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SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**



***SCHOOLBAG.SG* IN CHINESE:
TRANSLATED RESOURCES FOR PARENTS TO SUPPORT CHILDREN
IN THEIR LEARNING OF THE CHINESE LANGUAGE IN SINGAPORE**

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ABSTRACT

Bilingual education is the cornerstone of Singapore’s education system. The learning of the Mother Tongue Languages (MTLs) is not only important for the transmission of values and culture, it is also imperative for children who are living in an increasingly interconnected and globalised world to know more than one language, in order to communicate effectively and remain competitive. There are parents who may only know how to read Chinese and speak Mandarin, but are keen to support their children in learning the language. This is where translation of English resources for parents plays a valuable part. This paper begins with a brief review of early childhood bilingualism and its benefits, Singapore’s bilingual journey, and the important role that parents play in supporting their children in the learning of languages in Singapore. Six articles were selected from *Schoolbag.sg*, an English online publication produced by the Ministry of Education (MOE), Singapore, which provides parents with education news and tips. These articles were reproduced, and English-to-Chinese translations were done by the author of the paper. The main body of the paper then presents an analysis and discussion of the translation strategies adopted in producing the Chinese translations of the *Schoolbag.sg* articles. The translation strategies discussed involve remembering the “skopos” of the translation and keeping target audience in mind when translating, rewriting such as rearranging sentences or adding in extra content where appropriate, and adopting a “domestication” style of translating in accordance with how the target language should read natural and legitimate so that the target text can suit the local context. Finally, this paper proposes that useful resources for parents, such as *Schoolbag.sg*, should also be made available in the three official MTLs – Chinese, Malay and Tamil, to allow parents to benefit from tips and have access to more information so as to better help their children in their learning of the MTLs.

TABLE OF CONTENTS

1	INTRODUCTION.....	6
2	OBJECTIVES AND SIGNIFICANCE OF PROJECT	7
2.1	EARLY CHILDHOOD BILINGUALISM	8
2.2	BILINGUALISM IN SINGAPORE	10
2.3	THE ROLE OF PARENTS IN EDUCATION.....	12
3	METHODOLOGY	14
4	TRANSLATION	16
4.1	ARTICLE 1: GETTING YOUR CHILD A HEADSTART IN CHINESE.....	16
4.2	ARTICLE 2: HOW PARENTS CAN SUPPORT THEIR CHILDREN IN THE LEARNING OF CHINESE LANGUAGE IN PRIMARY SCHOOLS	20
4.3	ARTICLE 3: FUN WITH IDIOMS.....	23
4.4	ARTICLE 4: HEARD OF CHINESE CHARACTER AEROBICS?	25
4.5	ARTICLE 5: BILINGUALISM IN SINGAPORE	27
4.6	ARTICLE 6: INSPIRING TEACHER MAKES CHINESE LANGUAGE COME ALIVE	30
5	DISCUSSION	34
5.1	TARGET AUDIENCE – KEEPING READERS IN MIND	34
5.2	TRANSCREATION – REWRITING WHERE APPROPRIATE.....	35
5.2.1	<i>Rewriting titles and sub-headings.....</i>	<i>36</i>
5.2.2	<i>Rearranging sentences and paragraphs</i>	<i>37</i>
5.2.3	<i>Injecting additional descriptors.....</i>	<i>38</i>
5.3	TRANSLATOR’S INVISIBILITY – CHOOSING DOMESTICATION OVER FOREIGNISATION	39
5.3.1	<i>Applying Chinese four-character expressions and Chinese disyllables.....</i>	<i>41</i>
5.3.2	<i>Keeping local readers in mind when making word choices</i>	<i>42</i>
5.3.3	<i>Dissecting long English sentences.....</i>	<i>42</i>
5.3.4	<i>Changing positive and negative expressions for emphasis.....</i>	<i>44</i>
5.3.5	<i>Avoiding the passive voice.....</i>	<i>44</i>
5.3.6	<i>Specifying subjects for existential clauses</i>	<i>45</i>
6	CONCLUSION	46

BIBLIOGRAPHICAL REFERENCES	48
APPENDIX 1: LIST OF SELECTED <i>SCHOOLBAG.SG</i> ARTICLES.....	53
APPENDIX 2: EMAIL CORRESPONDENCE WITH THE MINISTRY OF EDUCATION (MOE)	54
APPENDIX 3: LIST OF OFFICIAL CHINESE TRANSLATED TERMS	56
APPENDIX 4: EMAIL CORRESPONDENCE WITH SCHOOLS	60

1 Introduction

In multi-cultural and multi-lingual Singapore, where bilingual education is the cornerstone of Singapore's education system, parents play an especially important role in supporting their children in their education journey, and also in the learning of the Mother Tongue Languages (MTLs). It is imperative that the Ministry of Education (MOE), Singapore, schools and teachers partner parents closely to help children learn the languages well in school.

Schoolbag.sg, an English online publication produced by the MOE, which provides parents, educators and the general public with education news, school features and tips¹, is one of the many resources that are available to support parents. *Schoolbag.sg* should also be made available in the three official MTLs – Chinese, Malay and Tamil – to benefit three different types of parents. First, educated parents who are literate in English but may be more comfortable with reading in their MTLs and whose preferred language for daily communication and receiving information is Chinese, Malay or Tamil; second, monolingual parents who can only speak and read in their MTL; and last but not least, parents of international students from other countries and regions who may wish to find out more about Singapore's education system.

This paper begins with a brief review of early childhood bilingualism and its benefits, Singapore's bilingual journey, and the important role that parents play in supporting their children in the learning of languages in Singapore.

The paper then presents an analysis and discussion of the translation strategies adopted in producing Chinese translations of six articles from *Schoolbag.sg*. The paper ends with a proposal for the MOE to produce useful resources in the three official MTLs, to enable parents to benefit from tips and have access to more information so as to better help their children in their learning of the MTLs. There are a few limitations to this project, which will be discussed at the end of the paper.

¹ Schoolbag.sg. (2014a). *About Us*. Retrieved February 22, 2017 from the *Schoolbag.sg* education news site: <https://www.schoolbag.sg/about-us>

2 Objectives and significance of project

Schoolbag.sg is an English online publication produced by the MOE, which provides parents, educators and the general public with education news, school features and tips. Articles published are usually also shared on the MOE's official Facebook page². Articles on *Schoolbag.sg* present education policy changes or new initiatives in an easy to read and easy to digest manner. This is one of the reasons why *Schoolbag.sg* is so popular with parents. *Schoolbag.sg* articles are without a doubt, useful resources for parents who are looking for tips to support their children in their learning in school.

Considering its wide reach and the benefits that it provides parents with, it is therefore necessary and also important to have the website presented in the three official MTLs, namely Chinese, Malay and Tamil, as with most other collaterals (such as brochures, infographics, letters to residents and posters, among others) produced by the Singapore Government for major announcements (such as changes to existing policies or the introduction of new initiatives). And one way in which the MOE could consider would be to translate the existing *Schoolbag.sg* articles into the three official MTLs. For the purpose of this project, the focus shall entirely be on English-to-Chinese translation for the creation of a Chinese *Schoolbag.sg* online publication.

According to the General Household Survey 2015 undertaken by the Singapore Department of Statistics³, 50.6% to 56.2% of Chinese residents aged between 25 and 54 spoke Mandarin most frequently at home (Singapore Department of Statistics, 2016: 18-19). The significance of having a Chinese version of *Schoolbag.sg* is that the translated articles will be able to help three different types of parents understand the latest education policies or school programmes better. These three types of parents are namely, educated parents who are literate in English but may

² MOE's official Facebook page (<https://www.facebook.com/moesingapore>) is another social media platform that the MOE uses to engage parents, educators and members of the public. It has garnered more than 220,000 followers, as of February 2017.

³ The Singapore Department of Statistics. (2016). *General Household Survey 2015*. Retrieved February 18, 2017 from the Singapore Department of Statistics web site: <http://www.singstat.gov.sg/publications/publications-and-papers/GHS/ghs2015>

be more comfortable with reading in Chinese and whose preferred language for daily communication and receiving information is Mandarin, monolingual parents who can only speak and read Chinese, and parents of international students from the Chinese speaking countries and regions such as the People's Republic of China, Hong Kong Special Administrative Region (SAR), Taiwan or Malaysia, who may wish to find out more about Singapore's education system.

Producing *Schoolbag.sg* in Chinese would allow the MOE to reach out to more Chinese-speaking parents in Singapore, and in a way, contribute to promoting and upholding bilingualism as the cornerstone of Singapore's education system.

In this chapter, section 2.1 presents a brief review of early childhood bilingualism and its benefits, while section 2.2 elaborates on bilingualism in Singapore. Finally, section 2.3 discusses the important role that parents play in supporting their children in the learning of languages in Singapore.

2.1 Early childhood bilingualism

There are many different available definitions of bilingualism, including “the ability to produce complete and meaningful utterances in the other language” (Haugen, 1956, as cited in McLaughlin, 1984:8 and Piper, 2003:126) or “the ability to use two languages in everyday life” (Byers-Heinlein & Lew-Williams, 2013:96).

Terry Piper (2003) in particular did a survey of several studies on early childhood bilingualism, and concluded that it is abundantly clear that children who grow up bilingual or multilingual are neither linguistically nor educationally at risk because there is no evidence to suggest that acquiring more than one language is detrimental. On the contrary, Piper believed that bilingualism is an advantage (Piper, 2003:131). A recent study also found that early exposure to a multilingual environment may promote effective communication by enhancing perspective taking (Fan, Liberman, Keysar, & Kinzler, 2015)

Susan Bassnett opined that knowing two languages allows one to “recognise that there is more than one way of looking at the same thing”. Bassnett added that:

The great danger for monolinguals is lack of that kind of awareness, a failure to recognise that other cultures are other, and that linguistic diversity is not just a freak of history, but is part of the way in which different societies articulate themselves. [...] Recognising difference is a first step to understanding otherness, so as to learn to live with it and accommodate different behaviours and different sets of values. (Bassnett, 2011:146)

Indeed, being bilingual not only allows us to be able to communicate with others in more than one language, it also allows us to be better equipped as citizens of an increasingly globalised and inter-connected world.

Several international mainstream media outlets, including *BBC*, *CNN*, *The New York Times* and *The Telegraph*, have also published stories and opinion pieces in recent years that discuss the benefits of bilingualism. *BBC* noted the health benefits, including faster stroke recovery, delayed onset of dementia, and the ability to keep our minds working longer and better into old age⁴. *CNN* noted the cognitive benefits, the advantages of bilingual children when it comes to social abilities and communication skills, and bilingual children's competence and competitiveness in the global market as adults⁵. *The New York Times* wrote that learning a second language can improve the way one thinks, makes one smarter and more adept than monolinguals at solving certain kinds of mental puzzles, and that the effects bilingualism brings along extend well into the twilight years⁶. *The Telegraph* put together a list of seven advantages to learning a foreign language, which includes building one's multitasking skills, strengthening one's mental muscle, and allowing one to become more perceptive, to name a few⁷.

⁴ Vince, G. (2016, August 12). The amazing benefits of being bilingual. *BBC.com*. Retrieved from <http://www.bbc.com/future/story/20160811-the-amazing-benefits-of-being-bilingual>

⁵ Johnson, A. (2016, March 16). Raising bilingual children has its benefits and doubters. *CNN International*. Retrieved from <http://edition.cnn.com/2016/03/15/health/raising-kids-bilingual/>

⁶ Bhattacharjee, Y. (2012, March 17). Why Bilinguals Are Smarter. *The New York Times*. Retrieved from <http://www.nytimes.com/2012/03/18/opinion/sunday/the-benefits-of-bilingualism.html>

⁷ Merritt, A. (2013, June 19). Why learn a foreign language? Benefits of bilingualism. *The Telegraph*. Retrieved from <http://www.telegraph.co.uk/education/educationopinion/10126883/Why-learn-a-foreign-language-Benefits-of-bilingualism.html>

While there may be many different interpretations of what bilingualism truly encompasses, what has been acknowledged and agreed upon by most research and media is that knowing two or more languages definitely gives one the upper hand, especially for children living in an increasingly globalised world today. This is one of the reasons why bilingualism is becoming more common and is on the rise around the world, with approximately one in three people being bilingual or multilingual (Wei, 2000, as cited in Byers-Heinlein & Lew-Williams, 2013:96).

Long before the emergence of these recent studies, Mr. Lee Kuan Yew, one of Singapore's founding fathers, had already insisted on Singaporeans all needing to learn more than one language in school. Section 2.2 gives us a closer look at the late Mr. Lee's great foresight and wisdom, and Singapore's bilingual journey since Singapore's independence in the 1960s.

2.2 Bilingualism in Singapore

After Singapore's independence in August 1965, the then-Education Ministry made the study of a second language compulsory in all secondary schools. The late Mr. Lee shared the following reasons for wanting students to learn Chinese as a second language in his book:

Because I believe language transmits values. Learning the Chinese language means imbibing the core items of Chinese history, tradition and culture. The Confucianist values of loyalty, honour, discipline, filial piety, emphasis on family, respect for authority – all vital for nation-building and for cultivated citizens with honourable personal attributes. These values will provide cultural ballast to our people as we adjust to a fast-changing world. Mastering both English and Chinese requires tremendous effort. But the effort has to be made, if we are to survive as a distinctive society worth preserving. [...] Our schools must teach the basic values and culture of each group's heritage using the mother tongues. We must have our children learn both English and their mother tongue well. (Lee, 2012:70)

At a special parliamentary sitting to pay tribute to Mr. Lee following his passing away in March 2015, Sim Ann, then-Minister of State for the MOE and Ministry of Communications and Information, said in her speech:

Bilingualism could well be Mr Lee's boldest and most radical policy. It could also be his most controversial. [...] Mr Lee had realised in the early days of nation-building that, if different groups of Singaporeans were to continue using different languages, then our already limited shared space would be fragmented into separate little worlds. To unite all races and to expand the common space, and to connect with the wider world, Mr Lee decided on English as our

working language. But, to preserve our cultural ballast, Mr Lee also maintained that each ethnic group must study its mother tongue. (Sim, 2015)

Indeed, Mr. Lee's wise words stand true even till today. Besides the many cognitive, health or social benefits that bilingualism can bring for us, learning our MTLs connects us to our cultural heritage and helps us to establish a sense of cultural identity. Although English is the lingua franca and knowing the language allows us to connect with the rest of the world, Singaporean Chinese must not forget the importance of learning Chinese and Mandarin, protecting our ethnic identity, building a sense of rootedness, and understanding the culture, history and values that are linked to our MTL.

One of the most highly regarded in the world, Singapore's education system is well known for its outstanding test results in various international rankings and surveys such as the Programme for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS), and Progress in International Reading Literacy Study (PIRLS). Bilingual education, which is the cornerstone of Singapore's education system, is also one distinctive and unique feature that is well known and widely popular around the world.

According to the MOE's website, the MTL policy in Singapore "requires all students who are Singaporeans or Singapore Permanent Residents to study their respective official MTL: Chinese, Malay and Tamil", and that students "will offer their respective MTLs at the Primary School Leaving Examination (PSLE) and the GCE 'N', 'O' and 'A' level examinations"⁸, which are the major national level examinations that most, if not all, students would go through in their education journey here in Singapore. Exemption from taking an MTL is only considered on a case-by-case basis by the MOE.

As the learning of one's MTL is an important part of all students' education journey in Singapore, the MOE and schools have been promoting the teaching and learning of MTLs in Singapore through various continuous efforts throughout the years. For example, there are

⁸ Ministry of Education, Singapore. (2016). *Mother Tongue Language Policy*. Retrieved February 18, 2017 from the Ministry of Education, Singapore web site: <https://www.moe.gov.sg/admissions/returning-singaporeans/singaporeans-returning-home/mother-tongue-policy>

Special Assistance Plan (SAP) schools, which have programmes in place to cater to students who are academically and linguistically strong, especially in the Chinese language. There are special programmes being offered, such as the Bicultural Studies Programme (Chinese) and the Language Elective Programme (LEP), aimed at providing opportunities for students who have the interest and the ability in studying Chinese at a higher level. The Lee Kuan Yew Fund for Bilingualism was set up in November 2011 to strengthen existing efforts in promoting and encouraging bilingualism in the early years. Since 2012, the MOE and the Mother Tongue Language Learning and Promotion Committees (MTLLPC) have also been jointly organising an annual event known as the Mother Tongue Languages Symposium, to showcase efforts by schools and the community in the teaching and learning of MTLs, through exhibitions and sharing sessions.

It is, however, not simply enough for the MOE or other government agencies and the schools to take on the role of promoting language teaching and learning in Singapore. Parents are important figures in children's early years of life because parents exert a considerable amount of influence on their children. Therefore, parents ought to play a critical role in providing a conducive environment at home to make the learning of MTLs fun and engaging, and instil in children an interest for their MTLs from a young age. In section 2.3, we shall look at the role of parents in education, especially in a child's language learning journey, and how it is important to support parents in their efforts.

2.3 The role of parents in education

The Lee Kuan Yew Fund for Bilingualism was set up in November 2011 to encourage bilingual development in the early years. The following information can be found on its official website:

The early years are important for setting a strong foundation in language learning. The Fund aims to nurture a love for bilingual learning in our children from young in the pre-school centres, homes and in the community. Strengthening our efforts to encourage bilingualism in the early years, especially in listening and speaking capabilities, would enable our children to build a stronger foundation for language learning in their later years.⁹

⁹ Lee Kuan Yew Fund for Bilingualism. (2014). *About the Fund*. Retrieved February 18, 2017 from the Lee Kuan Yew Fund for Bilingualism official web site: <http://www.bilingualism.sg/about-the-fund/about-the-fund>

Without a doubt, the early years are important for setting a strong foundation for language learning, and parents play an important role in supporting their children in the process. Parents “naturally exert a strong influence over their children”. Hence, it is reasonable to predict that should parents display positive attitudes to bilingualism, it would likely correlate with higher levels of language maintenance (Ng & Wigglesworth, 2007:123). To promote successful bilingual development, parents raising bilingual children should also ensure that their children have ample opportunities to hear and speak both of the languages that they are exposed to at home (Byers-Heinlein & Lew-Williams, 2013:106). Lee Lian-Ju, who studied the literacy development among Chinese-speaking children in Taiwan, also noted that there is a need for children to know how language is used and functions in real life, as this awareness can help children become active language users (Lee, 2012:201).

Low Yen Ling, the MOE’s Parliamentary Secretary, also acknowledged that parents play a very important role in nurturing an interest and love for the MTLs in their children. In her speech at the 5th Mother Tongue Languages Symposium, this was what Low said:

The learning of languages cannot be confined to classrooms and must take place at home and in the community. Parents play a crucial role in nurturing and encouraging the love of the mother tongue. Studies have shown that exposure to languages in the child’s early years benefit their learning of languages at later stages. To do this, we as parents, can support by creating a conducive home environment. (Low, 2016)

Former Minister of Education Heng Swee Keat also weighed in on this topic, noting that it is important to support parents with resources to help learning take place at home. In his speech at the MOE Work Plan Seminar 2015, he said, “We will be putting more of our resources online – whether it is through our websites, e-mailers or through social media. We aim to make *Schoolbag* a great website for all parents.” (Heng, 2015)

One of the ways in which *Schoolbag.sg* could be made a “great website” for all parents would be to have the English articles translated into the three official MTLs. With this in mind, and for the purpose of this project where the focus is on English-to-Chinese translation only, six articles from the *Schoolbag.sg* website were selected and translated into Chinese. The methodology, Chinese translations for the six *Schoolbag.sg* articles, and translation strategies adopted shall be discussed and presented in Chapters 3, 4 and 5 respectively.

3 Methodology

Of the six articles selected for the study, one focuses on bilingualism in Singapore, two list tips on how parents can support their children's learning in their bilingual journey, while three others feature Chinese language teachers and what they have been practising in the classrooms.

These articles were carefully selected based on the relevance and usefulness of the contents for parents who would like to find out more about how they can play a part in supporting their children's learning of Chinese. Translating these articles into Chinese would be beneficial, particularly to the three types of parents mentioned earlier in Chapter 2. Through the translated articles, these parents would be able to pick up useful tips or gain a better understanding of Singapore's bilingual landscape, and better support their children in the learning of Chinese. The full list of selected articles and their corresponding links is appended in Appendix 1.

Permission was sought from the MOE, and translation work began after the approval was granted by the New Media Branch, Communications Division, the team behind the *Schoolbag.sg* website. The relevant emails are appended in Appendix 2.

In the process of translation, special care and effort were taken to ensure accuracy of translated names and alignment of translated terms used.

Reference materials used included publicly available official materials that can be found on the MOE website (www.moe.gov.sg), such as translated official brochures or booklets in Chinese, and the existing list of translated terms available at the Government Terms Translated portal (<https://www.gov.sg/resources/translation>). Online websites and past media reports from the various local Chinese media, including *Lianhe Zaobao*, *Lianhe Wanbao*, and *Mediacorp Channel 8 news*, were also checked, to ensure that translated names of awards, organisations and people are accurate. A full list of the terms and their respective sources is appended in Appendix 3.

Emails and text messages were sent to representatives from the respective schools to confirm the Chinese names of the teachers and students mentioned in the articles.¹⁰ Relevant emails of the correspondence between the two schools and the translator (i.e. the author of this paper) are attached in Appendix 4.

Dictionaries, both online and in print, were some of the most important tools that were heavily relied upon during the process of translation. Susan Bassnett once wrote, “[...] all writing, whether it involves translation or not, is a craft that needs to be refined over years, like any other, and that experience of both failure and success needs to be based on constant practice and good, well-sharpened tools. Like dictionaries!” (Bassnett, 2011:36) Truth be told, dictionaries are indispensable and vital in any translation project or assignment.

¹⁰ Pasir Ris Secondary School was unable to provide the Chinese name of student Zhang Xiaozhou (whose name appeared in Article 3) as the school could not locate this name in their records. Liberty was taken by the translator (i.e. the author of this paper) to perform transliteration, which means mapping the student’s name in English to selected Chinese characters based on phonetic similarity.

4 Translation

4.1 Article 1: Getting your Child a Headstart in Chinese

No.	Source Text	Target Text
1/1	Getting your Child a Headstart in Chinese	学华文，不输人——让您的孩子赢在起跑点！
1/2	How can parents help children learn Chinese, especially in homes where the family is more inclined to speak English? How can learning Chinese be appealing to children?	如果您来自倾向于以英语为主要用语的家庭，您是不是很想知道怎么帮助您孩子学习华文？身为家长的您，如何让学习华文更有趣，对孩子来说更具吸引力？
1/3	Ms Diana Ser, award-winning presenter and producer and a mother of three children, aged 5, 8 and 10, shares with us five tips on how parents can help young children learn Chinese in a fun and effective way.	获奖无数的主持人兼制作人徐秀盈本身是三个孩子的母亲。孩子年龄分别是5岁、8岁和10岁。她与我们分享五个贴士，教导家长如何通过既有趣又有效的方式让小朋友们学习华文。
1/4	1. Make the best out of short activities	（一）充分利用活动时间
1/5	With heavy responsibilities and tasks parents have to juggle every day, many are time-starved and find it a challenge to have sit-down sessions where they can teach their children. However, if parents learn to create opportunities for learning out of every interaction, they don't need to spend a lot of time 'teaching'.	许多家长或许因为繁重的工作无法抽出大量时间好好坐下来教导孩子。其实，只要家长学会如何在与孩子的每一次接触中都创造学习机会，就能事半功倍，无需花太多时间教导孩子。
1/6	“Keep the activities short because it is not about drilling, but softening the ground for our children,” shares Diana.	秀盈说道：“活动时间不需太长，因为重点不是在于反复操练，而是让孩子不排斥华文，更容易接受华文。”

No.	Source Text	Target Text
1/7	Short activities that last less than 30 minutes will work for young children. Parents should try to focus fully interacting with their child during the ‘activity time’ without other distractions. There are many online resources parents can refer to for ideas, so be creative about the types of activities you can do with your child.	家长要注意的是，与年幼孩童进行活动的时间最好不要超过三十分钟。家长应该尽量不受干扰，集中注意力，在三十分钟的活动时间里专注和孩子沟通。您可以参考网上资源，也可以发挥创意，设计不同的活动，让孩子参与其中。
1/8	2. Do not underestimate the power of PLAY and GAMES	（二）不要小看玩乐与游戏的巨大动力
1/9	Children love games and they love playing. The notion of ‘games’ and ‘play’ is sometimes associated with a ‘waste of time’, but Diana encourages parents to view it positively and engage children in purposeful play.	孩童最喜欢的就是玩游戏。尽管“玩乐”和“游戏”对于某些人来说是“浪费时间”，但是秀盈鼓励家长们积极正面地看待玩乐和游戏，让孩子有意义、有目的地玩乐。
1/10	When parents are too focused on making learning serious, children lose interest easily. Learning can be fun, so parents can try to use exciting ways to make their child be interested and responsible to complete tasks. Also, revisiting the same game using different approaches, formats would also make the materials ‘new and fresh’ for children.	如果家长让学习变得过于严肃认真，孩子很容易就会失去兴趣。学习不一定是枯燥乏味的。家长可以尝试用新颖的方式提高孩子的学习兴趣，同时培养他们的责任感，完成学习任务。家长也可以用不同的形式呈现同一个游戏，让孩子觉得新颖有趣，在玩乐中温故知新。
1/11	3. Practice speaking Chinese constantly	（三）让孩子经常练习说华语
1/12	“It is important for us to emphasise to our children that learning the Chinese language is not just to pass the upcoming Spelling test,” says Diana. Although it is	秀盈说道：“家长应该向孩子强调，学习华文并不只是为了要听写及格。这是很重要的。”

No.	Source Text	Target Text
	indeed a challenge to master the language given that most families are more inclined to speak English at home nowadays, there are a myriad of ways to make Chinese interesting.	现在许多家庭都倾向于使用英语，因此，学习华文对孩子们来说是一大挑战。家长可以尽量用不同的方式让学习华文变得多姿多彩、生动有趣。
1/13	For example, she makes it a point to ask her children to buy their own food at hawker centres. Having to order chicken rice or soya bean milk in Chinese, her children recognises that the language is useful in everyday life and they also get it practice speaking the language.	秀盈举例说明，在小贩中心用餐时，她会让孩子自己去买东西。因为孩子在买食物或饮料，如鸡饭或豆花水时，必须用华语与摊主沟通，所以他们就意识到华语能够运用于日常生活。他们也因此有机会多说华语、多学华文。
1/14	<p>4. Use ‘extension activities’ as a follow up</p> <p>Although studies have shown that face-to-face interaction is key to a child’s development, we have to recognise that parents are not always able to do so.</p> <p>Diana allows her children to watch videos on devices for short periods, such as times when she is driving them to school. She doesn’t just allow the tablet to ‘babysit’ them, but she makes it a point to listen to the content of the video. Upon having free time with her children, she asks them questions about the video as an ‘extension activity’.</p>	<p>（四）让孩子通过听播客学习华语</p> <p>家长可以让孩子多听播客 (podcast) ，让孩子学习正确的华语发音。孩子每天都在下意识中吸收新知识。如果家长可以让他们多听发音准确、口齿清晰的演讲者的播客，对孩子的学习必定大有益处。</p> <p>（五）进行延伸活动，跟进孩子的学习</p> <p>研究显示，面对面的交流对孩子的发展是关键。但是我们意识到家长不一定无时无刻都能做到这一点。</p>

No.	Source Text	Target Text
	<p>The activity does not need to be structured, sometimes, even a simple conversation can make a huge difference.</p> <p>5. Expose your children to audio learning</p> <p>Parents can make use of podcasts to help their children improve their pronunciation. Listening to podcasts with accurate enunciation can make a difference. Children are absorbing knowledge subconsciously every day, so it is helpful if parents can expose them to good speakers.</p>	<p>秀盈在开车送孩子上学时，让孩子使用平板电脑观看视频。孩子在看的同时，秀盈也在认真聆听视频内容。当她有时间和孩子交流时，就会问一些和视频有关的问题，与孩子进行延伸活动，跟进孩子的学习。</p> <p>尽管只是简单的会话，也可以起很大的作用。</p>
1/15	<p>So the next time you feel that it is a challenge for your children to learn Chinese, try applying the tips and you may see the difference!</p>	<p>下一次当您觉得让孩子学习华文是巨大挑战时，何不尝试以上方法？或许会让您有意外的收获！</p>

4.2 Article 2: How Parents Can Support their Children in the Learning of Chinese Language in Primary Schools

No.	Source Text	Target Text
2/1	How Parents Can Support their Children in the Learning of Chinese Language in Primary Schools	家长如何帮助就读小学的孩子学习华文?
2/2	In primary school, your child will be taught the four basic skills of listening, speaking, reading and writing. In addition, there will be an emphasis on spoken and written interaction skills. A differentiated approach has been adopted in primary schools to cater to the needs of children with varying language abilities. Interesting instructional materials and activities are used to engage your child in the learning of the Chinese Language.	您的孩子将通过小学华文课程学习听、说、读、写四项基本语言技能。除此之外，课程也会特别强调口语和书写的表达能力。各所小学也融入差异教学法，以照顾不同语言能力的学生的学习需求。教师也会采用有趣的教材和活动，提高学生学学习华文的兴趣。
2/3	As a parent, you can help your child by adopting a positive attitude towards learning Chinese Language and providing a conducive home environment to use the language. Here are some tips on how you can support your child's learning:	身为家长的您，也可以助孩子一臂之力，对学习华文保持积极正面的态度，营造一个有利于使用华文华语的家庭环境。家长不妨参考以下几个贴士，帮助您的孩子学习华文：
2/4	<ul style="list-style-type: none"> Interact with your child in Mandarin and encourage the child to verbalise his/her thoughts in Chinese Language. Be nurturing and provide support and encouragement along the way. This will boost your child's confidence in using the language. 	<ul style="list-style-type: none"> 和孩子用华语沟通 家长应该鼓励孩子用华语表达自己的想法，并给予孩子适当的关爱、鼓励和支持。这样做，能提高孩子使用华语的信心。
2/5	<ul style="list-style-type: none"> Read Chinese Language storybooks as often as you can with your child. 	<ul style="list-style-type: none"> 和孩子一起阅读华文故事书

No.	Source Text	Target Text
	<p>Explain words and phrases that are unfamiliar in simple spoken terms. Explore the content further by letting your child ask questions and discuss with you about the characters, plot events and themes. Publications such as Thumbs Up (大拇指) and Thumbs Up Junior (小拇指) by Lianhe Zaobao can also be used to enhance your child's reading skill.</p>	<p>家长尽量多陪伴孩子阅读，并用简单易懂的口语解释陌生词语。您可以和孩子进一步探索故事内容，让孩子提问，和您一起讨论故事人物、情节和主题。家长也可以让孩子阅读《联合早报》旗下的学生刊物《大拇指》和《小拇指》，以提高孩子的阅读能力。</p>
2/6	<ul style="list-style-type: none"> Write with your child to improve his/her writing skill. Assist the child by giving pointers. Not only will this encourage self-expression, it will also deepen the bond between you and your child. 	<ul style="list-style-type: none"> 和孩子一起写作 这样一来，能提升孩子的写作能力。家长可以适当地给孩子提供写作点子。这不仅能够强化孩子的自我表达能力，也可以增进您和孩子之间的感情。
2/7	<ul style="list-style-type: none"> Play language games with your child to make learning of Chinese Language fun. Use resources such as The Chinese Language Word Games (语文游戏乐翻天) and the character flash cards Zi Bao Bao (字宝宝) to reinforce his/her learning of the language in an enjoyable manner. These games will help to break down apprehensions that your child might have towards learning Chinese Language. 	<ul style="list-style-type: none"> 和孩子一起玩语言游戏 玩乐能让学习华文变得轻松有趣。您可以使用如《语文游戏乐翻天》或《字宝宝》字卡，等学习资源，让孩子在玩乐中同时强化学习。这些游戏可以帮助消除孩子学习华文的负面情绪，让孩子不再对学习华文心存畏惧。
2/8	<ul style="list-style-type: none"> Sing along with your child or simply be your child's audience. Children 	<ul style="list-style-type: none"> 和孩子一起唱歌或当孩子的听众

No.	Source Text	Target Text
	enjoy singing which helps them learn the language in a fun way.	孩童喜欢唱歌，而唱歌也可以帮助他们通过轻松有趣的方式学习华文。
2/9	<ul style="list-style-type: none"> Learn with your child. Encourage your child to use the iMTL Portal to learn Chinese Language. You can also learn along with your child. Help your child to create self directed learning tasks and guide your child to improve his/her presentation. 	<ul style="list-style-type: none"> 和孩子一起学习 鼓励孩子登录《乐学善用互动平台》学习华文。您可以帮助孩子设计自主学习任务，同时教导孩子如何改善自己的演讲表现。
2/10	<ul style="list-style-type: none"> Expose your child to Chinese culture such as celebrating traditional Chinese festivals and appreciating Chinese music and songs with him/her. 	<ul style="list-style-type: none"> 和孩子一起接触中华文化 家长可以和孩子一起庆祝传统华人节日、一起欣赏华族音乐和华语歌曲，让孩子接触中华传统文化。
2/11	These activities will increase your child's exposure to Chinese Language in authentic settings and support his/her learning of the language. Keep these sessions short and as frequent as you can. Always be positive and encouraging. Do not dwell on mistakes. Use every opportunity as a teaching moment for the language. Make learning Chinese Language fun for your child!	这些活动能让孩子在日常生活中多接触华文华语，有助于孩子学习母语。活动时间不需太长，但尽可能频繁。家长应该保持积极、乐观的态度，给予孩子适当的鼓励。家长也不要过于在乎孩子犯的错误，尽可能善用每一次的教育机会。这样一来，孩子们就能在轻松有趣的环境下学习华文华语！

4.3 Article 3: Fun with Idioms

No.	Source Text	Target Text
3/1	Fun with idioms	快乐学成语
3/2	Chinese idioms, also known as “chéngyǔ” (成语), are interesting phrases that help to spice up stories and often, also offer little gems of wisdom.	成语是一种既包含智慧又有趣的华文惯用语，运用在故事中能为故事增添色彩。
3/3	But these four-character idioms are sometimes a challenge for students to learn. Besides recognising and understanding the individual characters, one must go beyond the literal translation to uncover the meaning behind each expression.	但是，学习成语对学生来说是一大挑战。除了要认识每个字、明白每个字的意思之外，学生还得跳出字面意思，了解成语背后的真正含义。
3/4	To enliven the learning of Chinese idioms, teachers at Pasir Ris Secondary School developed “The Ultimate Winner”, a set of game cards to teach 120 Chinese idioms, after a survey of their students showed that while the majority understood the importance of learning Chinese idioms, many found the process too tedious.	思励中学的几位华文老师在收集了学生的反馈之后发现，尽管大部分学生明白学习成语是重要的，但是却觉得学习成语实在太困难。因此，为了使华文成语学习更加生动有趣，老师们便设计了一套由 120 条成语组成，名为《成语大玩家》的游戏卡。
3/5	With ten levels of difficulty and four ways of playing, the game caught on as a useful and fun teaching resource. In the easier stages, students are required to articulate the idiom, its meaning and how it would be used in a sentence, and teachers will gauge the effectiveness of	《成语大玩家》游戏卡分成十个不同的难易度级别，还有四种不同的玩法，是既富有教育意义又有趣味的教学资源。在初级阶段，学生必须正确念出成语和说出它的意思，还要懂得如何在句子中使用成语。老师会以此

No.	Source Text	Target Text
	the students' learning and their level of proficiency.	为依据，来衡量学生的学习成果，了解学生是否掌握了这些成语。
3/6	As students become more familiar with the idioms, they are divided into groups for some friendly competition. Through the games, students also learn to be independent, self-directed learners.	之后，学生就会分组进行友谊赛。学生在过程中也能够培养自主学习能力。
3/7	“I am more motivated to learn the idioms so that I can play the game well. The lessons were fun and I was amazed at how many idioms I can still remember even after a period of time,” said Zhang Xiaozhou, a secondary one student.	思励中学中一学生张小洲（音译）说道：“为了要在游戏中有好的表现，我更有学习成语的动力。华文课非常有趣。过了一段时间之后，我还能记得好多成语。对我来说真是个意外的惊喜！”
3/8	Observing the excitement in the classroom and the better learning retention rate of students, the teachers are glad that the project had successfully transformed the way their students learnt Chinese idioms.	课室里积极的学习氛围，加上学生的学习成效，都足以证明《成语大玩家》游戏卡已经成功地让学生通过不一样的方式把成语学好。为此，思励中学的老师们都感到十分欣慰。

4.4 Article 4: Heard of Chinese Character Aerobics?

No.	Source Text	Target Text
4/1	Heard of Chinese Character Aerobics?	您听过《汉字笔画操》吗？
4/2	How do we interest our children in learning their Mother Tongue Languages in an environment where English is predominantly used? This is a daily challenge for teachers like Miss Sim Lucy, Lead Teacher (Chinese Language) at Guangyang Primary School.	对老师们来说，在英语为主要用语的大环境里，如何提高学生学习母语的兴趣可以说是一大挑战。对光洋小学华文主导老师沈露丝亦是如此。
4/3	“Nowadays, many families only speak English at home... I was motivated to create innovative teaching and learning strategies to ignite my students’ interest in the learning of the Chinese Language,” said Miss Sim.	沈老师说道：“现在，许多家庭在家里只说英语……我因此有了动力，想设计创新的教学方法，激发学生学习华文的兴趣。”
4/4	During her lessons, students would be up on their feet, using hand actions to write Chinese characters. For example, a punch would represent a dot, and a raised hand would represent a vertical stroke. This method, known as “Chinese Character Aerobics”, was developed by Miss Sim, together with three other Chinese Language teachers.	上沈老师的华文课时，学生都站起身，通过手势学“写”汉字。例如，一拳代表一点、伸手代表一竖。这个独特的学习方法名为《汉字笔画操》，是沈老师与另外三名华文老师一起设计的。
4/5	“I never thought Chinese lesson could be like PE lessons,” said a student, Kelly Chen.	光洋小学学生陈芯莹表示：“我从没想过华文课可以像体育课一样。”
4/6	Observing the interest of students and their ability to write many more Chinese characters through this method, Miss Sim and her team shared it with other schools	《汉字笔画操》不仅让学生的学习兴趣提高了，学生还学会写很多汉字。因此，沈老师与她的同事便将这套教

No.	Source Text	Target Text
	and even with overseas educators in Kunming and Chengdu, China.	学法与他人分享，其中除了新加坡的学校之外，也包括来自中国昆明和成都的海外教育工作者。
4/7	<p>Miss Sim also shared how a student who was facing difficulties at home and with her studies failed her Primary School Leaving Examination (PSLE) and had to repeat the school year. Though she was offered Foundation Chinese, Miss Sim saw potential and spent extra time coaching her in the subject.</p> <p>When the student received her PSLE results the following year, the tears that flowed were those of joy as she made it to secondary school!</p>	<p>沈老师回忆，曾经有一名学生因为面对家庭和课业上的问题，小六会考成绩不理想，无法升上中学，必须重修一年。虽然那名修读的是基础华文，但是沈老师觉得她很有潜力，便愿意付出额外的时间给她辅导。当学生隔年领取小六会考成绩时，落下的是喜悦的泪水，因为她成功升上了中学，努力总算没有白费！</p>
4/8	“I believe that education involves much more than just imparting knowledge. It demands that teachers go that extra mile to care for the child,” said Miss Sim.	沈老师表示：“我相信教育不仅仅只是传授知识。老师们都要愿意多付出一些，真心关爱每一位学生。”
4/9	For Miss Sim’s commitment to helping students reach their fullest potential, she received the President’s Award for Teachers 2014.	沈老师致力于帮助学生发挥最大潜能，对教育的付出获得了肯定，获颁2014年卓越教师总统奖。

4.5 Article 5: Bilingualism in Singapore

No.	Source Text	Target Text
5/1	Bilingualism in Singapore	新加坡的双语之路
5/2	The home language environment in Singapore is changing. Compared to the past, more Singaporeans are now speaking English at home, which has resulted in varying levels of Mother Tongue language proficiencies among students.	新加坡的家庭用语环境正在改变。相较以往，现在越来越多的新加坡人以英语为主要家庭用语，导致学生的母语程度参差不齐。
5/3	"The practice of bilingualism can be affected by social and cultural developments and is shaped by the local context," said Minister of State for Education and Communications and Information, Ms Sim Ann, at the East Asia Summit (EAS) Conference on Bilingualism held on 13 and 14 September 2013.	新加坡教育部兼通讯及新闻部政务部长沈颖在 2013 年 9 月 13 日及 14 日举办的东亚峰会“双语教学政策与实践”研讨会上说道：“双语的实践不仅受到社会和文化发展的影响，也受到本土语境的影响。”
5/4	The conference, which facilitated sharing sessions and discussions on bilingual policies and practices, was attended by more than 200 international language experts, policy makers and educators from 18 EAS participating countries. The EAS was formed in 2005 as an open and inclusive forum to discuss issues of common interest and concern and to promote peace, stability and economic prosperity in East Asia.	超过 200 位来自 18 个东亚峰会参与国的国际语言专家、决策者与教育工作者出席了此次研讨会，分享和讨论双语教学政策和实践。东亚峰会成立于 2005 年，目的是提供一个开放和包容的平台，让参与国讨论共同关心的课题，推动东亚的和平、稳定和经济繁荣。
5/5	Understanding Our Bilingual Policy	了解新加坡的双语政策
5/6	Professor Gopinathan, a keynote speaker at the conference and adjunct professor at the	新加坡国立大学李光耀公共政策学院兼任教授哥比纳丹 (Gopinathan) 是研

No.	Source Text	Target Text
	Lee Kuan Yew School of Public Policy, National University of Singapore, believes that bilingualism is not a solution that can be implemented with immediate effect, but is a solution that needs to be continually worked at and refined. Policies that were conceived in the early stages of nation building would need to be constantly refined with time and the trend of globalisation.	讨会的主题演讲者之一。他相信，双语教育不是一个立竿见影的解决方案，而是一个需要不断改进和完善的方案。新加坡建国初期推行的政策需要顺应时代的变化和全球化的趋势不断地进行适时的调整。
5/7	"That's the Singapore style. Once we believe in something, we persist," said Professor Gopinathan, as he shared how bilingualism policy was perpetuated in Singapore during the earlier years, through the community, mass media and the education system.	哥比纳丹教授分享新加坡如何在建国初期通过民间团体、大众媒体和教育体系积极推广双语政策。哥比纳丹教授表示：“这就是新加坡做事的风格。只要我们相信，必会坚持。”
5/8	Though it may not be perfect, with persistence in implementation, significant shifts have been observed in Singapore. Today, a majority of Singaporeans below 40 are bilingual, with varying degrees of proficiency, and we continue to refine our model of bilingualism, for greater effectiveness to benefit our future generations.	尽管政策仍有美中不足的地方，但是因为政府的坚持不懈，新加坡在双语发展这方面已取得长足的进展。尽管语文水平参差不齐，但是现今大多数40岁以下的新加坡人都通晓双语。我们不断地完善我们的双语模式，目的就是要使之更为有效，让我们的子孙后代都能够从中获益。
5/9	The Importance of Starting Early	双语教育应从小开始
5/10	Studies have shown that a multilingual brain is nimbler and quicker. It is better able to deal with ambiguities, resolve conflicts and even resist ageing conditions such as forms of dementia for a longer	研究显示，掌握多种语言的头脑比较零活和灵敏，反应也比较快，也更能面对不定因素和解决纠纷，甚至可以延缓衰老症状，如失智症。除了这些

No.	Source Text	Target Text
	<p>period of time. Aside from these benefits, learning more than one language enables us to navigate better in a globalised world. It is also important to equip our students with this skill when they are at the age of better absorption of language.</p>	<p>益处，掌握超过一种语言可以让我们在全球化的世界里游刃有余。在学生还处于更容易吸收和学习语言的年龄时让他们接触和掌握双语是重要的。</p>
5/11	<p>"Schools have been doing this in many creative ways and I think at the same time, draw on the support of parents as well as community groups to make language learning a lot more fun and engaging for our students," said Ms Sim Ann, who is also the Vice-Chairman of the Lee Kuan Yew Fund for Bilingualism.</p>	<p>兼任李光耀双语基金副主席的沈颖在研讨会上发言时说：“学校通过许多创新的方式鼓励学生学习双语。与此同时，学校也有赖于家长和民间团体的支持，让语言学习更生动有趣。”</p>
5/12	<p>The Lee Kuan Yew Fund for Bilingualism was set up in 2011 to focus on building strong language foundations at a young age. Bilingual teaching and learning resources have been developed with the support of the fund, including picture books, songs, games and magazines for pre-school children.</p>	<p>李光耀双语基金设立于 2011 年，宗旨是让孩子从小打下扎实的语言基础。在基金的支持下，许多适合学前儿童的双语教学资源，如图书、歌曲、游戏和刊物等都陆续推出了。</p>
5/13	<p>Language is also inextricably linked to culture, values and traditions. By promoting bilingualism in schools, our students will also have the opportunity to be acquainted with their cultures, and instil a sense of rootedness in them. Bilingualism itself has become a hallmark of a Singaporean, and a cornerstone of our education system.</p>	<p>语言与文化、价值观和传统有着密不可分的关系。在校园里推广双语，不仅让学生有机会接触母族文化，同时能让他们建立身份和认同感。双语政策不仅已成为新加坡人特有的优势，更是新加坡教育体系的基石。</p>

4.6 Article 6: Inspiring Teacher Makes Chinese Language Come Alive

No.	Source Text	Target Text
6/1	Inspiring Teacher Makes Chinese Language Come Alive	全国模范华文教师让华文再现生机
6/2	"Chinese language is dynamic, relevant and interesting. It has always been my desire to make my students fall in love with the language, to instill a passion for learning that goes beyond books and examinations," said Mdm Tan Pin Yin, who was one of the nine teachers awarded the Inspiring Chinese Language Teacher Award in 2013.	陈冰莹老师是 2013 年全国模范华文教师奖的九位获奖者之一。陈老师认为：“华文是一个多变有趣并和生活息息相关的语言。一直以来，我都希望学生能爱上华文。除了学习课本上的知识和应付考试之外，我希望学生也能够培养终身学习华文的兴趣。
6/3	On top of dedication and care for students, innovative teaching approaches were also one of the factors that judges took into consideration for the deserving award recipients. Co-organised by Singapore Press Holdings, the Singapore Middle School Chinese Teachers' Association, and the Singapore Chinese Teachers' Union, with sponsorship by the Lee Foundation and support from MOE, this year's award received over 900 nominations!	全国模范华文教师奖由新加坡报业控股、新加坡中学华文教师会及新加坡华文教师总会协办，李氏基金赞助，并获得教育部支持。今年的活动总共收到超过 900 份提名表格！ 评审团遴选的获奖老师，除了都是敬业乐业、关爱学生的好老师之外，也在教学方面出尽法宝，应用创新的教学方式让华文课堂变得更加生动有趣。
6/4	Cultivating Students' Interest in the Chinese Language	点燃学生学习华文的兴趣
6/5	To cultivate her students' interest in the language, Mdm Tan, who currently teaches in Teck Whye Secondary School, constantly explores unique teaching methods and uses different teaching	在德惠中学执教的陈老师为了点燃学生学习华文的兴趣，费尽心思，经常采用特别的教学方式。陈老师也尽量使用各式各样的教学资源，如卡通、

No.	Source Text	Target Text
	materials such as cartoons, songs and drama serials to stir up excitement in her students during lessons. She tries to keep up with current trends, such as Korean Pop, so that she can better relate with her students.	歌曲和电视剧，来激发学生的学习兴趣。陈老师也特别注意流行文化，例如韩国流行音乐，好让自己能够更贴近学生的生活，与学生建立良好的互动。
6/6	"It is very important to build rapport with the students and keep up with current trends when it comes to teaching a language. The textbooks we have focus largely on skill sets and building of vocabulary. However, I try to go beyond the textbooks because some of my students are visual learners who learn better through discussions and visuals," said Mdm Tan.	陈老师说道：“建立良好的师生关系非常重要。身为语文老师，我们也应该注意流行文化，适时地在课堂上融入一些流行元素。教材重点是培养学生听说读写的语文能力及增加学生的词汇量。我会尽量在课堂上融入课本以外的知识。因为对于一些视觉学习者来说，通过课堂讨论和一些视频、图像等资源学习的效果会更好。”
6/7	Mdm Tan firmly believes that language acquisition is not a one-way process, but more about empowering students by engaging them in active discussions. To make work assignments more appealing, Mdm Tan complements her teaching resources by designing her own worksheets. For example, she tries to improve her students' composition skills by introducing video snippets of drama serials that are currently popular among them. She will then get her students to form small groups to script story endings to the snippet.	陈老师坚信语言的习得不是单向的。老师也要通过活跃的课堂讨论，提高学生的语文能力，让学生掌握学习主动权。 除了在课堂上善加利用不同的教学资源，陈老师也亲自设计作业。例如，陈老师会从受欢迎的热门电视剧选取合适的桥段，在课堂上播放片段后，让学生分成小组，为片段编写结局。陈老师这么做，是为了提高学生的写作能力。
6/8	"This will help to improve students' thought processes when it comes to	陈老师补充说明：“撰写故事剧情的过程能增强学生的自信心，还能同时

No.	Source Text	Target Text
	composition as it will build their confidence in developing a storyline and boost their creativity and coherence. Students will also feel a greater sense of ownership when they are responsible for their own learning," said Mdm Tan.	让学生发挥创意，增强写作表达能力。这不仅能提高学生的思维能力，也能让学生培养更强的自主学习能力。”
6/9	Mdm Tan first decided that she wanted to be a teacher when she met an inspiring Chinese language teacher when she was in Primary Four. She was touched by the caring nature of her teachers, and learnt a lot of values from the stories that her teacher used to share in her lessons.	因为上小学四年级时遇到一位非常好的华文老师，所以陈老师有所启发，从小就立志要当一名老师。老师们对学生的无私关爱感动了陈老师。她也从老师们在课堂上分享的故事中学到了很多价值观和人生道理。
6/10	"My former Chinese language teachers left a deep impression and motivated me to spread my passion for the language to future generations. It is very rare, but I chose to specialise in Chinese Studies at the National University of Singapore despite having relatively good A-level results that could have placed me in more popular courses," said Mdm Tan.	陈老师说道：“我的华文老师都让我留下深刻的印象。他们鼓励我把我对语文的热忱传承下去。我的 A 水准成绩不错。尽管我可以选择其他更受欢迎的课程，我最终还是决定到新加坡国立大学修读中文系。在那个时候是很少见的。”
6/11	In an emerging trend of English-speaking families, Mdm Tan feels that there is a challenge to keep students interested in the language, hence her decision to teach Chinese. In her 19 years of teaching experience, she has preferred to teach weaker ability students as she is able to relate and communicate with students who have difficulty picking up the	现在以英语为主要用语的家庭越来越多。在这样的大环境里，陈老师认为要让学生继续对学习语文感兴趣是一大挑战。她因而决定当一名华文老师。在她 19 年的教学生涯里，她更喜欢教导语文水平较弱、学习华文比较有困难的学生，因为她更能够与这些学生沟通。她有信心这些学生最终都能克服学习困难，取得成功。

No.	Source Text	Target Text
	Chinese language. Ultimately, she has faith and confidence that they can excel.	
6/12	Setting expectations and recognition measures, creating a motivating atmosphere, are essential in encouraging students to strive for their best. Mdm Tan implements various methods to encourage and build up confidence in her students. She tries to reward students according to their talents, no matter how small, as she firmly believes that all her students have untapped talent.	设定要求和目标、适当嘉奖，还有营造一个有利于学习华文的氛围，都能鼓励学生力争上游，把语文学好。陈老师也会适当地给予鼓励和肯定，增强学生的自信心。无论学生的成就有多小，陈老师都会给予奖励。因为陈老师深信，每一个孩子都像未雕琢的璞玉，等着才能被发掘。
6/13	"My source of motivation lies in seeing students change for the better. It's true that a lot of work and effort needs to be put in, but it is all worth it when you see them smile," said Mdm Tan.	“我的动力来自学生的改变和成功。没错，老师需要花很多心思和努力，但是学生脸上的笑容就是老师最大的收获，一切都是值得的。”

5 Discussion

The next few sections within this chapter presents the three main translation strategies adopted, namely remembering the “skopos” of the translation and keeping the target audience in mind when translating, rewriting such as rearranging sentences or adding in extra content where appropriate, and adopting a domestication style of translating in accordance with how Chinese should read natural and legitimate so that the target text can suit the local context.

5.1 Target audience – Keeping readers in mind

HolzMänttari (1984, as cited in Vermeer, 2004:236) once said that the “skopos” of a translation “is the goal or purpose, defined by the commission and if necessary adjusted by the translator”. The decision can be taken by the translator about how to translate optimally, in other words, what kind of changes will be necessary in the translated text with respect to the source text (Vermeer, 2004:236). For this project, the purpose (or “skopos”) of the translated articles in Chinese is to provide information and tips to readers who are keen to find out more about how they can better support their children in their learning of the Chinese language.

Vermeer (1987, as cited in Nord, 2014:12) also stated, “One of the most important factors determining the purpose of a translation is the addressee, who is the intended receiver or audience of the target text with their culture-specific world-knowledge, their expectations and their communicative needs.” For this project, the intended readers of the translated articles are the three types of parents mentioned earlier in Chapter 2 – parents who may be more comfortable with reading in Chinese, monolingual parents who can only speak and read Chinese, and parents of international students from the Chinese speaking countries and regions. With the target audience in mind, careful judgement and conscious choices were made by the translator (i.e. the author of this paper) whenever edits had to be made to the source text, for example, when certain sentences or paragraphs had to be rearranged, or when headlines of articles had to be rewritten instead of literally translated.

There are four basic requirements of a translation stated by Nida (1964:134) as follows: “(1) making sense, (2) conveying the spirit and manner of the original, (3) having a natural and easy form of expression, and (4) producing a similar response”. Great effort was made by the

translator to ensure that the translated articles can appeal to the target readers (parents) of the translated text, and the content can be as easily understood and digested, just like the original English articles.

Besides keeping intended readers in mind, the translator kept in mind that the translation was also done for the MOE, the creator of the source text, the supplier of the primary material. As these *Schoolbag.sg* articles are essentially created by the public service, and representative of a ministry voice, the tone and choice of words for the translated text had to be carefully thought through and decided upon. There is definitely a need for loyalty to the content, where information or facts pertaining to the names of organisations, events and awards, and policies that are in place ought to all be translated accurately. This is a reflection of the translator's professionalism.

There is however, room for creativity, in the way these facts and information are presented, which brings us to the next point on transcreation and rewriting.

5.2 Transcreation – Rewriting where appropriate

Lawrence Venuti once said, “Meaning is a plural and contingent relation, not an unchanging unified essence, and therefore a translation cannot be judged according to mathematics-based concepts of semantic equivalence or one-to-one correspondence.” (Venuti, 1995:18)

Susan Bassnett also agreed, opining that “As translations can never be the same as the original, they cannot ever be so faithful that nothing changes in the transfer process; it simply is not possible to do this. Languages are different. The skilful translator therefore finds ways of reshaping the source for a new set of readers. This is what the job of translating is.” (Bassnett, 2011:41)

Essentially, what the translator needs to do is to “rewrite”, going through “a two-stage activity, that involves careful reading at stage one and skilful writing at stage two”, and where “the interpretation a translator gives to his or her reading of the original will then be reflected in the final product” (Bassnett, 2011:42). Both the source text creator (in this case the MOE) and translated text readers (in this case the targeted parents) should understand that there ought to be a degree of freedom for the translator in reading, decoding and reshaping the source text.

The source text creator and translated text readers should also embrace the technique of “transcreation” used by the translator, where the main messages from the source text are adapted from one language to another (in this case English to Chinese), maintaining its intention, style, tone and context, but injecting creativity where appropriate. A good piece of translation should move beyond simply being a reproduction of the source text, as good translators should bring their own creativity into the equation.

As *Schoolbag.sg* articles are written with a target audience in mind, with the aim of providing information, facts and tips to parents in a more interesting, casual and easy to understand manner, they are mostly written in the style of magazine or newsletter articles. Parents read these articles for leisure and it would be an added bonus if these articles can be appealing and easy to digest.

Three of the rewriting techniques that were applied in the translated text – specifically rewriting titles and sub-headings, rearranging sentences and paragraphs, and injecting additional descriptors – are elaborated in sections 5.2.1, 5.2.2 and 5.2.3.

5.2.1 Rewriting titles and sub-headings

Titles and sub-headings were not translated literally. They had been rewritten where possible to make them more eye-catching, attractive and appealing to readers. Parallel structures or parallelism sentences were used wherever possible, for rhythm and consistent word pattern, which are familiar to Chinese readers.

In the first example below, a parallel structure “学华文，不输人”，which means “not losing out to others in the learning of Chinese” was added to the headline to make it more appealing to Chinese readers.

In the second example, the headline was translated to read “Learning idioms happily” in Chinese, keeping it short and snappy just like the English original. The technique of verbalisation was applied, changing the part of speech in accordance with how verbs are more frequently used in Chinese compared to English.

For the third example, “bilingualism” was translated to “双语之路”, which means “bilingual journey” or “bilingual path” for completeness. It is appropriate to use the analogy of a “journey” or “path” as the article goes way back to talk about the bilingual policies that were conceived in the early years of nation building following Singapore’s independence.

For the last example, the sub-heading was translated to read “bilingual education should start from young” or “bilingual education should start from the early years” by changing the part of speech to transform it into a call for action, and also to avoid using the suffix “性”, which is usually added to express a characteristic or property, when translating the term “importance” to Chinese.

No.	Source Text	Translated Text
1/1	Getting your Child a Headstart in Chinese	学华文，不输人——让您的孩子赢在起跑点！
3/1	Fun with idioms	快乐学成语
5/1	Bilingualism in Singapore	新加坡的双语之路
5/9	The Importance of Starting Early	双语教育应从小开始

5.2.2 *Rearranging sentences and paragraphs*

Paragraphs were rearranged where necessary to ensure better flow, coherent writing and cohesiveness on the whole. For example, tips 4 and 5 in No. 1/14 were rearranged in the translated article, putting the two portions on “speaking Chinese” (tip 3 in source text) and “audio learning” (tip 5 in source text) one after another instead, to create a better flow, as they both touch on speaking and listening, two fundamental language skills.

The same was done for the next example taken from Article 6, where the background to the “Inspiring Chinese Language Teacher Award” was given first, before the translator went on to describe the award recipients. This rearrangement allowed for a better flow to the subsequent paragraph on Mdm Tan Pin Yin, who was one of the recipients of the award.

No.	Source Text	Translated Text
6/3	<p><u>On top of dedication and care for students, innovative teaching approaches were also one of the factors that judges took into consideration for the deserving award recipients.</u> Co-organised by Singapore Press Holdings, the Singapore Middle School Chinese Teachers' Association, and the Singapore Chinese Teachers' Union, with sponsorship by the Lee Foundation and support from MOE, this year's award received over 900 nominations!</p>	<p>全国模范华文教师奖由新加坡报业控股、新加坡中学华文教师会及新加坡华文教师总会协办，李氏基金赞助，并获得教育部支持。今年的活动总共收到超过900份提名表格！</p> <p><u>评审团遴选的获奖老师，除了都是敬业乐业、关爱学生的好老师之外，也在教学方面出尽法宝，应用创新的教学方式让华文课堂变得更加生动有趣。</u></p>

5.2.3 Injecting additional descriptors

As *Schoolbag.sg* is an online publication that functions like an online magazine or newsletter, readers read not just to be informed, but also to be entertained. Additional descriptors were added to beef up the articles where necessary, to insert some literary flair to make the articles sound more interesting, upbeat and warm for the readers. The bold and underlined portions in the table below are examples of some of the additional content that were added in the translated text.

In the first example from Article 4, a description of how the student's efforts had paid off was added in to further explain the tears of joy, making the hidden meaning in the original article more explicit.

For the second example, “敬业乐业” was used to describe the teachers' dedication and commitment to their work; “也在教学方面出尽法宝” was added to describe the innovative teaching approaches that teachers use in their teaching, likening teachers to magicians with many tricks up their sleeves; and finally, “让华文课堂变得更加生动有趣” was included to describe how Chinese lessons have become more lively and interesting because of the teachers' dedication and innovative teaching methods. These additional descriptors do not change the intention and context of the source text. On the other hand, the addition of such rhetorical devices achieves better cohesion in the translated text, and further emphasises and

highlights the good work that Chinese teachers are doing in Singapore schools, which is what the translator would like parents to take away from reading the translated *Schoolbag.sg* articles.

In the third example, a commonly used Chinese analogy “未雕琢的璞玉”, which means uncarved or unrefined jade, was used instead of a literal translation, to refer to the students with untapped talent. The sentence was also rewritten to read how students are “waiting for (their) talents to be discovered”, which would be well-received by the Chinese readers.

No.	Source Text	Translated Text
4/7	When the student received her PSLE results the following year, the tears that flowed were those of joy as she made it to secondary school!	当学生隔年领取小六会考成绩时，落下的是喜悦的泪水，因为她成功升上了中学， <u>努力总算没有白费！</u>
6/3	On top of dedication and care for students, innovative teaching approaches were also one of the factors that judges took into consideration for the deserving award recipients.	评审团遴选的获奖老师，除了都是 <u>敬业乐业</u> 、关爱学生的好老师之外， <u>也在教学方面出尽法宝</u> ，应用创新的教学方式 <u>让华文课堂变得更加生动有趣</u> 。
6/12	She tries to reward students according to their talents, no matter how small, as she firmly believes that all her students have untapped talent.	无论学生的成就有多小，陈老师都会给予奖励。因为陈老师深信， <u>每一个孩子都像未雕琢的璞玉</u> ，等着才能被发掘。

5.3 Translator’s invisibility – Choosing domestication over foreignisation

Apart from keeping in mind who the translator was translating for – both the MOE and the three different types of parents, and rewriting where appropriate during the process of translation, great effort was also made by the translator to ensure that the strangeness of the “foreign text” (in this case the original articles in English would be all foreign to monolingual parents or parents who do not have a good command of the English language) was minimised in the translated text.

Susan Bassnett summarised Venuti’s ideas on foreignisation by writing:

Briefly, Venuti is suggesting that translators should somehow highlight the foreignness of the texts they translate, so as to ensure that readers recognise that they are reading a work that originated somewhere else in some other culture. If a translation erases all traces of the foreign, he argues, the translator will indeed become invisible and besides, the foreign texts will be appropriated by the receiving culture and its intrinsic other qualities will disappear. (Bassnett, 2011:17)

While there may be a need for the “visibility” of a translator and the “foreignness” of the source texts to be maintained as far as possible in certain cases, considering that the aim is for the translated *Schoolbag.sg* articles to be written in a transparent, fluent and smooth style, such that they are reader-friendly, there is no need for “foreignisation” in the translation of the *Schoolbag.sg* articles. Parents would not want to read an article that reads clearly like a piece of translation, one that is filled with strange words, unfamiliar phrases or awkward sentences. Excessively literal translations and unnatural sentences that may sound like “translationese” should be avoided.

Hence, the technique of “domestication” was adopted by the translator in this case. In other words, the translator had chosen to remain “invisible” by applying translation choices based on the commonly known aspects of the Chinese language and in accordance with how Chinese text should read. Words were deliberately chosen to suit the local context, rendering the source text adequately for the target readers.

Some commonly known aspects of the Chinese language include how in Chinese, there is a tendency to repeat the same words in early and later texts (for example, in different clauses within the same sentence, to specify the subject). There are also no verb final inflections to express grammatical notions in the Chinese language. Instead, grammatical notions like aspect and plurality are represented by word order and the use of grammatical particles (Hung, 2012:18). In translating English to Chinese, there is also a tendency in changing nouns to verbs, as nominalisation is common in English but there is an active use of verbs in Chinese.

In addition to the above more commonly known aspects, below are six translation techniques that were used when translating the English *Schoolbag.sg* articles into Chinese.

5.3.1 Applying Chinese four-character expressions and Chinese disyllables

As a large number of Chinese characters have homophones, which are two or more words having the same pronunciation but different meanings or written characters, modern Chinese words have become more bi- and multi-syllabic to disambiguate homophones. Hence, in accordance with Chinese language habits, there was a repeated use of Chinese idiomatic phrases, Chinese four-character expressions and Chinese disyllables (Chinese words that are bi-syllabic or made up of two syllables) in the translated text.

For example, “事半功倍”, which is literally translated to “using half the amount of effort to achieve double the results”, was used in No. 1/5 to emphasise how parents need not spend a lot of time teaching their children.

“立竿见影”, which is literally translated to “a shadow is cast when a pole is raised”, was used in No. 5/6, to capture in essence “a solution that can be implemented with immediate effect” that was written in the article. It emphasises that instant results would not be seen with Singapore’s bilingual policy and that it has to be continually refined.

A few more examples are extracted and shown below, with the Chinese four-character expressions and Chinese disyllables bold and underlined.

No.	Source Text	Translated Text
1/5	However, if parents learn to create opportunities for learning out of every interaction, they <u>don’t need to spend a lot of time ‘teaching’</u> .	其实，只要家长学会如何在与孩子的每一次接触中都创造学习机会，就能 <u>事半功倍</u> ，无需花太多时间教导孩子。
1/10	Also, revisiting the same game using different approaches, formats would also make the materials <u>‘new and fresh’</u> for children.	家长也可以用不同的形式呈现同一个游戏，让孩子觉得 <u>新颖有趣</u> ，在玩乐中 <u>温故知新</u> 。
2/4	Interact with your child in Mandarin and encourage the child to verbalise his/her thoughts in Chinese Language. Be <u>nurturing</u> and provide <u>support</u> and <u>encouragement</u> along the way.	家长应该鼓励孩子用华语表达自己的想法，并给予孩子适当的 <u>关爱</u> 、 <u>鼓励</u> 和 <u>支持</u> 。

No.	Source Text	Translated Text
5/6	Professor Gopinathan [...] believes that bilingualism is not a solution that can be implemented with immediate effect , but is a solution that needs to be continually worked at and refined .	他相信，双语教育不是一个 立竿见影 的解决方案，而是一个需要 不断改进 和 完善 的方案。

5.3.2 Keeping local readers in mind when making word choices

Language used was tweaked to suit the local context, and where necessary, terms used were deliberately chosen so that they are more familiar to a Singaporean audience.

For example, the word “tips” that appeared in both Articles 1 and 2 was translated to “贴士”， a transliterated word that is more commonly used in the Hong Kong SAR and Guangdong Province, China, but has been used by newspapers and magazines in recent years in Singapore. A quick search on www.zaobao.com.sg, the official online site for *Lianhe Zaobao*, Singapore’s largest Chinese daily newspaper, reveals that the paper uses the term “贴士” in its stories too.

Other examples include translating “hawker centres”, a unique and distinctive feature of Singapore’s local culture, to “小贩中心” ; the popular local dish “chicken rice” to “鸡饭” ; and “soya bean milk” to “豆花水” instead of “豆浆”， which is a more commonly used term in Mainland China.

No.	Source Text	Translated Text
1/3, 2/3	tips	贴士
1/13	hawker centres	小贩中心
1/13	chicken rice	鸡饭
1/13	soya bean milk	豆花水

5.3.3 Dissecting long English sentences

Sentences that are excessively long are unnatural and uncommon in the Chinese language. Where appropriate, longer and more complicated English sentences were restructured to form two or more Chinese sentences, to improve readability. Transition words or connectors such as

“也” (also), “为此” (to this end) and “因此” (therefore) were included in between sentences where necessary to improve flow.

For example, the long sentence in No. 1/3 was translated to three Chinese sentences – the first stating who Ms Diana Ser is, the second stating the ages of her three children, and finally the third focusing on her sharing five tips with the readers. The shorter Chinese sentences present information in a clear and succinct manner, and at the same time avoid the pitfall of committing “translationese”.

Three other examples are shown below, where each long English sentence was translated into two Chinese sentences each, with connectors (**bold and underlined**) used.

No.	Source Text	Translated Text
1/3	Ms Diana Ser, award-winning presenter and producer and a mother of three children, aged 5, 8 and 10, shares with us five tips on how parents can help young children learn Chinese in a fun and effective way.	获奖无数的主持人兼制作人徐秀盈本身是三个孩子的母亲。孩子年龄分别是 5 岁、8 岁和 10 岁。她与我们分享五个贴士，教导家长如何通过既有趣又有效的方式让小朋友们学习华文。
3/4	To enliven the learning of Chinese idioms, teachers at Pasir Ris Secondary School developed “The Ultimate Winner”, a set of game cards to teach 120 Chinese idioms, after a survey of their students showed that while the majority understood the importance of learning Chinese idioms, many found the process too tedious.	思励中学的几位华文老师在收集了学生的反馈之后发现，尽管大部分学生明白学习成语是重要的，但是却觉得学习成语实在太困难。 因此 ，为了使华文成语学习更加生动有趣，老师们便设计了一套由 120 条成语组成，名为《成语大玩家》的游戏卡。
3/8	Observing the excitement in the classroom and the better learning retention rate of students, the teachers are glad that the project had successfully transformed the way their students learnt Chinese idioms.	课室里积极的学习氛围，加上学生的学习成效，都足以证明《成语大玩家》游戏卡已经成功地让学生通过不一样的方式把成语学好。 为此 ，思励中学的老师们都感到十分欣慰。
6/5	To cultivate her students' interest in the language, Mdm Tan, who currently teaches in Teck Whye Secondary School, constantly explores unique teaching methods and uses different teaching materials such as cartoons, songs and drama	在德惠中学执教的陈老师为了点燃学生学习华文的兴趣，费尽心思，经常采用特别的教学方式。陈老师 也 尽量使用各式各样的教学资源，如卡通、歌曲和电视剧，来激发学生的学习兴趣。

No.	Source Text	Translated Text
	serials to stir up excitement in her students during lessons.	

5.3.4 *Changing positive and negative expressions for emphasis*

Negative expressions were turned positive, while positive expressions were written in a negative tone, depending on the context, and the emphasis of each of the sentences, in accordance with how Chinese expressions should read natural and legitimate.

For example, “keep the activities short” in No. 1/6 was translated to “活动时间不需太长”, (literally “there is no need for activities to be too long”), while “softening the ground for our children” was translated to “而是让孩子不排斥华文, 更容易接受华文” (literally “but allowing our children to not reject Chinese and to accept Chinese more easily”) for greater clarity, emphasis and impact.

Similarly, for the phrase “learning can be fun”, it was translated to read “学习不一定是枯燥乏味的” instead, which means “learning is not necessarily dull and uninteresting”, for greater emphasis on how parents can make the learning of Chinese fun and interesting for their children.

No.	Source Text	Translated Text
1/6	Keep the activities short because it is not about drilling, but softening the ground for our children	活动时间不需太长, 因为重点不是在于反复操练, 而是让孩子不排斥华文, 更容易接受华文。
1/10	Learning can be fun	学习不一定是枯燥乏味的

5.3.5 *Avoiding the passive voice*

The passive voice was turned into an active voice in certain instances, in order to avoid the use of the “bei sentences”, which are called “被字句” in Chinese. These are sentences that express the passive voice in Chinese, and they usually carry a negative connotation, for example in cases to indicate that one has been negatively affected. Examples where the active voice had been used in the Chinese translated sentences are shown below.

No.	Source Text	Translated Text
2/5	Publications such as Thumbs Up (大拇指) and Thumbs Up Junior (小拇指) by Lianhe Zaobao can also be used to enhance your child's reading skill.	家长也可以让孩子阅读《联合早报》旗下的学生刊物《大拇指》和《小拇指》，以提高孩子的阅读能力。
5/6	Policies that were conceived in the early stages of nation building would need to be constantly refined with time and the trend of globalisation.	新加坡建国初期推行的政策需要顺应时代的变化和全球化的趋势不断地进行适时的调整。
6/9	She was touched by the caring nature of her teachers	老师们对学生的无私关爱感动了陈老师。

5.3.6 Specifying subjects for existential clauses

Existential clauses in English usually use the “dummy subject” construction, in other words, the use of the word “there” (which includes “there is”, “there are”, “there appears to be”, among others). When translating them to Chinese, specific subjects, such as “家长” (parents) and “课程” (curriculum), were added to the sentences to provide more clarity, and in some cases, to speak directly to the parents, who are the intended readers of the articles.

No.	Source Text	Translated Text
1/7	There are many online resources parents can refer to for ideas, so be creative about the types of activities you can do with your child.	您 可以参考网上资源，也可以发挥创意，设计不同的活动，让孩子参与其中。
1/12	there are a myriad of ways to make Chinese interesting	家长 可以尽量用不同的方式让学习华文变得多姿多彩、生动有趣。
2/2	In addition, there will be an emphasis on spoken and written interaction skills.	除此之外， 课程 也会特别强调口语和书写的表达能力。

6 Conclusion

Bilingual education is the cornerstone of Singapore's education system, and is an important distinctive feature that is here to stay. It is believed that Singapore will continue to value the importance of the teaching and learning of MTLs, just as she has done so since her independence. The learning of MTLs is not only important for the transmission of values and culture, it is also imperative for children who are living in an increasingly interconnected and globalised world to know more than one language, in order to communicate effectively and remain competitive.

It is not enough simply for the Singapore Government, the MOE, schools and teachers to push for the learning of MTLs. Parents play a very important role too, for they exert a considerable amount of influence on their children. There are parents who may only know how to read Chinese and speak Mandarin, but are keen to support their children in the learning of the Chinese language. This is where the translation of English resources for parents plays a valuable part.

Beneficial and useful education-related resources that are made available to parents only in English, such as *Schoolbag.sg*, should be translated to Chinese, and the other two official MTLs. When translating the resources, the three main translation strategies that can be adopted across all three languages are remembering the “skopos” of the translation and keeping target audience in mind when translating, rewriting such as rearranging sentences or adding in extra content where appropriate, and adopting a “domestication” style of translating in accordance with how the target language should read natural and legitimate so that the target text can suit the local context.

For the purpose of this project, only six articles from *Schoolbag.sg* were translated into Chinese. It is but a small step. Nevertheless, it is hoped that this could be a modest spur towards a possible bigger effort. For example, translation can be done for more articles in order to build a terminology database or glossary for the MOE, so that there is consistency in the English-to-Chinese translations of education-related materials for future use in subsequent projects. There may also be value in conducting a survey with parents, to confirm the demand for the articles

in the official MTLs, and to seek parents' views on the types of articles they would like to see being translated to better help them in supporting their children in their education journey.

The Chairperson for the National Translation Committee Chee Hong Tat said in a recent speech that "quality translations are essential for effective communication and are also a sign of respect to our different ethnic communities" (Chee, 2017). It is certainly important to have the Ministry's voice in Malay and Tamil as well, to reach out to the Malay and Indian communities, and to support the Malay and Indian parents who would like to play a part in helping their children learn their MTLs. There is definitely value in translating available English resources, and the recommendation would be for the MOE to consider creating *Schoolbag.sg* in the three official MTLs.

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APPENDIX 1: LIST OF SELECTED *SCHOOLBAG.SG* ARTICLES

The source text from *Schoolbag.sg* is reproduced and translated in Chinese with permission of the Ministry of Education, Singapore. Appended is the full list of selected *Schoolbag.sg* articles and their corresponding links.

Article	Headline	Link
1	Getting your Child a Headstart in Chinese	https://www.schoolbag.sg/story/getting-your-child-a-headstart-in-chinese
2	How Parents Can Support their Children in the Learning of Chinese Language in Primary Schools	https://www.schoolbag.sg/story/support-the-learning-of-chinese-language-in-pri-sch
3	Fun with Idioms	https://www.schoolbag.sg/story/fun-with-idioms
4	Heard of Chinese Character Aerobics?	https://www.schoolbag.sg/story/heard-of-chinese-character-aerobics
5	Bilingualism in Singapore	https://www.schoolbag.sg/story/bilingualism-in-singapore
6	Inspiring Teacher Makes Chinese Language Come Alive	https://www.schoolbag.sg/story/inspiring-teacher-makes-chinese-language-come-alive


APPENDIX 2: EMAIL CORRESPONDENCE WITH THE MINISTRY OF EDUCATION (MOE)

Email 1: Email to the MOE dated 9 January 2017

Microsoft Corporation [US] | <https://outlook.office.com/owa/projection.aspx>

Reply all | Delete | Junk | ...

(For MOE's consideration) Permission to reproduce and translate schoolbag.sg articles for academic purposes

 #LIM XIN BEI AMMILY#
Mon 9/1, 10:35 PM
edawanty_abdul_razak@moe.gov.sg; jimmy_tang@moe.gov.sg

NTU MTI 2016

Dear Eda,

Hope this email finds you well.

I am currently pursuing the Master of Arts in Translation and Interpretation (MTI) at Nanyang Technological University (NTU). As part of my capstone project, which is an important component of my study under the MTI programme, I would like to produce English-to-Chinese translation for a few articles published on <https://www.schoolbag.sg/>, and am writing to seek MOE's permission.

These are the selected articles that will be translated to Chinese for my project:

- <https://www.schoolbag.sg/story/getting-your-child-a-headstart-in-chinese>
- <https://www.schoolbag.sg/story/support-the-learning-of-chinese-language-in-pri-sch>
- <https://www.schoolbag.sg/story/fun-with-idioms>
- <https://www.schoolbag.sg/story/heard-of-chinese-character-aerobics>
- <https://www.schoolbag.sg/story/bilingualism-in-singapore>
- <https://www.schoolbag.sg/story/inspiring-teacher-makes-chinese-language-come-alive>
- <https://www.schoolbag.sg/story/language-learning-blends-with-charity-and-entrepreneurship-in-new-town-primary>
- <https://www.schoolbag.sg/story/making-chinese-language-real-and-relevant>

As far as I know, <https://www.schoolbag.sg/> is only available in English, and the above articles have not been translated into Chinese. If these articles have not been translated into Chinese, may I please seek your permission to use them in my translation project? This project is solely for academic purposes. My final work will be in the form of a research paper, which will be submitted for assessment in the following format: original text, my translation, my academic analysis and discussion. After assessment by the NTU faculty, it will be catalogued by the NTU library and will be accessible to NTU staff and students.

I will acknowledge that permission has been granted by MOE in my final paper. Unless you have a preferred phrasing, I propose the following lines:

"The source text is reproduced by kind permission of the Ministry of Education, Singapore. Permission has also been granted to produce the translated version in Chinese."

Should you require more information or clarification, I am contactable at 96495612.

I look forward to hearing from you, and many thanks in advance!

Yours sincerely,


Ammily Lim

Email 2: The MOE's reply dated 10 January 2017

Microsoft Corporation [US] | <https://outlook.office.com/owa/projection.aspx>

Reply all | Delete | Junk | ...

RE: (For MOE's consideration) Permission to reproduce and translate schoolbag.sg articles for academic purposes

 Edawanty ABDUL RAZAK (MOE) <Edawanty_ABDUL_RAZAK@moe.gov.sg>
Tue 10/1 11:20 AM
#LIM XIN BEI AMMILY#, Jimmy TANG (MOE) <Jimmy_TANG@moe.gov.sg> ✉

Inbox

You forwarded this message on 6/2/2017 11:11 PM

Action Items

Message Classification: Restricted

Hi Ammily,

Sure, pl go ahead. Suggested edits to the permission lines below.

When ready, could we also get a copy of the translated articles?

Edawanty Abdul Razak (Ms)
Senior Assistant Director, New Media, Communications Division
Communications and Engagement Group
Tel: +65 6879 5887 • Fax: +65 6775 0276
Ministry of Education • 1 North Buona Vista Drive, Singapore 138675 • <http://www.moe.gov.sg>
Integrity the Foundation • People our Focus • Learning our Passion • Excellence our Pursuit

CONFIDENTIALITY: If this email has been sent to you by mistake, please notify the sender and delete it immediately. As it may contain confidential information, the retention or dissemination of its contents may be an offence under the Official Secrets Act.

From: #LIM XIN BEI AMMILY# [mailto:LI0002LY@e.ntu.edu.sg]
Sent: Monday, 9 January, 2017 10:35 PM
To: Edawanty ABDUL RAZAK (MOE) <Edawanty_ABDUL_RAZAK@moe.gov.sg>
Cc: Jimmy TANG (MOE) <Jimmy_TANG@moe.gov.sg>
Subject: (For MOE's consideration) Permission to reproduce and translate schoolbag.sg articles for academic purposes

Dear Eda,

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- <https://www.schoolbag.sg/story/fun-with-idioms>
- <https://www.schoolbag.sg/story/heard-of-chinese-character-aerobics>
- <https://www.schoolbag.sg/story/bilingualism-in-singapore>
- <https://www.schoolbag.sg/story/inspiring-teacher-makes-chinese-language-come-alive>
- <https://www.schoolbag.sg/story/language-learning-blends-with-charity-and-entrepreneurship-in-new-town-primary>
- <https://www.schoolbag.sg/story/making-chinese-language-real-and-relevant>

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I will acknowledge that permission has been granted by MOE in my final paper. Unless you have a preferred phrasing, I propose the following lines:

"The source text from Schoolbag.sg is reproduced and translated in Chinese with permission of the Ministry of Education, Singapore."

Should you require more information or clarification, I am contactable at 96495612.

I look forward to hearing from you, and many thanks in advance!

Yours sincerely,

Ammily Lim

APPENDIX 3: LIST OF OFFICIAL CHINESE TRANSLATED TERMS

EDUCATION-RELATED TERMS UNIQUE TO SINGAPORE			
Source Text	Translated Text	No.	Source
A-level	A 水准	6/10	Ministry of Education, Singapore. (2016b). <i>Primary School Education Booklet (Chinese)</i> . Retrieved February 18, 2017 from the Ministry of Education, Singapore web site: https://www.moe.gov.sg/docs/default-source/document/education/primary/files/moe-pri-edu-(cl)-2016-booklet.pdf
Chinese Character Aerobics	汉字笔画操	4/1 4/4	Tan, L.T., & Ong, J. Q. (2012, August 21). 沈颖: 不要整天提醒孩子讲华语 [Sim Ann: Do not remind children to speak Mandarin everyday]. <i>Lianhe Zaobao</i> , p. 6.
Foundation Chinese	基础华文	4/7	Ministry of Education, Singapore. (2014). <i>Subject-based Banding in Primary Schools Brochure (Chinese)</i> . Retrieved February 18, 2017 from the Ministry of Education, Singapore web site: https://www.moe.gov.sg/docs/default-source/document/education/primary/files/subject-based-banding-chinese.pdf
iMTL Portal	乐学善用互动平台	2/9	Ministry of Education, Singapore. (2011). <i>2010 Mother Tongue Languages Review Committee Report (Chinese)</i> . Retrieved February 18, 2017 from the Ministry of Education, Singapore web site: https://www.moe.gov.sg/media/press/files/2011/01/mtl-review-report-2010-chinese.pdf
Lead Teacher	主导教师	4/2	Government of Singapore. (2017). <i>Government Terms Translated</i> . Retrieved from the www.gov.sg Portal: https://www.gov.sg/resources/translation
Primary School Leaving Examination	小学离校考试 (小六会考)	4/7	Government of Singapore. (2017). <i>Government Terms Translated</i> . Retrieved from the www.gov.sg Portal: https://www.gov.sg/resources/translation
The Ultimate Winner	成语大玩家	3/4	Email reply from Pasir Ris Secondary School (Appendix 4)

NAMES OF AWARDS			
Source Text	Translated Text	No.	Source
Inspiring Chinese Language Teacher Award	全国模范华文教师奖	6/2	九教师获颁“全国模范华文教师奖” [Nine teachers awarded the Inspiring Chinese Language Teacher Award]. (2013, June 6). <i>Lianhe Zaobao</i> . Retrieved from http://www.zaobao.com.sg/lifestyle/education/news/story20130606-212806
President's Award for Teachers	卓越教师总统奖	4/9	即日起接受提名 卓越教师总统奖扩大 [The President's Award for Teachers opens for nominations today and will be expanded]. (2017, January 21). <i>Lianhe Zaobao</i> . Retrieved from http://www.zaobao.com.sg/news/singapore/story20170121-716026
NAMES OF COMMITTEES, EVENTS AND ORGANISATIONS			
Source Text	Translated Text	No.	Source
East Asia Summit (EAS) Conference on Bilingualism	东亚峰会“双语教学政策与实践”研讨会	5/3	Tan, L.T. (2013, September 14). 沈颖：加强双语教育成效 需各界配合与推动 [Sim Ann: A need for cooperation and promotion by various sectors to strengthen the effectiveness of bilingual education]. <i>Lianhe Zaobao</i> , p. 7.
Lee Foundation	李氏基金	6/3	National Library Board Singapore. (2017). <i>Donors Showcase: Lee Foundation</i> . Retrieved February 18, 2017 from the National Library Board Singapore web site: http://www.nlb.gov.sg/donors/lee-foundation/
Lee Kuan Yew Fund for Bilingualism	李光耀双语基金	5/11 5/12	Lee Kuan Yew Fund for Bilingualism. (2014). <i>About the Fund</i> . Retrieved February 18, 2017 from the Lee Kuan Yew Fund for Bilingualism official web site: http://www.bilingualism.sg/about-the-fund/about-the-fund
Singapore Chinese Teachers' Union	新加坡华文教师总会	6/3	Singapore Chinese Teachers' Union. (2013). <i>Homepage</i> . Retrieved February 18, 2017 from the Singapore Chinese Teachers' Union web site: http://www.sctu.org.sg/jiaozong/

Source Text	Translated Text	No.	Source
Singapore Middle School Chinese Teachers' Association	新加坡中学华文教师会	6/3	全国模范华文教师奖 开始接受提名 [Inspiring Chinese Language Teacher Award starts accepting nominations]. (2017, January 3). <i>Lianhe Zaobao</i> . Retrieved from http://www.zaobao.com.sg/znews/singapore/story20170103-708968
Singapore Press Holdings	新加坡报业控股	6/3	新加坡报业控股 [Singapore Press Holdings]. (2016). In <i>Wikipedia</i> . Retrieved from https://zh.wikipedia.org/wiki/新加坡报业控股
NAMES OF PEOPLE			
Source Text	Translated Text	No.	Source
Kelly Chen	陈芯莹	4/5	Email reply from Guangyang Primary School (Appendix 4)
Mdm Tan Pin Yin	陈冰莹	6/2	九教师获颁“全国模范华文教师奖” [Nine teachers awarded the Inspiring Chinese Language Teacher Award]. (2013, June 6). <i>Lianhe Zaobao</i> . Retrieved from http://www.zaobao.com.sg/lifestyle/education/news/story20130606-212806
Minister of State for Education and Communications and Information, Ms Sim Ann	新加坡教育部兼通讯及新闻部政务部长沈颖	5/11	Tan, L.T. (2013, September 14). 沈颖：加强双语教育成效 需各界配合与推动 [Sim Ann: A need for cooperation and promotion by various sectors to strengthen the effectiveness of bilingual education]. <i>Lianhe Zaobao</i> , p. 7.
Miss Sim Lucy	沈露丝	4/2	Email reply from Guangyang Primary School (Appendix 4)
Ms Diana Ser	徐秀盈	1/3	Nanyang Technological University. (2012). <i>Nanyang Outstanding Young Alumni Award Recipient (2005)</i> . Retrieved February 18, 2017 from the Nanyang Technological University web site: http://www.ntu.edu.sg/NanyangAlumniAwards/Recipients/PreviousYearAwardRecipients/2005/Pages/MsSerSiewYien,Diana_徐秀盈小姐.aspx


Source Text	Translated Text	No.	Source
Professor Gopinathan	哥比纳丹教授	5/6 5/7	Tan, L.T. (2013, September 14). 沈颖：加强双语教育成效 需各界配合与推动 [Sim Ann: A need for cooperation and promotion by various sectors to strengthen the effectiveness of bilingual education]. <i>Lianhe Zaobao</i> , p. 7.
Zhang Xiaozhou	(无)	3/7	Email reply from Pasir Ris Secondary School (Appendix 4)
NAMES OF SCHOOLS			
Source Text	Translated Text	No.	Source
Guangyang Primary School	光洋小学	4/2	Guangyang Primary School. (2017). <i>History</i> . Retrieved February 18, 2017 from Guangyang Primary School's official web site: http://guangyangpri.moe.edu.sg/principals_message/history/
Lee Kuan Yew School of Public Policy, National University of Singapore	新加坡国立大学 李光耀公共政策学院	5/6	National University of Singapore. (2013). 学院简介 [About the school]. Retrieved February 18, 2017 from the Lee Kuan Yew School of Public Policy web site: http://lkyspp.nus.edu.sg/admissions/graduate-programmes/mpam/about-schools/
Pasir Ris Secondary School	思励中学	3/4	Oh, K. M. (2015, February 11). 教师设计游戏卡 思励中学学生“抢着”学成语 [Teachers design card game, students at Pasir Ris Secondary School jump at the opportunity to learn Chinese idioms]. <i>Lianhe Zaobao</i> . Retrieved from http://www.zaobao.com.sg/lifestyle/education/news/story20150211-445528
Source Text	Translated Text	No.	Source
Teck Whye Secondary School	德惠中学	6/5	Teck Whye Secondary School. (2016). <i>Principal's Message</i> . Retrieved February 18, 2017 from Teck Whye Secondary School's official web site: http://teckwhyesecond.moe.edu.sg/wp-content/uploads/about-us.html

APPENDIX 4: EMAIL CORRESPONDENCE WITH SCHOOLS

Email 1: Email to Guangyang Primary School dated 6 February 2017

Microsoft Corporation [US] | <https://outlook.office.com/owa/projection.aspx>

Reply all | Delete Junk | ...

 #LIM XIN BEI AMMILY#
Mon 6/2/2017 11:06 PM
To: gyps@moe.edu.sg

Sent Items

Dear Mr Vimalenthiran

Hope this email finds you well.

I am currently pursuing the Master of Arts in Translation and Interpretation (MTI) at Nanyang Technological University (NTU). As part of my capstone project, which is an important component of my study under the MTI programme, I would like to produce English-to-Chinese translation for a few articles published on <https://www.schoolbag.sg/>.

I have sought permission from the Ministry of Education (MOE), and approval has been granted. My email correspondence with MOE is forwarded below, for the school's reference.

One of the articles that I will be translating to Chinese is "Heard of Chinese Character Aerobics?" (<https://www.schoolbag.sg/story/heard-of-chinese-character-aerobics>), a feature on your school's unique teaching method. I am writing to seek your assistance, please, in sharing with me the Chinese names of Ms Sim Lucy and student Kelly Chen, who are both featured in the schoolbag article. I understand that Ms Sim Lucy's Chinese name is 沈露丝 from various local Chinese media reports. Could the school confirm if this is accurate, please? This is to ensure the factual accuracy of my translated article, and to avoid using transliteration when translating names of people.

This project is solely for academic purposes. I will acknowledge Guangyang Primary School in my paper, and will share a copy of my Chinese translation of the article with the school when it is ready.

Should you require more information or clarification, I am contactable at 96495612.

I look forward to hearing from you, and many thanks in advance!

Yours sincerely,
Ammily Lim

Email 2: Guangyang Primary School's reply dated 8 February 2017

Microsoft Corporation [US] | <https://outlook.office.com/owa/projection.aspx>

Reply all | Delete | Junk | ...

Fwd: (For Guangyang Primary's assistance) Chinese names of Ms Sim Lucy and student Kelly Chen



Chia Song Seet <seet_chia_song@moe.edu.sg>

Wed 8/2/2017 1:15 PM

To: #LIM XIN BEI AMMILY#



Reply all |

Inbox

Dear Ammily

Thank you for the interest in our article, and with regard to your enquiry, the Chinese Name of Ms Sim Lucy is correct 沈露丝 and the name of Kelly Chen is 陈芯莹.

Wishing you the best on your work!


Regards,
Seet Chia Song (Mr)
HOD/ MTL
Guangyang Primary School

Email 3: Email to Pasir Ris Secondary School dated 6 February 2017

Microsoft Corporation [US] | <https://outlook.office.com/owa/projection.aspx>

Reply all | Delete | Junk | ...

(For Pasir Ris Secondary's assistance) Chinese names of "The Ultimate Winner" and student Zhang Xiaozhou

 #LIM XIN BEI AMMILY#
Mon 6/2/2017 11:11 PM
To: prss@moe.edu.sg

Reply all

Sent Items

You forwarded this message on 14/2/2017 12:16 AM

Dear Mrs Hilda Thong

Hope this email finds you well.

I am currently pursuing the Master of Arts in Translation and Interpretation (MTI) at Nanyang Technological University (NTU). As part of my capstone project, which is an important component of my study under the MTI programme, I would like to produce English-to-Chinese translation for a few articles published on <https://www.schoolbag.sg/>.

I have sought permission from the Ministry of Education (MOE), and approval has been granted. My email correspondence with MOE is forwarded below, for the school's reference.

One of the articles that I will be translating to Chinese is "Fun with Idioms" (<https://www.schoolbag.sg/story/fun-with-idioms>), a feature on your school's unique Chinese card game. I am writing to seek your assistance, please, in sharing with me the Chinese names of the card game "The Ultimate Winner" and student Zhang Xiaozhou, who is featured in the schoolbag article. I understand that "The Ultimate Winner" is named 《成语大玩家》 from various local Chinese media reports. Could the school confirm if this is accurate, please? This is to ensure the factual accuracy of my translated article, and to avoid using transliteration when translating names.

This project is solely for academic purposes. I will acknowledge Pasir Ris Secondary School in my paper, and will share a copy of my Chinese translation of the article with the school when it is ready.

Should you require more information or clarification, I am contactable at 96495612.

I look forward to hearing from you, and many thanks in advance!

Yours sincerely,
Ammily Lim

Note: A gentle reminder email was sent again to the school on 14 February 2017.

Email 4: Pasir Ris Secondary School's reply dated 16 February 2017

Microsoft Corporation [US] | <https://outlook.office.com/owa/projection.aspx>

Reply all | Delete | Junk | ...

Fwd: Fw: (For Pasir Ris Secondary's assistance) Chinese names of "The Ultimate Winner" and student Zhang Xiaozhou



Wong Wei Long <wong_wei_long@moe.edu.sg>

Thu 16/2/2017 6:23 PM

To: #LIM XIN BEI AMMILY#



Reply all | ...

Inbox

To help protect your privacy, some content in this message has been blocked. To re-enable the blocked features, [click here](#).

To always show content from this sender, [click here](#).

Hi Ammily

Apologies for the delayed response.

Here are the names in Chinese you require:

a. The Ultimate Winner: 成语大玩家

We are currently unable to find out the Chinese characters for the student Zhang Xiaozhou as we could not locate this name in our records.

Our sincere apologies & all the best for your project.

Rgds

DECLARATION OF AUTHORSHIP

Name	Lim Xin Bei Ammily
Matriculation No	G1503543A
Course Code	TI 6302
Course Title	Capstone Project
Supervisor	Helena Hong Gao
Submission Date	1 March 2017

Plagiarism and Collusion

Plagiarism: to use or pass off as one's own, the writings or ideas of another without acknowledging or crediting the source from which the ideas are taken.

Collusion: submitting an assignment, project or report completed by another person and passing it off as one's own (as defined in the NTU Honour Code

<http://www.ntu.edu.sg/Pages/home.aspx>)

I understand the nature of plagiarism to include the reproduction of someone else's words, ideas or findings and presenting them as my own without proper acknowledgement.

I understand that there are many forms of plagiarism which include direct copying or paraphrasing from someone else's published work (either electronic or hard copy) without acknowledging the source; using facts, information and ideas derived from a source without acknowledgement; producing assignments (required to be independent) in collaboration with and/or using the work of other people; and assisting another person to commit an act of plagiarism.

I understand that the work submitted may be reproduced and/or communicated by the University or a third party authorized by the University for the purpose of detecting plagiarism.

Penalties for Plagiarism and Collusion

The penalties associated with plagiarism reflect the seriousness with which NTU view cheating, and its commitment to academic integrity. This could include the award of a failing grade for the assignment (or the course), or expulsion from the University. This policy applies to all work submitted, including oral presentations and/or written work.

Keep a copy of the Assignment

Be sure to make a copy of your work. If you have submitted your assignment electronically, also make a backup copy.

Declaration

I declare that this assignment is my own work, unless otherwise referenced, as defined by the NTU policy on plagiarism. I have read the NTU Honour Code and Pledge.

Signed 

Date 1 March 2017