

Project Work Group 4-031

Project: Malay Today

Hwa Chong Institution

Ng Hong Wei 4I424

Ng Xian Bin 4P327

Cheng Yew Hon 4O202

Lim Chern Rui 4O215

Acknowledgements

Project: Malay Today would like to thank our mentor for her unwavering support and wise guidance throughout.

Contents

1	Introduction and Rationale	3
1.1	Introduction	3
1.2	Rationale	3
1.3	Target Audience	3
1.4	Objectives	3
2	Research and Resources	4
2.1	Literature Review	4
2.2	Existing Resources Analysis	4
2.3	Needs Analysis	5
2.4	Resources Developed	7
2.5	Pilot Test	11
3	Methodology	14
3.1	Methods	14
3.2	Timeline	14
4	Conclusion	15
5	References	16

1 Introduction and Rationale

1.1 Introduction

Project Malay Today is a comprehensive learning platform which provides anyone who is interested in learning Malay a streamlined learning package. Our project aims to raise awareness about the Malay language and culture and teach basic conversational Malay language by using a fun, creative and engaging way. As Malay is the national language of Singapore, we hope that through this project, students will be more appreciative of the Malay language and culture.

1.2 Rationale

Malay culture is part of our multicultural Singaporean society. Malay is also Singapore's national language. As people living in this multicultural community, it is important to have a basic understanding of the different cultures and languages that make up the community to create a more harmonious society. Although many existing resources share the same objectives, we realise that these resources often require a paid subscription and lack focus on various basic components of the Malay language. Our project aims to address these gaps.

HCI students are taught conversational Malay during Secondary 2. Many of them are interested in learning more about conversational Malay, but do not have access to adequate and suitable learning resources or do not know where to find appropriate resources to learn themselves. We plan to teach Malay using engaging methods that will pique students' interests which allows them to master the language, anytime, anywhere, at their own learning pace.

1.3 Target Audience

Our target audience is anyone who is interested in learning basic conversational Malay language and culture. Our resources are accessible by the general public effortlessly.

1.4 Objectives

With the resources we created, we aim for our target audience to be able to:

- I. understand basic conversational Malay,
- II. converse in Malay in various daily situations, and
- III. know more about Malay culture in Singapore.

2 Research and Resources

2.1 Literature Review

The Ministry of Education Language Centre (2013), commented that learning Malay language “*opens up new horizons to better understand and appreciate Malay culture, and enhances future learning experiences and job opportunities.*” Our project rationale and objectives align with this. Learning the Malay language introduces many benefits, especially in the context of a multicultural and multiracial society. This team believes strongly in this cause, and aims to curate a series of learning resources which teaches the Malay Language, benefitting the target audience.

2.2 Existing Resources Analysis

However, there are several other resources online, which also serve to provide a platform for people to learn the Malay language. Project: Malay Today analysed these resources to identify any gaps.

Resource	Observations
 <p data-bbox="256 1241 691 1272"><i>Fig 1. Logo of Mango Languages</i></p>	<p data-bbox="771 947 1421 1314">Mango Languages’ most attractive features include lessons focused on conversation, and model pronunciation of various Malay sentences. Moreover, there is also a translation tool included in the website. However, Mango Languages, as a language learning platform, also has some shortcomings. A paid subscription is needed to get access to full content. It also lacks focus on various basic components of Malay Language.</p>
 <p data-bbox="326 1734 623 1766"><i>Fig 2. Logo of L-Lingo</i></p>	<p data-bbox="771 1356 1421 1766">For L-Lingo, most of the content is available free of charge. It also provides a course that consists of common Malay words and phrases, which is beneficial for beginners learning the Malay language. However, there are also several gaps to be addressed. Some content is overly formal and is more suitable for writing than for conversation. In addition, its learning package is not very streamlined, making it difficult for learners to follow.</p>

Table 1. Existing Resources Analysis

2.3 Needs Analysis

A needs analysis is conducted to ensure that the resources could address our target audience's needs. Below are the results of the needs analysis.

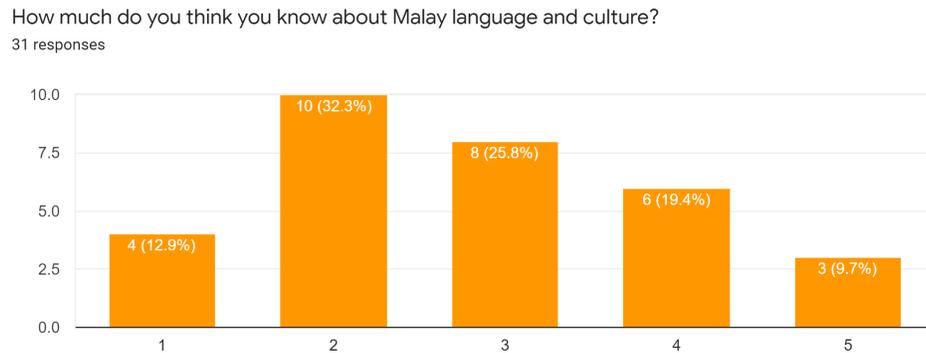


Fig 3a. "How much do you think you know about Malay language and culture"

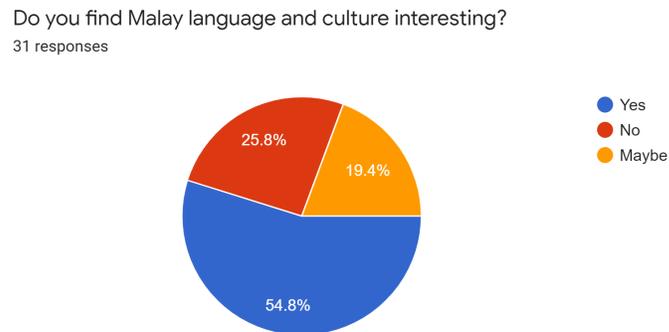


Fig 3b. "Do you find Malay language and culture interesting"

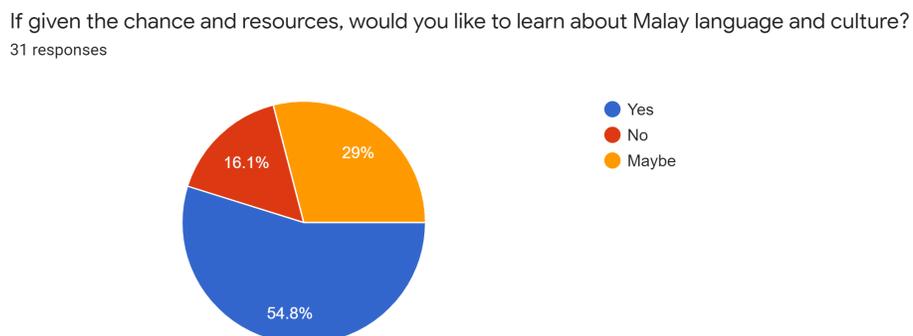


Fig 3c. "If given the chance and resources, would you like to learn about Malay language and culture"

Is a learning package which teaches basic conversational Malay language and provides a glimpse into Malay culture useful to you?
31 responses

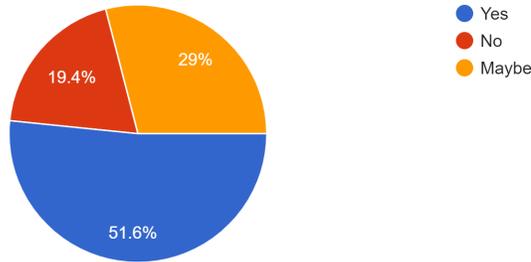


Fig 3d. “Is a learning package which teaches basic conversational Malay language and provides a glimpse into Malay culture useful to you”

What kind of resources / learning platforms would you prefer to learn about Malay language and culture?
31 responses

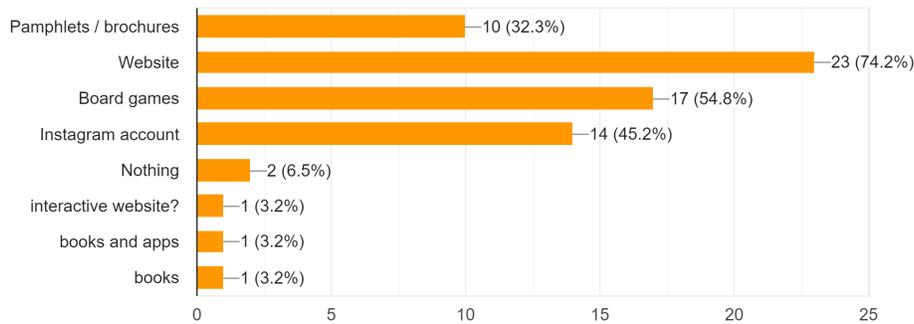


Fig 3e. “What kind of resources/learning platforms would you prefer to learn about Malay language and culture”

From the needs analysis, 16 of the 31 respondents believe that a learning package which teaches basic conversational Malay and provides a glimpse into the Malay culture is useful. Besides, 24 prefer websites as a learning platform to learn about Malay language and culture. This highlights that, although there are multiple resources online to learn the language, there is still a need for a resource which focuses on teaching **basic conversational Malay**.

2.4 Resources Developed

Combining the information gathered from the needs analysis and the existing resources analysis, it is decided that a website would be created. However, what differentiates this project from others and makes the website unique is that this website is a **one-stop** learning platform integrated with **various ways of teaching**. Besides, a YouTube account is also set up, and cartoons with English subtitles are uploaded.

This website teaches the fundamental components of the Malay language, such as pronunciation of every single syllable, frequently used words and phrases in daily conversation, rules on how to form a proper and grammatical sentence in Malay, as well as dialogues that can be used in real life. In addition, this website provides a glimpse into the Malay culture, which includes the Islamic calendar, commonly celebrated festivals, traditional Malay cuisines and more.



Fig 4. Homepage of the website

The most attractive feature of this website, which distinguishes it from other existing resources aforementioned, is that it combines and integrates various interesting ways of teaching to ensure effective learning when this website is used.

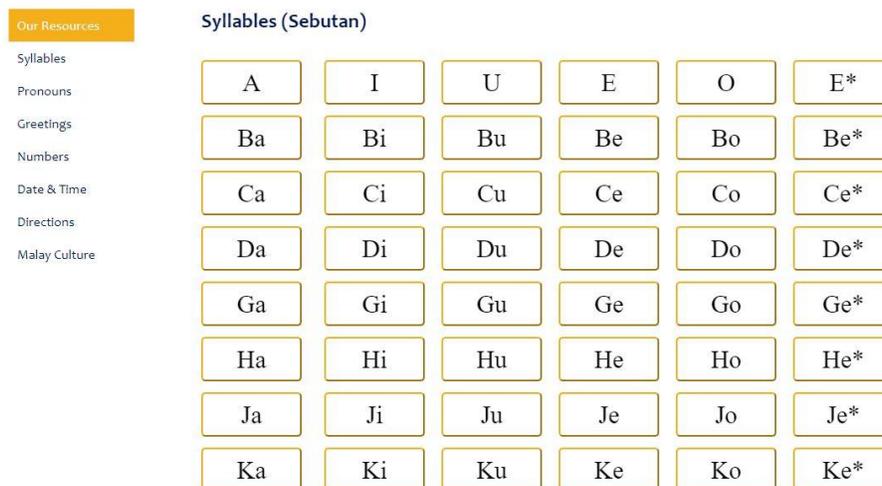


Fig 5. Syllables section of the website

One of the elementary components in learning the Malay language would be the syllables. This website teaches every syllable through recordings with clear and accurate pronunciation. When the buttons in Figure 5 are clicked, the correct pronunciation of the syllables would be played. This is particularly important because the pronunciation of Malay syllables is rather different from English.

Our Resources

- Syllables
- Pronouns
- Greetings
- Numbers
- Date & Time
- Directions
- Malay Culture

2. Demonstrative Pronouns (Kata Ganti Nama Tunjuk)

Possession is shown by placing the pronoun **after** the noun. For example:

Buku awak/kamu	Your book
Bukunya	His/her book
Buku mereka	Their book
Buku kita/kami	Our book

Do you know?
Possessive form *dia* becomes *-nya* (i.e. his/her book -> bukunya).

Demonstrative pronouns are pronouns that indicate closeness or remoteness from the speaker. There are two common demonstrative pronouns in Malay, **ini (this/these)**, referring to something close to the speaker and **itu (that/those)**, referring to something far from the speaker.

Note: When (ini / itu) serve as subject, it comes before the noun. For example:

Ini sekolah.	This is a school. / These are schools.
Itu beg sekolah.	That is a school bag. / Those are school bags.
Itu baju sekolah saya.	That is my school uniform. / Those are my school uniforms.

Fig 6. Presentation of information in the website in a visually appealing manner

In Figure 6, the information is organised and presented in the form of a table instead of in paragraphs. This stimulates the learning process of the users because it helps to retain their attention. Moreover, our learning packages are streamlined to ensure that all users are guided step-by-step to ensure a seamless learning process.

Project Malay Today: Lesson Packages

- Home
- ▼ Lesson 1 - Greetings
- ▼ Lesson 2 - Simple Sentence Structure
- ▼ Lesson 3 - Pronouns
- ▲ Lesson 4 - Counting
- Lesson 4 - Practice
- ▼ Special Lesson 1! - The

Lesson 4 - Practice Questions

Choose the correct answer.

* Required

What is the correct translation of "She ate eleven apples.?" * 1 point

Dia telah makan sebelas epal.

Mereka telah makan dua belas epal.

Dia telah makan dua belas epal

Dia akan makan sebelas epal.

Fig 7. An example of the quizzes

Figure 7 shows an example of the various quizzes designed to test the users' understanding of the knowledge they learnt. Clear and concise explanations are provided for the questions which are answered wrongly. This helps to clarify any doubts the users have in their mind.



Fig 8. Lessons in the form of a video

As shown in figure 8, some lessons are taught in the form of a video to cater towards users who are looking for a quick overview and summary of the knowledge. Users are able to consume the information in a convenient manner with these videos. Besides, these videos are animated in a visually appealing way, which makes the learning process more interesting.

You enter a room and see a locked safe with the words "This is the second room." engraved on it.
You look around and notice three keys.

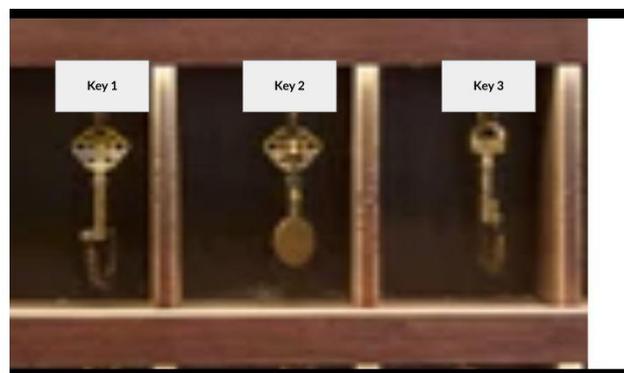


Fig 9. An example of the escape room

The virtual escape room is one of the most interesting and attractive features of the website, incorporating fun into the learning process. Only through synthesising the knowledge learnt from Resources and Lessons sections, the users are able to solve the mysteries and go through various levels. This virtual escape room also helps users to recap the knowledge learnt.



Fig 10. A screenshot of the cartoons with English subtitles

English subtitles are embedded in one of the most famous Malay cartoons, Upin & Ipin. These episodes of cartoons help to provide a glimpse into Malay festivals, specifically Hari Raya Haji and Hari Raya Aidiladha. After watching these cartoons, the learning points from the cartoons are also summarized, and quizzes are in place to have a quick test on some of the vocabularies found in the cartoons.

2.5 Pilot Test

Pilot tests were consistently conducted over the span of the project. This project went through several phases of editing and multiple layers of bug-testing to ensure that the resources created suit the audiences' needs.

Include some websites link for Malay dictionary, set up a interactive platform where users can ask their questions

Fig 11. One of the comments from pilot test

The Malay Language

This is a list of dictionaries which you might find useful when you are learning the Malay language and culture!

[Malay - English Dictionary](#)
[English - Malay Dictionary](#)
[Malay - Malay Dictionary](#)

Fig 12. Links to online dictionaries

Fig 13. Project: Malay Today’s email address and feedback portal

There is a problem with room 6. You only need to do the first question to know the answer.

Fig 14. A feedback about the virtual escape room

Comments	Solutions
Fig 11	<ul style="list-style-type: none"> • Links to Malay-Malay, English-Malay and Malay-English dictionaries are included in the website. (Fig 12) • An email account (projectmalaytoday@gmail.com) and a feedback portal are also set up to ensure that there is a platform in which the users could get in touch with the team to raise any concerns or questions pertaining to the resources. (Fig 13)
Fig 14	<ul style="list-style-type: none"> • The team discovered this bug thanks to the feedback, and was able to resolve it quickly. This helps to finetune the virtual escape room, and ensure a fun playing experience.

Table 2. Changes made after collecting feedback from pilot test

To which extent do you think that our resources, in general, are effective in teaching the Malay language and culture?

19 responses

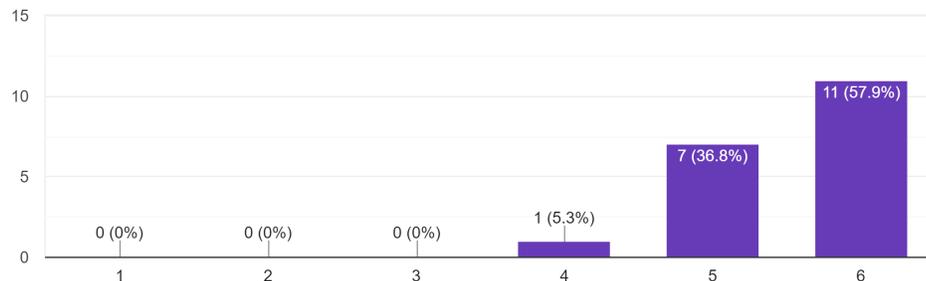


Fig 15. Pilot test results: “To which extent do you think that our resources, in general, are effective in teaching the Malay language and culture?”

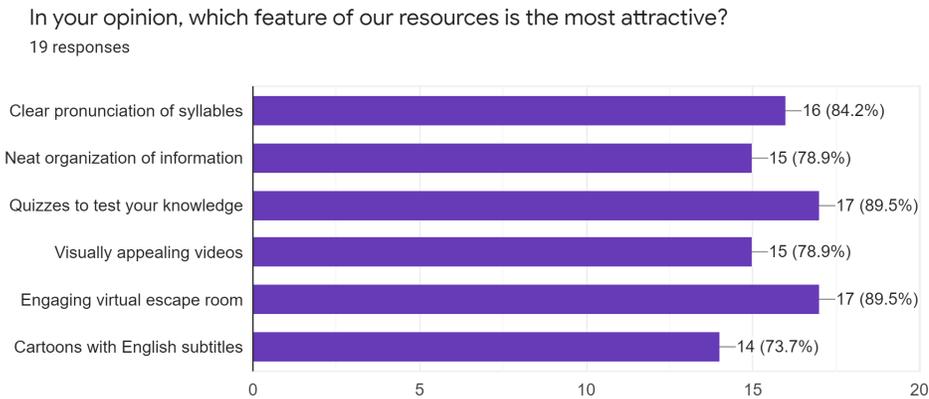


Fig 16. Pilot test results: “In your opinion, which feature of our resources is the most attractive?”

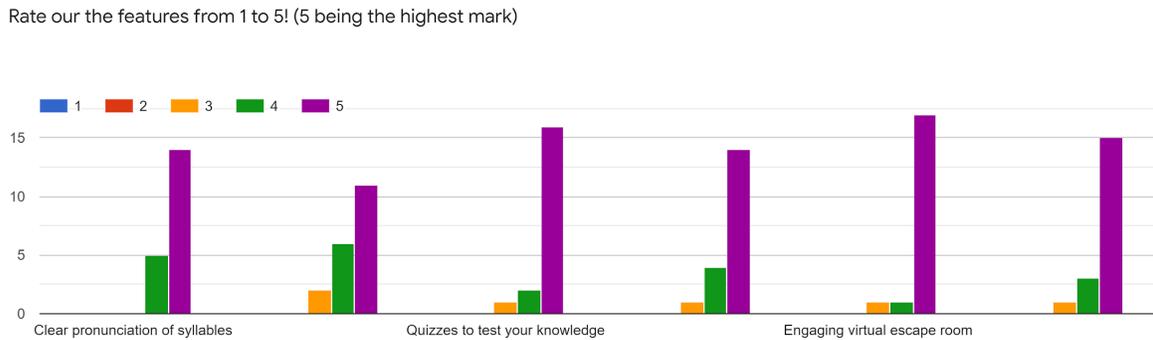


Fig 17. Pilot test results: “Rate out the features from 1 to 5! (5 being the highest mark)”

From Figure 15, out of the 19 respondents, 11 fully agree that the resources created, in general, are effective in teaching the Malay language and culture. This shows how the objectives of this project have been achieved, through the resources created. Furthermore, the two most attractive features are the quizzes and the virtual escape room, with the escape room being rated the highest. This highlights that both the quizzes and the virtual escape room are carefully designed, and aid the process of learning the Malay language and culture.

3 Methodology

3.1 Methods

The information gathered for the resources mainly comes from two books: Malay Weddings don't cost \$50 and Other Facts About Malay Culture by Hidayah Amin (2014), and Malay Grammar Made Easy: A Comprehensive Guide by Dr Liaw Yock Fang (2008). In addition, consultations with Malay Special Programme teachers are also carried out to ensure that the information provided in the resources is accurate. References were also made to authorized online dictionaries.

There are several tools used for the resources created, namely Google Sites, Google Forms, Adobe Dreamweaver, as well as Wondershare Filmora. The website is also hosted free of charge thanks to service provided by 000webhost.com.

3.2 Timeline



Fig 18. Timeline of Project: Malay Today

4 Conclusion

Strengths of this project	This project helps to fill in the gaps in the existing resources aforementioned. Firstly, the resources developed are completely free of charge for everyone who wishes to learn basic conversational Malay. Secondly, most of the fundamental components of the Malay language are thought, including the pronunciation of every syllable. In addition, this project focuses on teaching basic conversational Malay through introducing various frequently used phrases in daily conversation. Moreover, a beginner-friendly step-by step guide to learning conversational Malay is provided.
Limitations to this project	There are limitations to this project. During the proposal evaluation stage, the team decided to create a website which can be accessed through any devices, including desktops, laptops, tablets, and handphones. However, in the process of developing the resources, this team realised that there is a lack of professional guidance, and thus they encountered technical difficulties in making the website accessible on tablets and handphones. Nevertheless, it is agreed that Google Sites should be used instead for Lessons and Escape Room sections, to ensure that at least these two sections could be accessed anytime, anywhere.

Table 3. Strengths and Limitations of this project

In conclusion, the project's objectives are mostly achieved, as implied from the results of the pilot test. The multiple phases of editing and fine-tuning allow this project to meet its objectives, which is to enable our target audience to understand basic conversational Malay; converse in Malay in various daily situations and; know more about Malay culture in Singapore.

5 References

Hidayah Amin (2014). *Malay Weddings don't cost \$50 and Other Facts About Malay Culture*. Retrieved March 4, 2021.

L-Lingo. *Logo*. Retrieved June 6, 2021 from <https://l-lingo.com/free-lessons/assets/l-lingo-blue.png>

Mango Languages. *Logo*. Retrieved June 6, 2021, from <https://lever-client-logos.s3.amazonaws.com/c484b724-4aff-4073-aefa-63209e9b71ba-1559140411813.png>

Ministry of Education Language Centre (2013). Retrieved March 2, 2021, from <https://www.moelc.moe.edu.sg/>

Yock Fang Liaw (2008). *Malay Grammar Made Easy: A Comprehensive Guide*. Retrieved March 4, 2021.

6 Link to Resources

Project: Malay Today Website: <https://projectmalaytoday.000webhostapp.com/index.html>

Lesson Packages Site: <https://sites.google.com/student.hci.edu.sg/projectmalaytodaylessons>

Virtual Escape Room: <https://sites.google.com/student.hci.edu.sg/project-malay-today>