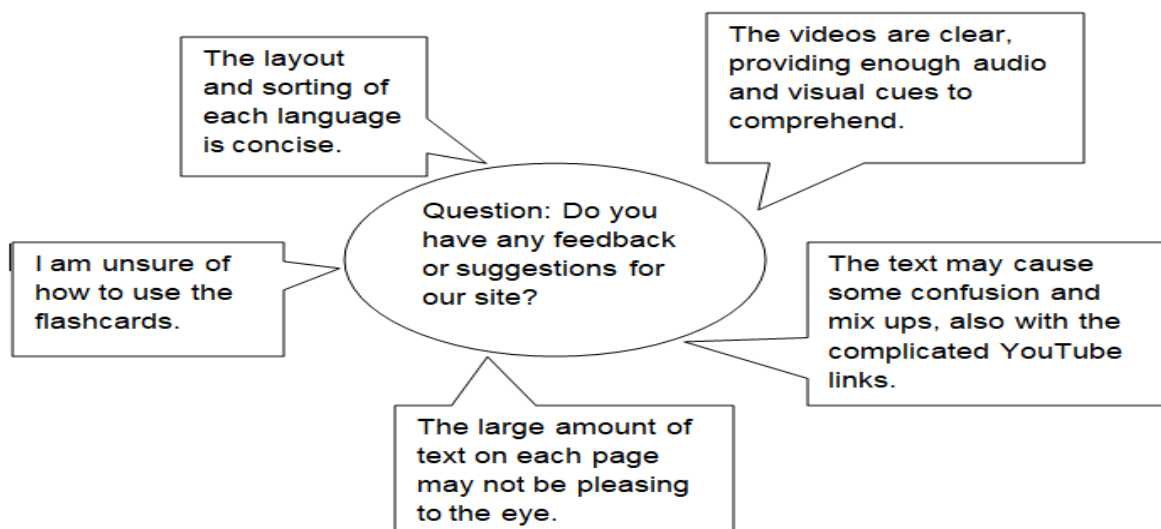
Since our resource consisted of three main components, which are the three dialects that we included in our resource, we decided to split our workload into three parts with three of us taking charge of 1 individual dialect and translating it. We chose the dialect to work on based on the dialect our family speaks to ensure that our product is most accurate. Since there was also a fourth member in our team, he was in charge of preparing and making both the website and flashcards so that the dialect translations would be uploaded quickly.

4.5 Administration of Pilot Test

Due to the pandemic, we were not able to administer our pilot test at a wider scale as our target audience of our project are the domestic helpers. However, we tested our resources on our classmates, family members to find out more about the interactivity and usefulness of our resources. In addition, we managed to administer our resource on a domestic helper one of us had.

4.6 Feedbacks

After completing our resource, we had asked for feedback from our family members and also from our domestic helpers to improve the accessibility of our website and also to make it more user-friendly.



5. OUTCOME AND DISCUSSION

After receiving the constructive feedback, we had decided to further improve the site to make it easier to use and less complicated. Firstly, we had made the text collapsible, so that users would only need to open what they would like to view. We had also bolded the translations of each word, so that it is clearer and not mixed up with the English. For the flashcards, we had also added a guide and recommended settings to print them.

5.1 Limitations

Our resource includes simple words and translations. However, it does not include standard sentence structures to teach the domestic helpers how to string the words together. Therefore, they might only be able to speak some dialects but might not be able to converse effectively with the elderly.

5.2 Suggestion(s) on Further Works that can be done

As “Dialects Guide For Domestic Helpers” is made to be a platform to assist domestic helpers in learning to converse in Chinese dialects, further works to improve our resource could be to make an app or website that contains the list of vocabulary of the dialect translations and is an interactive game that helps them pick up and master the simple dialects. For example, domestic helpers could speak into their microphone and the app would be able to tell if it was spoken correctly. It could make use of Artificial Intelligence to rule out the number of times he or she has spoken correctly and determine if the person has mastered a particular dialect.

6. CONCLUSION

In conclusion, the project has allowed us to pick up many useful skills through the process of developing our resources. For example, through the development of our website, we have learnt web design skills as well as making the website clear and easy to read and understand. Moreover, we also learnt to make and upload YouTube videos. These skills will undoubtedly be useful to us in future projects as we will have some experience doing such things and will be able to do it more efficiently. There were a couple of challenges that we faced in the process of doing this project, one of which

was the sheer amount of information and translations to process and made it into videos as well as flashcards to be included in our resources. The way we handled this situation was through proper time management and allocation of work by dialect in order to maximise the amount of work that we could do in a short time. We also monitored each other's progress to keep track of our progress. This has taught us to work as a team and persevere even through the most challenging tasks and we could not have been able to pull off this project without each other's help and support.

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