

Learning an Indian language as a foreigner visiting India for a short duration

Visual Communication Project 3
M. Des.

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Guide: Prof. Girish Dalvi



Industrial Design Centre
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Approval Sheet

The Visual Communication Project 2 entitled '**Learning an Indian language as a foreigner** visiting India for a short duration' by Pooja Masurkar (Roll no. 136250014) is approved, in partial fulfilment of requirements of the Masters of Design degree in Visual Communication in Industrial Design Centre of Indian Institute of Technology, Bombay.

Guide 

Internal Examiner 

External examiner 

Chairperson 

Declaration

I declare that this written submission represents my ideas in my own words and where others' ideas or words have been included, I have adequately cited and referenced the original sources. I also declare that I have adhered to all principles of academic honesty and integrity and have not misrepresented or fabricated or falsified any idea/ data/ fact/ source in my submission. I understand that any violation of the above will be cause for disciplinary action by the Institute and can also evoke penal action from the sources which have thus not been properly cited or from whom proper permission has not been taken when needed.



Pooja Masurkar
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Date: 25th June, 2015.

Acknowledgements

I thank my project guide Prof. Girish Dalvi. I am grateful to all participants who volunteered in sharing their experiences for the project. I owe my gratitude to Industrial Design Centre and Indian Institute of Technology Bombay for providing the opportunity and resources to work on this project.

Thank you,

Pooja Masurkar

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1. Abstract

This project aims to build a product that enables foreign tourists visiting India to learn an Indian language spoken in India i.e. Hindi. The target audience of this product are the tourists visiting India for a short period of time falling in the range of one week to one month. Hence the user research, study of competitive products in the market and design of the product was done keeping in mind the needs of this target audience.

The design goal is to enable overseas visitors in India for a short duration to converse in Hindi for at least one minute. The process of designing included user research, field visits, study of competitive products in the market, ideating several concepts, understanding the context, imagining the scenarios, planning the conversation, system design thinking, interface design, execution of the final product and evaluating the same with users.

The features of the final product include audio output, translation, vocabulary building, basic grammar, access to a wide range of phrases and sentences that can be used in common situations that users might encounter during their stay in India. These features integrate the functionality and form of the product. The design focus of this project is efficient functioning of the product wherein the purpose of the product and content are supreme. The ideation of the final design concept considers factors such as the time constraint of the visitors, their journey route and access to the learning application during the same. It complies with responsive design principles and can be accessed on all devices such as a desktop computer, tablet or smartphone.

2. Introduction

In the current scenario of globalisation with the acceleration of trade and commerce due to the fast pace of development in the information communication sector and growing trend of urbanisation, we are witnessing collaborations between the people of various nations for joint endeavours in business and non-profit ventures. Since India is a major developing economy in the international market scenario with massive investment opportunities owing to its large and culturally diverse population several entrepreneurs and adventure seeking enthusiasts are visiting India. Apart from industrial undertakings, the fields of research and innovation in the educational and medical sectors are drawing overseas guests to India in the pursuit of breakthroughs in their activities. Learning an Indian language such as Hindi will help them to establish a cultural connect with Indians.

Hence, in this setting of an age observing tremendous exchange of ideas between people of diverse communities of the world one major hurdle is communication. When people belonging to different parts of the globe meet, their distinct languages and characteristics pose a major roadblock in reciprocity. Considering this barrier, this project aims at reducing the communication gap between Indians and foreign tourists visiting India by developing a learning aid that will equip them to learn a local language. This project has focused on Hindi as the Indian language that would be learnt through a digital application by the foreigners. The prime motive of the application is to enable spoken hindi by the foreigner.

The design goal is to enable overseas visitors in India for a short duration to converse in Hindi for at least one minute was established on the premise that in the first one minute people of two different

languages are most likely to include conversational content such as exchanging pleasantries, greetings, interrogating about wayfinding and navigation, emergency situations and phrases that are required most often during their short stay in India.

Motivation: The driving force behind this project is the need for a cultural connect through speaking the language of the other country. Since language is major factor linked with connecting people, the project aims at facilitating a conversation through the final product outcome.

Design Brief: The design goal was to enable a foreigner to engage in the first few minutes of a conversation in the language spoken in the foreign country. Eg. Hindi in India.

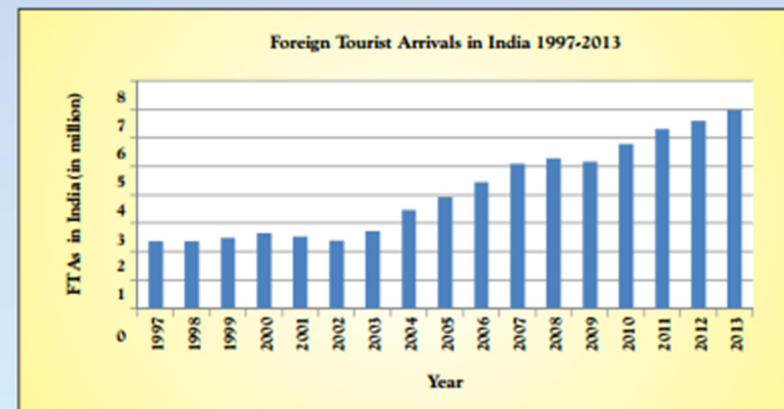
Process: The process followed to design the final product included data collection, user study, finding insights from them, field visit studies to understand methods of learning in foreign language learning classes. market research, analysing competitive products, ideating several concepts, planning and predicting imaginary scenarios, interface design, learning phases in the product, system design thinking and evaluation of the final product with feedback from users.

TABLE 1

Foreign Tourist Arrivals (FTAs) in India, 1997-2014

Year	FTAs from Tourism in India (in Million)	Percentage (%) change over the previous year
1997	2.37	3.8
1998	2.36	-0.7
1999	2.48	5.2
2000	2.65	6.7
2001	2.54	-4.2
2002	2.38	-6.0
2003	2.73	14.3
2004	3.46	26.8
2005	3.92	13.3
2006	4.45	13.5
2007	5.08	14.3
2008	5.28	4.0
2009	5.17	-2.2
2010	5.78	11.8
2011	6.31	9.2
2012	6.58	4.3
2013	6.97	5.9
Jan-June, 2014	3.54(P)	5.2 @@

(P) Provisional, @@ Growth rate over Jan-June, 2013.
 Source: (i) Bureau of Immigration, Govt. of India, for 1997-2013
 (ii) Ministry of Tourism, Govt. of India, for Jan-June, 2014



Courtesy: <http://tourism.gov.in/writereaddata/CMSPagePicture/file/marketresearch/Incredible%20India%20final%2021-7-2014%20english.pdf>

3.Target Audience

The target audience for the product are foreigners visiting India for a short duration ranging from one week to one month. The product is meant for learners from any country on the world map. It assumes that the learner knows basic conversational English and can choose to use the product at his disposal. There is no compulsion to go through all phases of the product at once to accomplish the objective of enabling the foreigner to speak hindi. The minimum time required by the person to complete one set of the application is 20 minutes. The user may also use it as a tool to support the conversation with the help of the proposed reference library in the application(final product). It also assumes that the learner has access to an internet connection and mobile, personal computer or a tablet to avail the facilities of the product.

4. Design Insights and Product Brief

In order to understand the unchartered needs, desires and problems of the tourists visiting India I interviewed several overseas tourists from varied age groups. These were foreigners who were in India for a short time to visit tourist places such as Chhatrapati Shivaji Vastu Sangralay, conferences at IIT Bombay, researchers, students in exchange programmes, performers and exhibitors at the Techfest and foreign language teachers at IIT Bombay.

i) Product Brief

After having conducted the user study with forms and video interviews the main insights were that tourists do not face major problems in communication in a city like Mumbai which comprises of a cosmopolitan culture. However, many interviewees expressed their difficulty in understanding the Indian English accent. The main problem noted during the interviews was that the tourists faced difficulties in adapting to the various differing regional languages in the country. Hence, the problems identified define the goal of the project to develop a hindi language learning tool targeted at foreign learners who would stay in India for a short duration ranging from one week to one month. The content included in this application are greetings, pleasantaries, phrases needed for wayfinding and navigation and emergency phrases.

ii) Design Problem

Foreigners from across the globe are unable to speak and understand the local language while they are in India. Hence, it would be prudent and beneficial to learn hindi conversation starters and a few phrases.



iii) User Study with forms

Foreigners were interviewed at various conferences and departments at IIT Bombay with help of a form which included several language related questions seeking answers such that will help develop a tool to learn an Indian language.

Project 3 | Developing a tool to enable foreigners to learn an Indian language | User Studies | IDC, IIT Bombay

1	Country	
2	Language	
3	Duration of stay in India	
4	Reason/objective to visit India	
5	Apart from work what would you like to know about India (visit tourist places/know about history, culture and politics)	
6	What problems did you face in India while staying in India until now?	
7	Do you know any Indian language? (Yes/No)	
8	If answer to the above question is no, would you like to know any Indian language?	
9	Did you prepare anything before coming to India?	
10	Do you have any Indian friends in your country of residence from whom you may know an Indian language?	
11	Have you used any tools to communicate in the local language? (eg. Google Transliteration)	
12	Which other guide do you use during your stay in India?	
13	Suggestions	

Project 3: Developing a tool to enable foreigners to learn an Indian language! (Topic: Studies DEC, BY Blombery)	
1	Country
2	Language
3	Duration of stay in India
4	Research objectives to visit India
5	Report from whom what would you like to know about India (topic, history, places, know about history, culture and politics)
6	What problems did you face to learn while staying in India until now?
7	Do you know any Indian language? (yes/no)
8	If answer to the above question is no, would you like to know any Indian language?
9	Did you prepare anything before coming to India?
10	Do you have any Indian friends in your country of residence from whom you may know an Indian language?
11	Have you used any tools to communicate in the local language? (eg. Google Translation)
12	Which other guide do you use during your stay in India?
13	Suggestions/Remarks

Project 3: Developing a tool to enable foreigners to learn an Indian language (Unit: Structures IOC, HT Bombay)		2nd Jan - Task for Teacher
1	Country	US
2	Language	English
3	Duration of stay in India	
4	Reason/objective to visit India	Performance, ice skating
5	Apart from work what would you like to know about India (visit tourist places) (know about history, culture and politics)	
6	What problems do you face in India while staying in India until now?	Indian, goodbye, ingratitude phrases
7	Do you know any Indian language? (Yes/No)	
8	If answer to the above question is no, would you like to know any Indian language?	
9	Did you prepare anything before coming to India?	
10	Do you have any Indian friends in your country of residence from whom you may know an Indian language?	
11	Have you used any tools to communicate in the local language? (eg. Google Translation)	No
12	Which other guide do you use during your stay in India?	Teacher
13	Suggestions/Remarks	

iv) User study - Video Interviews - Insight gained user wise.



Tourists at Chhatrapati Shivaji Vastu Sangralay From Denmark

They had communication problems with the staff at the hotel where they were staying in Mumbai. They were unable to understand the language Indians were speaking hence in my final product I have included common phrases that foreigners can use to converse with locals along with audio so that they can listen beforehand how the phrases sound when spoken aloud.



Works at French Consulate From France

Narrated an incident where she found it difficult to communicate with the taxi driver while she was travelling in the city of Pune and could not find her way to her destination. The conversational practice phase includes sentences that help in navigation.



Assistant at a stall in Techfest From France

Had communication problems while traveling. She would have liked to learn a few phrases in Hindi. The reference library and conversation practice phase caters to people who want to learn only a few phrases.



Performers at Techfest, IIT Bombay From Poland

They did not encounter any problem with language in Mumbai. They appreciated and expressed their fascination for the diverse culture in India. By learning a liittle bit of hindi language such users could establish a cultural connect with Indians.



Language Associate at IIT Bombay From Germany

She wanted to learn Hindi but was not successful because she found the phonetics and script cumbersome to grasp in a short period of time. The final product includes script as an aid to the audio while translating the language.



Language Associate at IIT Bombay From France

She did not find language to be a problem while in India but, she would like to learn it eventually. A person who is unlikely to spend more time going through all phases can only glance through the final conversational practice phase while using the application.



Exhibitors at Techfest, IIT Bombay
From Poland

They did not seem to find language as a major barrier to communicate in Mumbai. However, they found the pace of the English accent that Indians speak too fast to catch up. They showed an interest in learning the language but felt that their stay in India was too short a time duration to learn any Indian language. The final application lets such users spend the least amount of time in learning the language yet get familiarised with few terms in Hindi.



Attendees at a conference in IIT Bombay
From China

They did not find language as a major hurdle though they felt that the Indian accent was unfamiliar and difficult to understand. The audio translation feature lets such learners know the exact pronunciation in Hindi.



Digital Artist promoting a product at Techfest, IIT Bombay

He said that he had a very good experience in India and liked the hospitality of the people. Learning Hindi will help such users to establish a cultural connect with Indians.



On a work assignment at Techfest, IIT Bombay

From USA

She looked up the names of Indian cuisines every night on Google search to see the meaning of the words and the recipes. The reference library of the final application lets foreigners interested in Indian cuisine to know the hindi names of the ingredients.



Student at IIT Bombay Campus

She didn't find language as a major barrier since she was in the IIT Bombay Campus where most students and teachers are proficient in English.



Ice skating performers at Techfest, IIT Bombay

They experienced language as a problem to communicate in Mumbai. Such learners can spend some time learning Hindi through the conversational practice phase to get acquainted with few Hindi terms.

Insight gained through the user study.

The conclusion derived after the 16 form interviews and 18 video interviews is the following:-

i) Navigation and wayfinding

The users were in need of phrases and words that are required while they travel in India.

ii) Pleasantries and greetings

Greetings and pleasantries are required to establish a cultural connect.

iii) Reference words in the repository of final application

Those words that are used daily are present in the final reference bank of words which includes numbers, days of the week, months of the year, etc.

iv) Emergency phrases

Emergency phrases that the foreigner might need are also present in the final product.

v) Basic grammar

Basic words, basic grammar and letters are included in the final project.

vi) Pronunciation

The pronunciation of words is clarified through audio output of the words and sentences.

v) Field visits

For the field trip visits, I attended two foreign language classes in the IIT Bombay Campus which were being conducted by foreign language instructors.

a) Italian Class:

This class was conducted for one complete semester in the IIT Bombay campus.

At the Italian class visit the instructor adopted a particular theme and context and all exercises were based on the same for that particular class. The context for the class was 'Restaurants and hotels'.

First, an article was distributed to the students and the key words were explained to the students. The exercises that followed were referred from the text book which were based on identifying illustrations of artefacts at hotels eg. television set, mirror, chair, table etc., forming sentences by referring a grammar table. Later, an audio of a conversation in a hotel was played in the classroom based on which the students had to answer questions. Finally, the practical application of the language learnt that day was seen where a situation was created in the classroom where the students were participants of a conversation happening at a hotel reception.

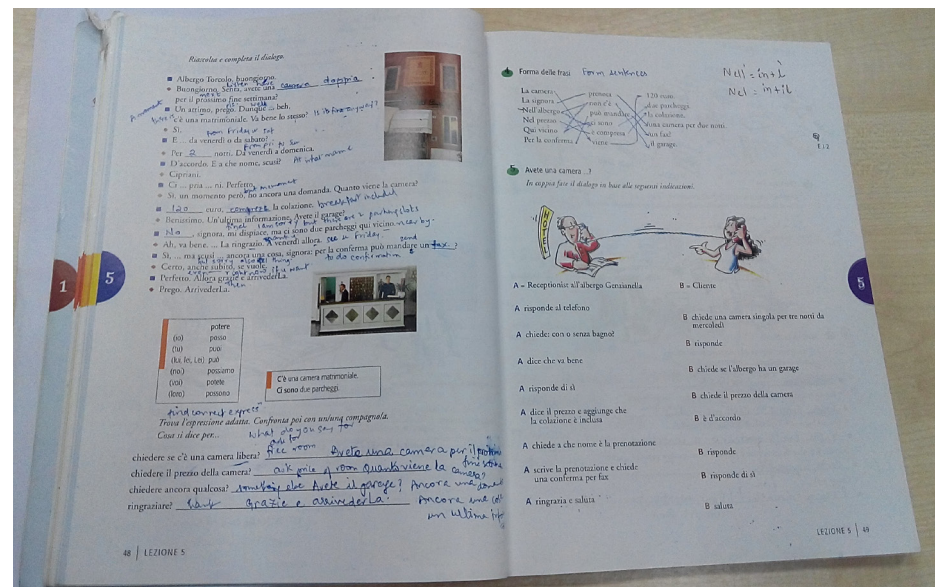
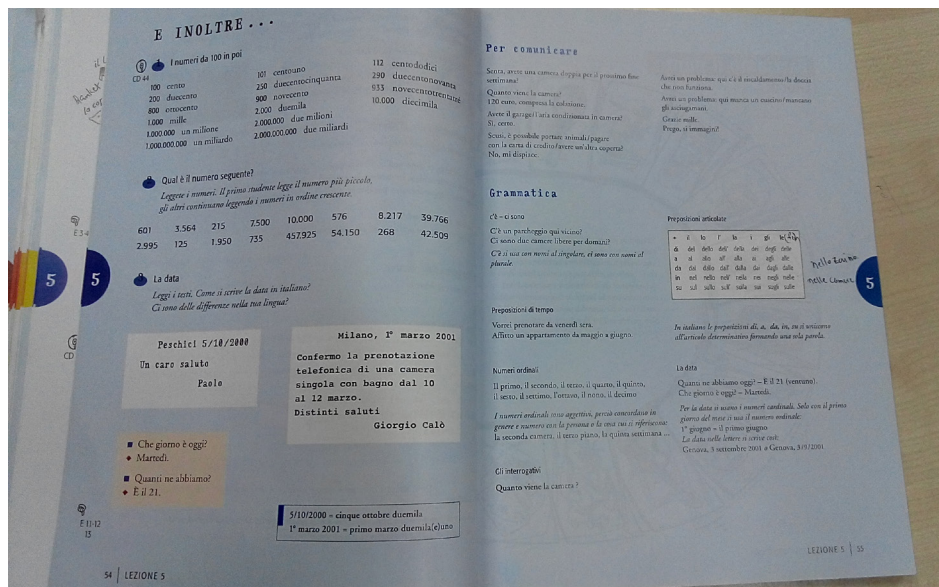
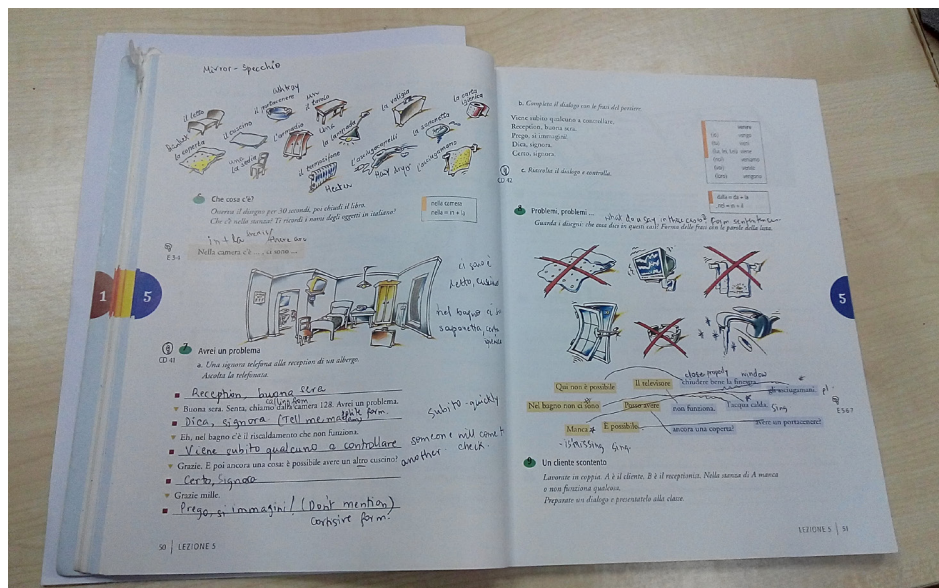
The class ended with students singing an Italian song with lyrics written on the board.

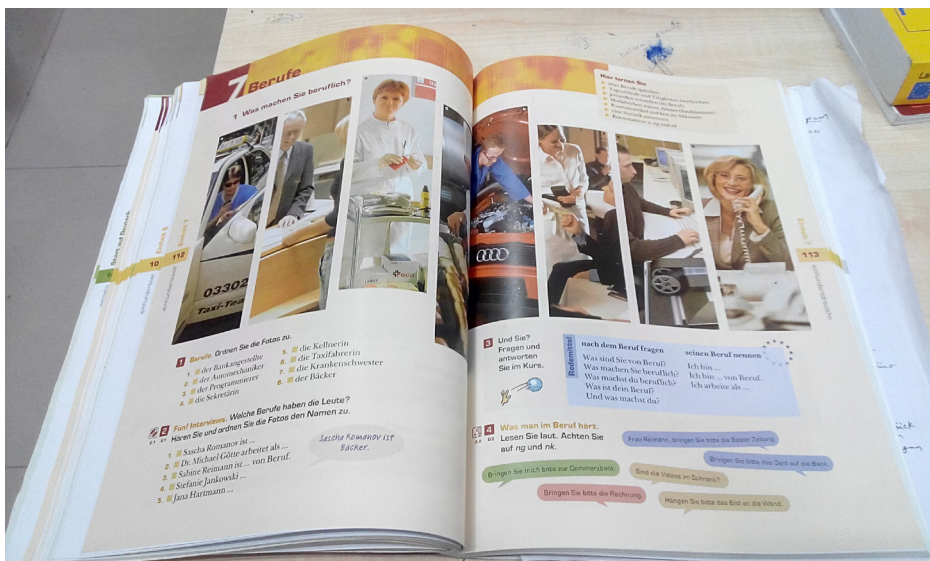
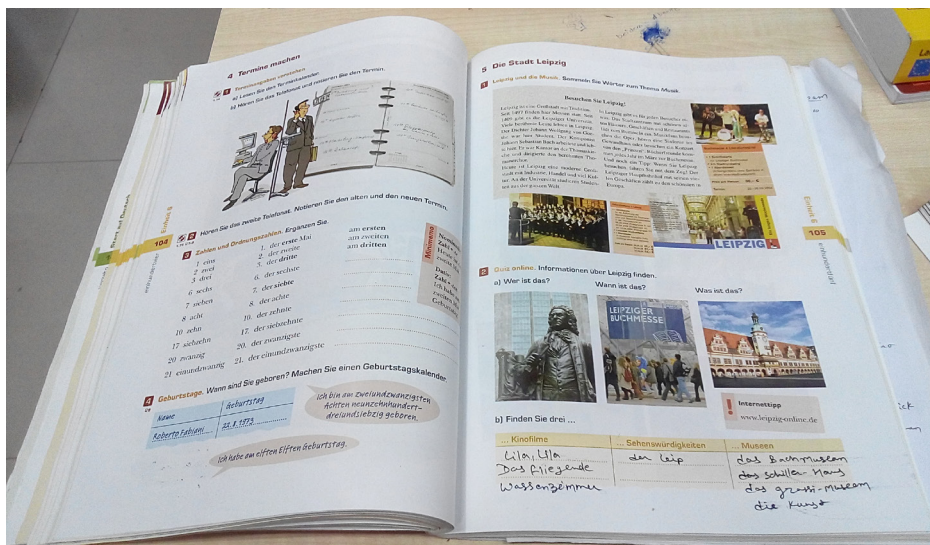
The implication of this field study on my final design is that the text book learning had several grammatical concepts and had exercises at the end of each chapter to evaluate the learning. Although the elaborate learning is not applicable in this project since it is for users spending less time on learning as compared to the learners of the Italian class where they are spending 1 semester constituting of approximately 5 to 6 months.

The same pattern of teaching has been followed in the final application where the first phase of each set includes learning and the second part includes evaluating the learning of the user.



Indians learning Italian in the Italian class at IIT Bombay





b) German Class: The duration of this class was 1 semester. The theme for the class was 'Professions and Occupations'. The chapter in the text book had all exercises based on this context. First, a passage was read and the key words were explained. Second, an audio was played and questions based on the same had to be answered by the students. Later each student had to create their business cards in German. Finally they revised the prepositions they learnt in the previous class with the help of a game played among students wherein they had to use the prepositions in their command to other students and the one who did not follow them would be out.

The implication of this field study on my final design is as follows:-

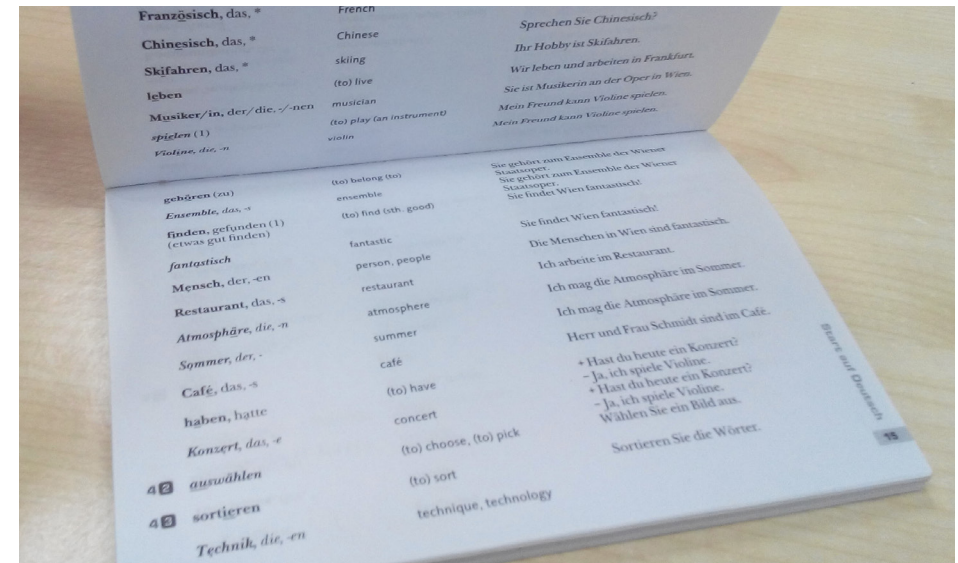
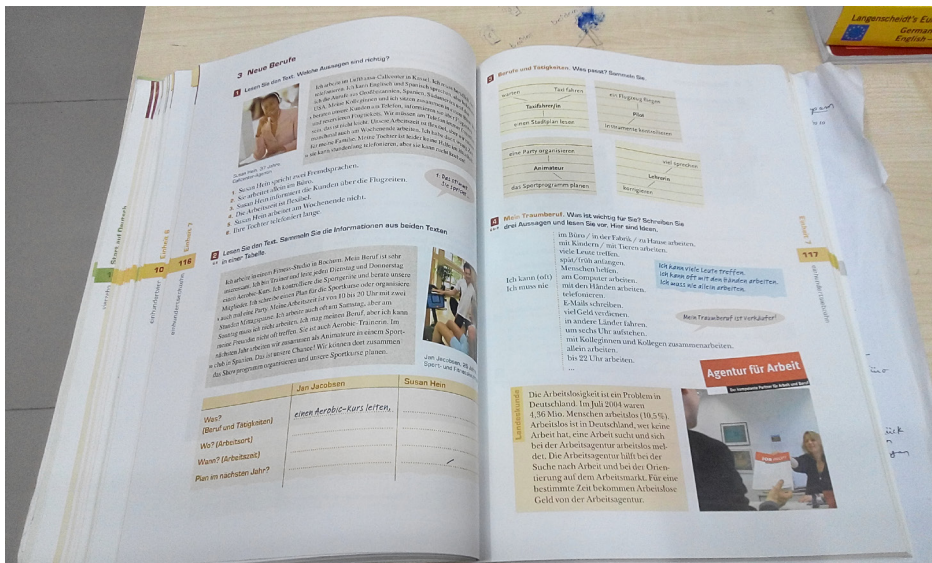
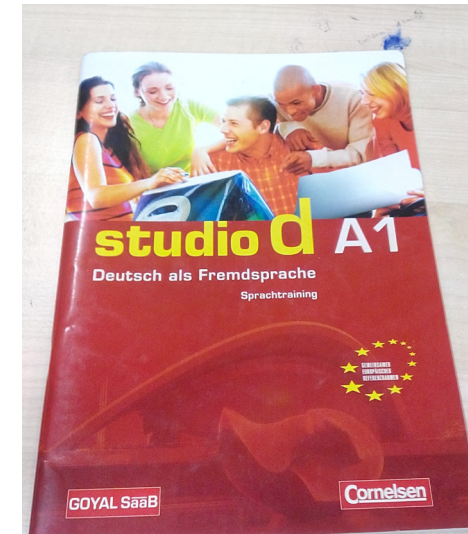
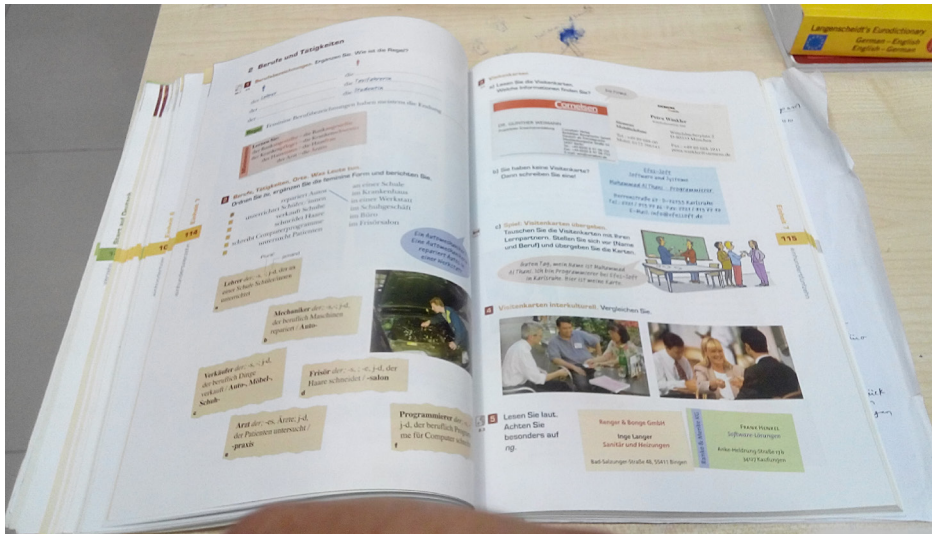
1. Audio exercises gave students a practical example of the application of spoken German. The audio exercise was evaluated by the instructor based on the questions asked by her. A similar learning evaluation method has been adopted in my final application where the learner uses flashcard and spellar test method.
2. The learning material was segregated chapter wise such 'Professions and Occupations'. Similar segregation has been adopted in the final application of this project such as flashcards and tests for days of the week, months of the year, professions, etc.

Hence, the above exploration gave me a first hand experience of how languages are taught in a classroom over a long period of time. The teaching and evaluation methods have been adopted as appropriate for learners visiting India for a short period of time.

Textbook exercises in the German class



Indians learning German in the German class at IIT Bombay



Vocabulary book, textbook

Textbook exercises in the German class

vi) Study of competitive products in the market

The competitive products in the market studied in this report are Duolingo, Busuu and 50 languages mobile applications, Lonely Planet and Rough Guide.

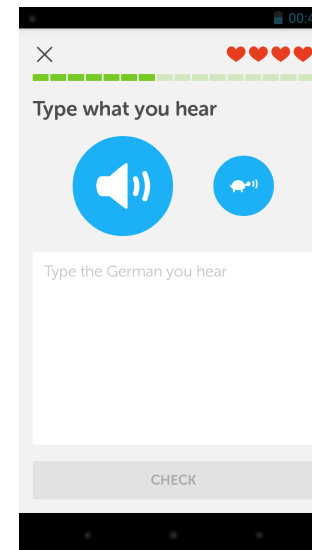
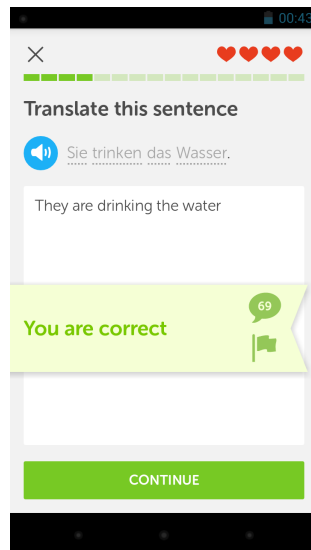
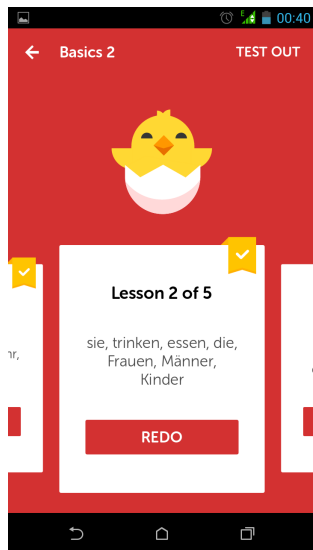
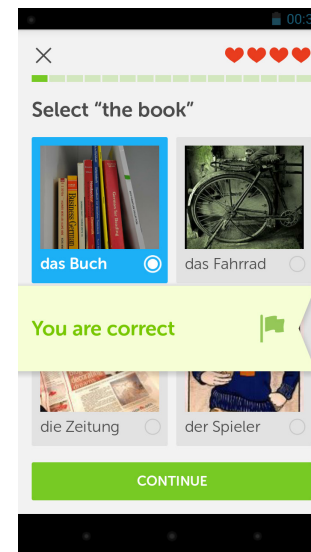
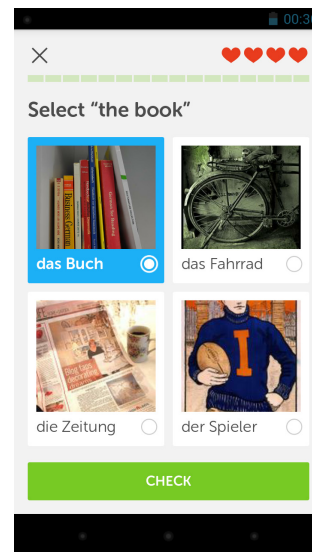
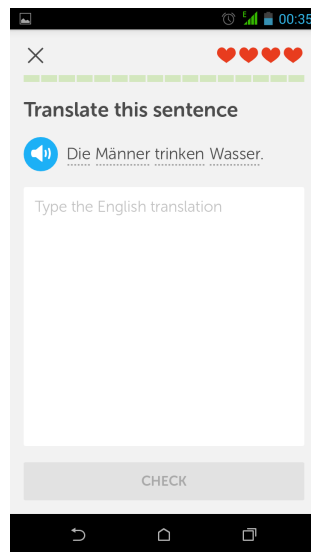
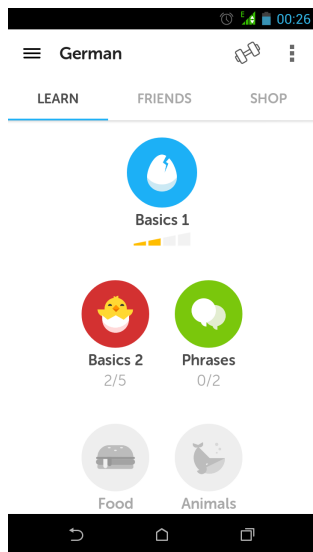
Duolingo has many levels of play and takes comparatively longer to learn than Busuu. Busuu has relevant learning material that is useful especially for tourists such greetings, professional introduction, conversations in different situations. 50 languages focuses on wide variety of topics apart from language such as countries and their capitals along with languages, vocabulary and grammar.

Online video tutorials on Youtube are also available for viewers to learn Indian languages and attain proficiency from basic to intermediate level.



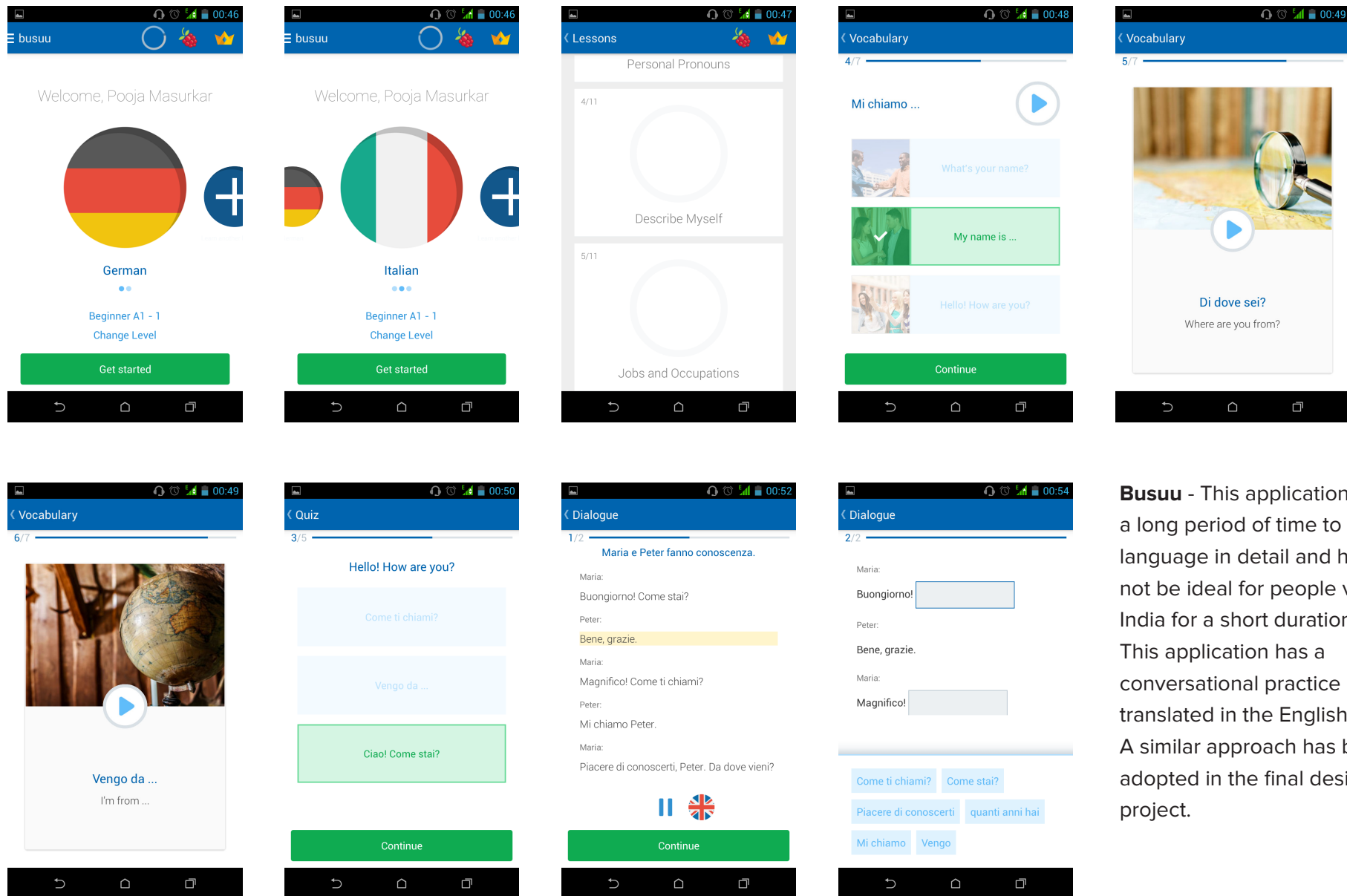
Competitive Products in the market - Screenshots from 50 Languages

The 50 languages mobile application has various topics to study for each language such as numbers, language, phrase book, etc. It has the audio output feature for listening to each and every word so that the learner can understand the pronunciation of the word. This concept of listening to the audio pronunciation has been incorporated in the final concept of this project.



Duolingo - This application requires a long period of time to learn the language in detail and hence may not be ideal for people visiting India for a short duration. This application has the scoring and evaluation system which is longer than the final concept of this project. The design decision taken in my final project was to refrain from adopting a long format system for language learning since the user would not invest lot of time in learning how words would be used in sentences. The evaluation method scores and rewards the learner when he accomplishes a learning goal. This method has been adopted in my final design concept in the learning evaluation phase.

Competitive Products in the market - Screenshots from Duolingo



Busuu - This application requires a long period of time to learn the language in detail and hence may not be ideal for people visiting India for a short duration. This application has a conversational practice phase translated in the English script. A similar approach has been adopted in the final design of this project.

Competitive Products in the market - Screenshots from Busuu

Language

The number of languages spoken in India helps explain why it's still in official wide use. Another 22 languages are recognised in the constitution, and throughout the country.

Major efforts have been made to promote Hindi as the national language of India and gradually phase out English. However, English remains popular, and while Hindi is the predominant language of the north, it bears little relation to the languages of the south (such as Tamil). Consequently, very few people in the south speak Hindi.

Many educated Indians speak English as virtually their first language and for a large number of Indians it's their second tongue. Although you'll find it easy to get around India with English, it's always good to know a little of the local language.

Hindi has about 600 million speakers worldwide, of which 180 million are in India. It developed from Classical Sanskrit, and is written in the Devanagari script. In 1947 it was granted official status along with English.

Most Hindi sounds are similar to their English counterparts. The main difference is that Hindi has both 'aspirated' consonants (pronounced with a puff of air, like saying 'H' for the word 'hot') and unaspirated ones, as well as 'retroflex' (pronounced with the tongue bent

backwards) and nonretroflex consonants. Our simplified pronunciation guide doesn't include these distinctions – read them as if they were English and you'll be understood.

Pronouncing the vowels correctly is important, especially their length (e.g. a and aa). The consonant combination 'ay' is a vowel indicates nasalisation (the vowel is pronounced through the nose). Note also that *au* is pronounced as the *ow* in 'how'. Word stress is very light – we've indicated the stressed syllables with italics.

Basics

Hindi verbs change form depending on the gender of the speaker (he or she) and the tense of the sentence in general, so it's the verbs, not the pronouns he or she (as is the case in English) which show whether the subject of the sentence is masculine or feminine. In these phrases we include the options for male and female speakers, marked m and f respectively.

Yes./Goodbye.	हयारो ।	na ma ste
Hello.	हो ।	je haang
No.	नो हातरा ।	no ja heeng
Excuse me.	भुनिसो ।	su ree na
Sorry.	माफ़ कीयातु ।	maaf kee yee
Please...	कृपा करी ।	kr pa karee
Thank you.	धनयसु ।	thayn yoo
You're welcome.	करी बारा हातरा ।	no ke baat na heeng

Want more?

For in-depth language information and handy phrases, check out Lonely Planet's Hindi, Urdu & Bangla Phrasebook and Hindi Phrasebook. You'll find them at www.lonelyplanet.com, or you can buy Lonely Planet's iPhone phrasebooks at the Apple App Store.

How are you?
आप कैसीनी
हयारो ।
ayp kee/sai see
ayp kom/ky see

Fine. And you?
मे ठीक ।
आप सुनतु ।
mayng teeh haang
app su na yee

HINDI

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Pronouncing the vowels correctly is important, especially their length (eg **a** and **aa**). The consonant combination **ng** after a vowel indicates nasalisation (ie the vowel is pronounced 'through the nose'). Note also that **au** is pronounced as the 'ow' in 'how'. Word stress is very important – we've indicated the stressed syllables with italics.

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Hello/Goodbye.	नमस्ते.	na ma-s-te
Yes.	जी हाँ।	je haang
No.	जी नहीं।	jee na heeng
Excuse me.	मुनिये।	su ni-ye
Sorry.	माफ़ करीयें।	maaf kee-j-ye
Please ...	कृपया ...	kri pa-yaa ...
Thank you.	धियायू।	thi-ya-yoo
You're welcome.	कोई बात नहीं।	ko-ye baat na heeng

How are you?
आप कैसे/कैसी
हैं?
Fine. And you?
थैं ठीक हैं।

aap kay-se/kay-see
hayng (m/f)
mayng teek hoong

1216

LANGUAGE Tamil

Emergencies

Help!	உதவி	u-ta-vi
Go away!	போக வேடு!	pow-i-ku

Call a doctor!

அரசியலாசிரியர்	la za-i-ka-vum
ஒரு மருத்துவரை	o-ru ma-tu-ru-lu-va

Call the police!

அரசியலாசிரியர்	la za-i-ka-vum
போலீஸ்	pow-leez

I'm lost.

நான் இங்கே இல்லை	naan va-zi ta va-ri
கொண்டிருக்கிறேன்	pow-i-ru-lai-ten

Where are the toilets?

அங்கு எங்கே உள்ளன?	ka-zi va-rai kal-en-gey
--------------------	-------------------------

Shopping & Services

Where's the market?

எங்கே இருக்கிறது?	eng-ke ku-ka-tai
இருக்கிறது	i-ru-ki-ru-ta

Can I look at it?

நான் இதைப் பார்க்க விரும்புகிறேன்	na-n tai-pa
பார்க்கக்கூடாது	pa-ark ka-laa-ma

What's this?

இதை என்ன என்று?	i-tu-en-na vi-lai
இது என்னவா?	a-tu a-ti-ka vi-lai-ya-ka
இருக்கிறது	i-ru-ki-ru-ta

bank

வங்கி வங்க-ki

internet

இணையம் i-nai-yam

post office

பின்புலம் ta-paal

tourist office

அரசியலாசிரியர்
காது பாது-ka tu pa-ya-na

Time & Dates

What time is it?

என்ன நேரம்? ma ni en-na

It's (two) o'clock.

மணி (இரண்டு) ma ni (i-ran-tu)

Half past (two).

(இரண்டு) மூன்று. (i-ran-tu) mup-pa-tu

yesterday

நேற்று ney-tu

today

இன்று in-dru

tomorrow

நாளை na-lai

morning

காலை ka-la

evening

மாலை ma-lai

night

இரவு i-ra-vo

Monday

திங்கள் i-nga-ka

Tuesday

செவ்வாய் chey-va

Wednesday

புதன் pu-tan

Thursday

வியாழன் vi-ya-za-n

Friday

வெள்ளி vel-i

Saturday

சனி cha-ni

Sunday

ஞாயிறு nja-yi-ru

Transport & Directions

Where's the...?

எங்கே இருக்கிறது? eng-ke i-ru-ki-ru-ta

What's the address?

விலாசம் என்ன? vi-laa-cha-en-na

Can you show me (on the map)?

எனக்கு (காட்டும்) காட்டுக (ka-ku-tu (va-rai pa-ta) ki) காட்டுக முடியுமா? ka-ku-tu ma-tu-yi-ya-ma

Is this the...?

(to) (New Delhi)? i-tu-ta-naa (Du-to) i-tu-ta-naa

bus

பஸ்சு pa-sa

plane

வானம் va-na-nam

train

இரயில் i-ra-yil

One... ticket (to Madurai), please.

(ஒரு) (மாதுரைக்கு) (ma-tu-rai-ku) (ஒரு) (மாதுரைக்கு) (o-ru) (ma-tu-rai-ku) (ஒரு) (மாதுரைக்கு) (o-ru) (ma-tu-rai-ku)

one-way

ஒரு-புறம் o-ru

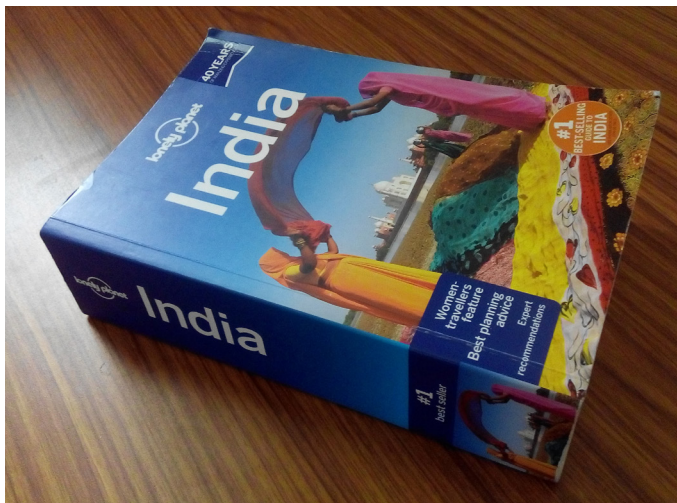
return

Key Words			
kettle	बोतल	bo-tal	
knwl	कदीरी	ka-fa ree	
breakfast	नाश्ता	naash-taa	
dessert	मीठा	mee-taa	
dinner	रात का खाना	raat kaa kaa-naa	
drinks	पीने की चीजें	peene kee chee-zeng	
food	खाना	kaa-naa	
flask	कोटल	kaan-taa	
glass	गिलास	glaas	
knife	चूा	chaa-koo	
local eatery	घाट	daa-baa	
lunch	दिन का खाना	din kaa kaa-naa	
market	बाजार	baa-zaar	
plate	प्लेट	plet	
restaurant	रेस्टोरन्ट	re-to-rent	
salt meal	साली	taa-lee	
sack	सक्का	naash-taa	
spoon	स्पून	cham-mach	
Meat & Fish			
beef	गाई का गोشت	gaai kaa goash	
chicken	मुर्गी	mur-gee	
duck	बटर	ba-tak	
fish	मछली	mach-lee	
goat	बकरा	mach-raa	
lambert	बड़ी धीराग	ba-ree jeeng-gaa	
meat	गोشت	goash	
meatballs	कोत	ko-taa	
veal	भुगत	su-ark kaa goash	
pork	खाने वाली मछली	jeeng-gee mach-lee	
sausage	मछली	mach-lee	
Fruit & Vegetables			
apple	सेब	seb	
apricot	सुखानी	ku-baa-nee	
banana	कमल	ka-lea	
capsicum	मिर्च	mirch	
carrot	गाजर	gaar	
cauliflower	पुल गोभी	pool goo-bee	
corn	ककड़ी	mak-kaa	
cucumber	खकड़ी	kak-ree	
date	काजू	ka-joor	
eggplant	बैंगन	bayng-gan	
lentil	फल	pal	
spinach	लहसुन	leh-sun	
straw	अंगूर	ang-oor	
straw	चिल्लाता	goash-ko-raa	
strawberry			
lemon			
lentils			
mandarin			
mango			
mushroom			
nuts			
orange			
papaya			
peach			
peas			
pineapple			
potato			
pumpkin			
spinach			
vegetables			
watermelon			
Other			
bread			
butter			
chilli			
chutney			
egg			
honey			
ice			
ice cream			
pepper			
pappad			
salish			
rice			
salt			
spices			
sugar			
tofu			
Drinks			
beer			
coffee			
(sugarcane) juice			
milk			
red wine			
sweet fruit drink			
tea			
water			
white wine			
yoghurt			
नमूना			
दाल			
संतरा			
आम			
सुखनी			
मैदे			
नारंगी			
पापीता			
आलू			
मटर			
अननस			
आलू			
कटु			
पानक			
सब्जी			
तंबूत			
चायनी/नान/रोटी			
मक्खन			
मिर्च			
चटनी			
अंडे			
मधु			
बर्फ			
क्रीम			
पपड़			
चाय			
सालिश			
चावल			
नमक			
मिर्च			
चीनी			
टोफू			
नमूना			
दाल			
लाल शराब			
शराब			
चाय			
पानी			
शराब			
लवंग			
naraa bo			
daal			
san-ta-raa			
aam			
kum-bee			
me			
naa-ran-gee			
pa-pee-taa			
aa-roo			
ma-lar			
a-nan-naa			
aa-roo			
kad-doo			
paal-kat			
sab-ze			
tar-booz			
cha-paa-lee/naan/ro-tee			
mak-kan			
mirch			
chat-nee			
an-de			
ma-dhu			
barf			
kul-fee			
pa-pa			
ka-lea			
cha-val			
ma-saa-laa			
chee-nee			
to-foo			
bi-yaar			
kaa-fee			
(gan-ne-kaa) ras			
dood			
laal sha-rab			
sha-rat			
chai			
paa			

Emergencies		morning	सुबह	so-bah
Help!		afternoon	दोपहर	do pa har
मदद कीजिए	ma dād /kee jī ye	evening	शाम	shaam
Go away!		Monday	सोमवार	som-vaar
जाओ	jaa o	Tuesday	मंगलवार	maṅgal-vaar
मेरा रास्ता भूल गया/गयी है।	mayyā/raas:taa bhoḷ gayā/gayī hai	Wednesday	बुधवार	bud-vaar
Call a doctor!		Thursday	गुरुवार	gu ru-vaar
डॉक्टर को बुलाओ।	ḍaak tar ko bu laao	Friday	शुक्रवार	shuk ra-vaar
Call the police!		Saturday	शनिवार	sha ni-vaar
पुलिस को बुलाओ।	pu lis ko bu laao	Sunday	रविवार	ra-vi-vaar
I'm ill.		Transport		
मेरा बीमार है।	mayyng bee maar hoong	When's the ... (bus)?	... (बस) कब जाती है?	... (bas) kab jaa tee hai
Where is the toilet?	taa-i let ka-haang hay	first	पहली	peh lee
टॉयलेट कहाँ है?		last	आखिरी	aa ki tree
Shopping & Services		bicycle	साइकिल	saa-i-ki
I'd like to buy ...		rickshaw	रिक्शा	rik shaa
... चाँहिए।	mu-jee ... chaa hi ye	boot	जूतन	ja haaz
I'm just looking.		bus	बस	bas
मिर्फ देखने आया/आयी है।	sirf dek ne aa-yaay/-aa-ye hoong (m/f)	plane	हाईवे	haa vaa ee
Can I look at it?		train	ट्रेन	tree
दिखाइए।	di-kaa i-ye	a ... ticket	के तिकट	ke ti-yee
How much is it?		one-way	लिकट दीर्घायी	ti-kaṭ dee-jī ye
किसेन का है?	kit ne kaa hay	return	एक तरफ जाता है	ek tar-aa naka na re- kaa
It's too expensive.		bus stop	बस स्टॉप	bas i-taap
ये बहुत महंगा/महंगी है।	yeh ba-hut ma-han-gaa/-ma-han-gay hai (m/f)	ticket office	टिकट ऑफिस	ti-kaṭ
There's a mistake in the bill.		timetable	समय सारणी	sa-mai
बिल में त्रुटि है।	bil meng tsoo hai-ye	train station	स्टेशन	ste shan
bank	बैंक	baynik		
post office	डाक कार्यालय	ḍaak kaa naa		
public	सार्वजनिक	saa-va ja nik		
phone	फोन	fon		
tourist	पर्यटन	par-ya toen		
office	ऑफिस	aa-fis		
Time & Date		Does it stop at ...?	क्या ... पर रुकती है?	kyaa ... meng ruk tee hay
What time is it?		Please tell me when we get to ...	क्या ... आता है।	jabb ... aa haay
टाइम क्या है?	taa im kyaa hay		पहुँचेंगे कब।	mu p aa haat i-ye
It's (the) O'clock.		Please go straight to this address.	सुधा सिधे जाओ।	si-see ja gah ko
(दास) बजे है।	(das) ba jay hay	पुलिस स्टेशन		fu-lan-jay-ye
Half past (10).		Please stop here.	यहाँ रुकिए।	ya haang ru kyay
साढ़ (दस)।	saa-re (das)			

22

Project 3 | **Learning an Indian Language as a foreigner** visiting India for a short duration | IDC, IIT Bombay



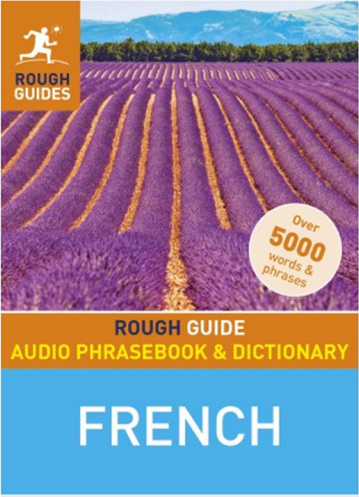
Rough Guide Audio Phras

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The Rough Guide Audio Phrasebook and Dictionary: French is a highly practical introduction to the language, great for learning the basics before you go and for looking up words and phrases while you're on holiday. Learn to say and understand key phrases by listening along to dialogue, either within the ebook (if your e-reader supports audio) or at roughguides.com/phrasebooks. The book also includes an English-French and French-English double dictionary, travel tips from Rough Guide authors and an extensive menu reader.

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feedback

Related Guides

Rough Guide Audio phrasebook and dictionary - The rough guide audio phrasebook and dictionary contains a collection of phrases and words that may be frequently required by the foreigner in the regional language as well as the English language. The audio collection contains a wide array of phrases and words but the learner cannot keep track of them due to lack of a script or sequence to aid and complement the learning.



Youtube Videos

Youtube videos - The youtube videos online have numerous tutorials that focus on teaching languages. Few are script based, few are audio visual based and few are video tutorials of the teacher teaching the course on the black board. These courses are effective but do not allow feedback or evaluation from user. In the final design concept this drawback has been considered and hence self evaluation has been included.

Competitive Products in the market - Online video tutorials

vii) Data collection

a) User Studies - The user studies involved interviewing 18 foreigners who were visiting India for a short duration and understanding their needs during their visit in India. It also comprised of statistics collection which shows the amount of tourists visiting India every year. Field visits were also carried out.

b) Methods - Interviews comprised of form interviews and video interviews.

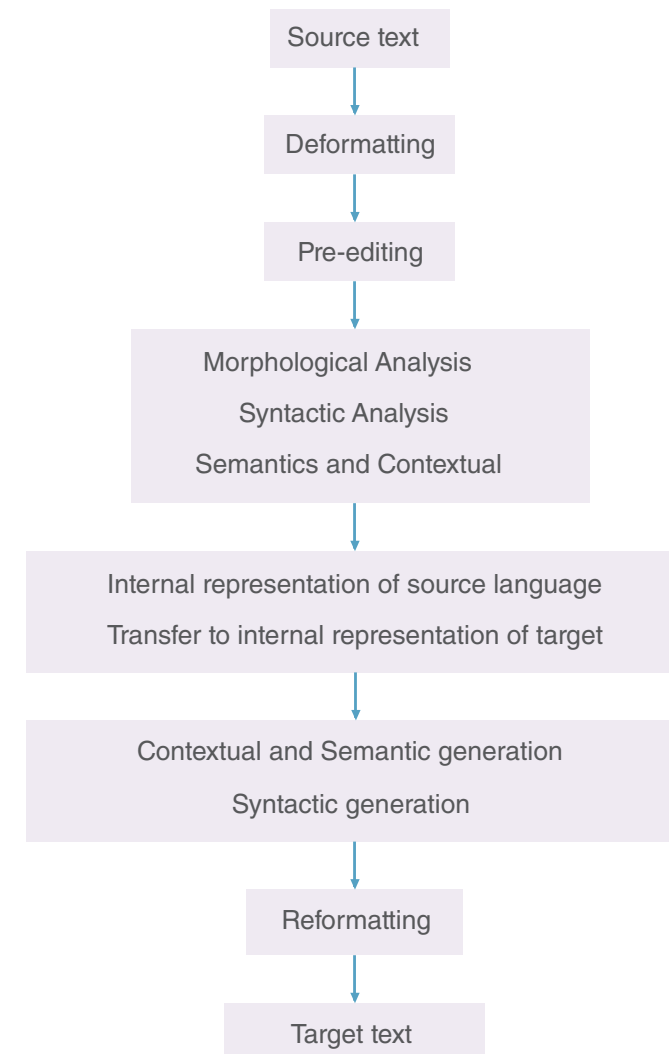
c) Findings - The outcome of the user interviews was that the priority of the foreigners was knowing the phrases they may need frequently during their travelling journeys throughout the country. This helps them functionality wise as well as to establish a cultural connect with Indians.

d) Insights - The key insight of the user studies was that the foreigners for a short duration in India need only those phrases, words and sentences that are required in the first few minutes of a conversation and those which help them get through in communities and regions where English is not spoken.

e) Implications to design - After having studied users and their needs the final design concept includes the requirements of the user such as basic reference dictionary of words, phrases and sentences, basic grammar and conversational practice sentences.

viii) Technology in use

The process involving the translation from source language text into the target language is known as machine translation. The diagram below depicts a typical machine translation process showing all stages.



Ref: <http://language.worldofcomputing.net/machine-translation/machine-translation-process.html>

ix) Redefined product brief

a) Content - The content of the final product comprises of 3 phases to learn the language which are as follows:-

i) Preparation phase

ii) Reference phase

iii) Conversational practice phase

The above content comprises of basic grammar, vocabulary, phrases and sentences that a foreigner requires during his short stay in India.

The learning is audio, translation and image based alongwith testing, scoring and learning evaluation methods such as spellar , race and scatter. The script acts as an aid to learning while the learner is listening to the language being translated.

The topics covered in the final project include navigation, wayfinding, emergency phrases, numbers, day of the week, months of the year, greetings and pleasantries, etc.

b) Goals - The goal of the final product is that the user learns basic conversational hindi which will enable one to establish a conversation in Hindi with an Indian for atleast a minute.

5. Explorations

i) Approach 1

Non technological

1. Learn hindi from an Indian friend.
2. Ask the hotel service to help you with the local language.
3. Ask help from the Indian Embassy.
4. Learn from locals during the trip in India.

ii) Approach 2

Minimum use of technology

1. Mobile learning apps.
2. Online Youtube tutorials.
3. Google search - Transliterate.
4. Buying tutorial books.
5. Enrol in an online course to learn the language.

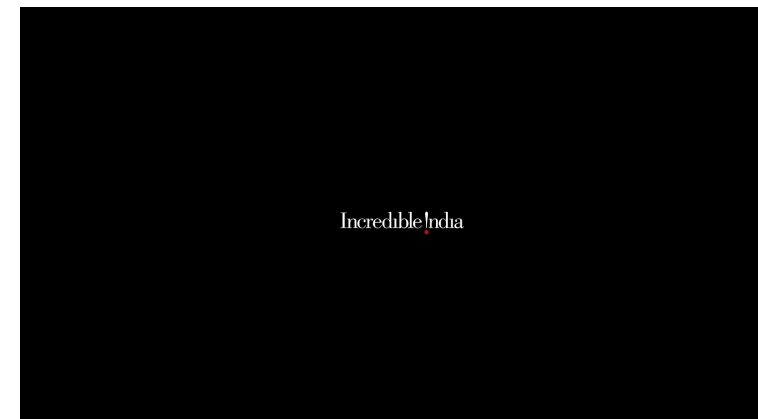
iii) Approach 3

Using digital media to make it convenient for visitors to learn the phrases.

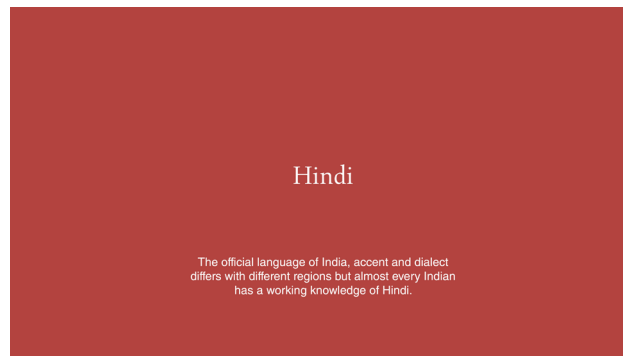
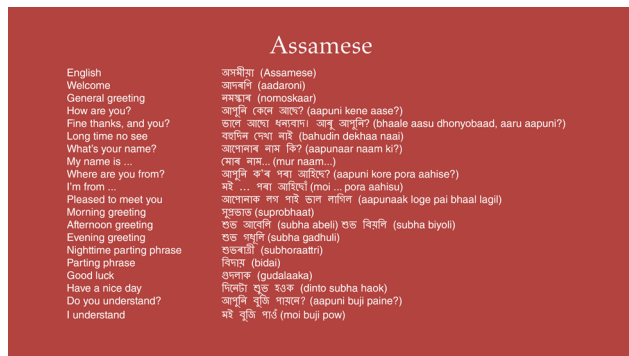
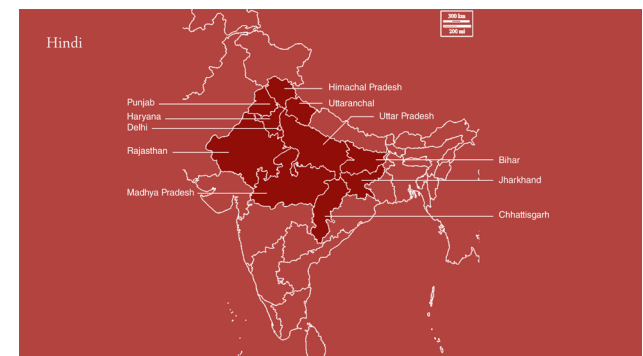
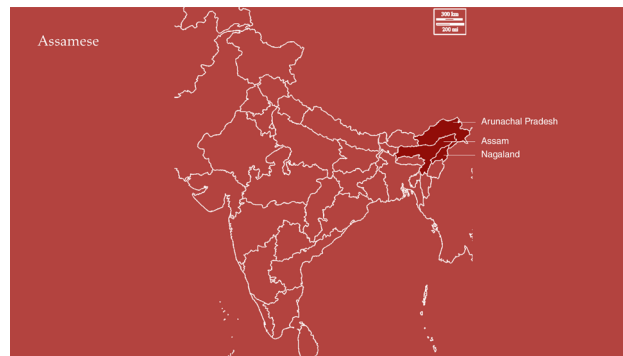
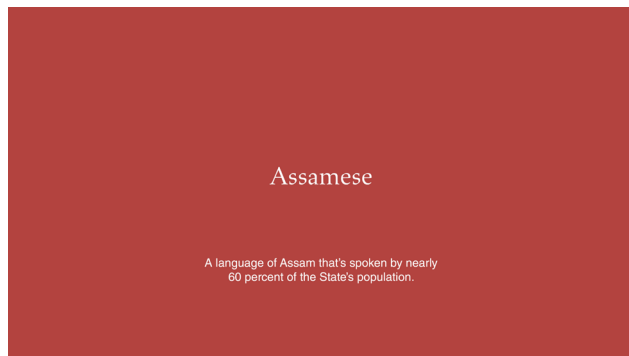
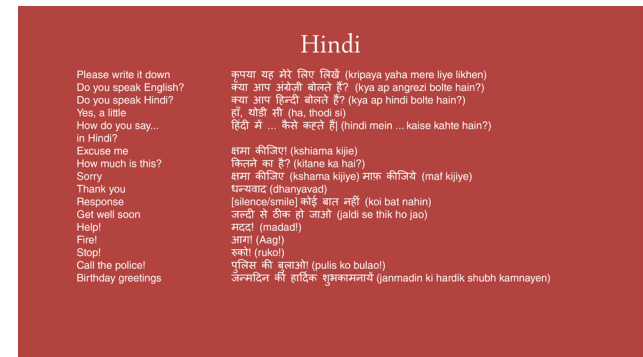
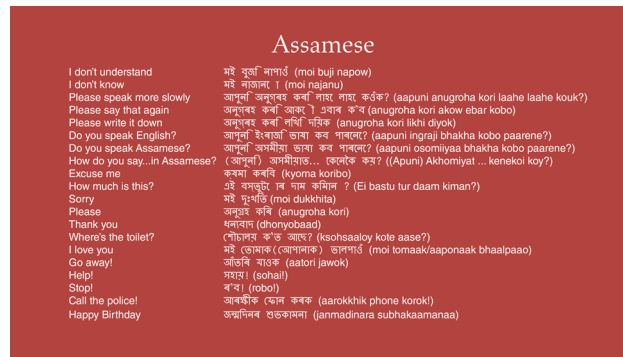
Product: 2 min video

Channels of distribution: Youtube, Indian domestic airport lounges, flight entertainment systems, relay at souvenir shops, at tourist site cafes, at International conferences, buses from airport to hotels, Indian hotel reception areas, at Indian embassies and taxi screens of metropolitan regions where foreigners travel.

This plan could be used on an experimental basis where the prime goal is not to teach a language but to get the user acquainted with the a few phrases and words.



Screenshots from the video

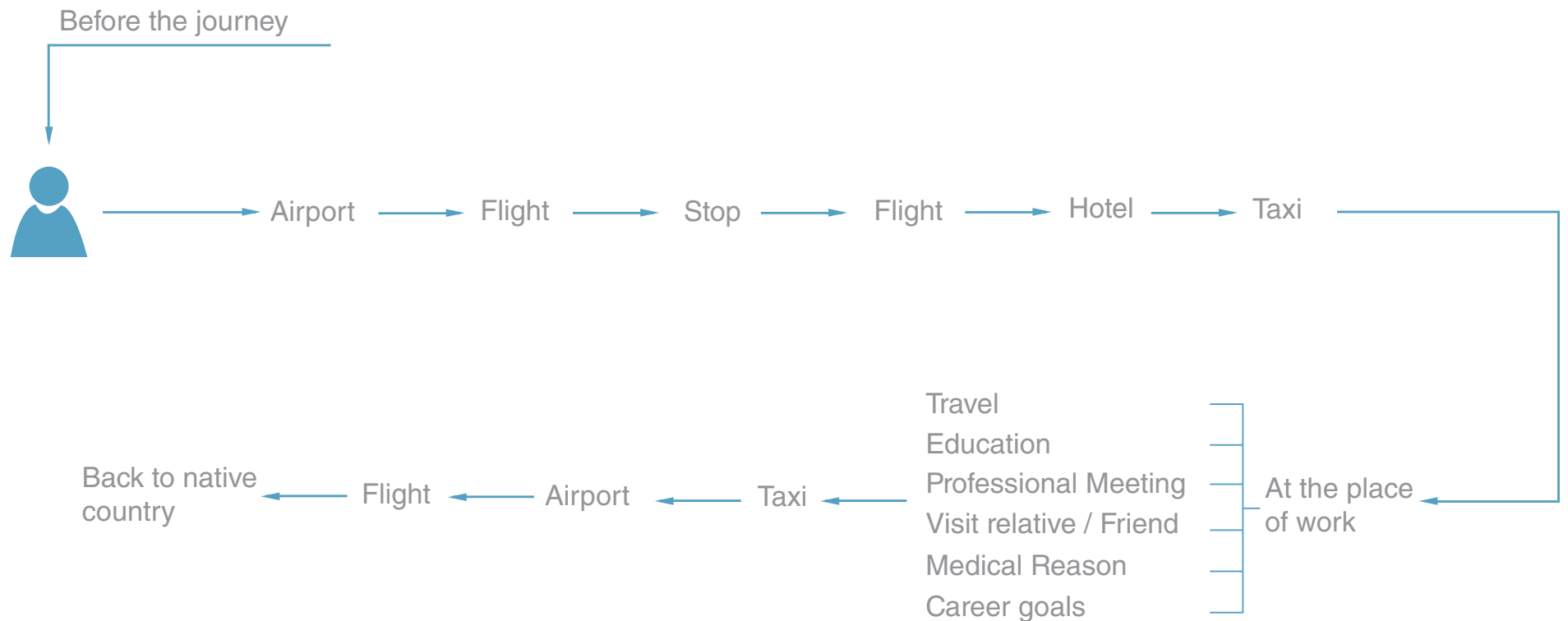


Screenshots from the video

iv) Approach 4

Using digital media such as smartphones, tablets, personal computers to help foreigners learn the language before and after reaching India.

Journey map for further concepts



a) Concept 1

This is a digital application which will act as a discussion support mechanism when there are two or more speakers.



Features:

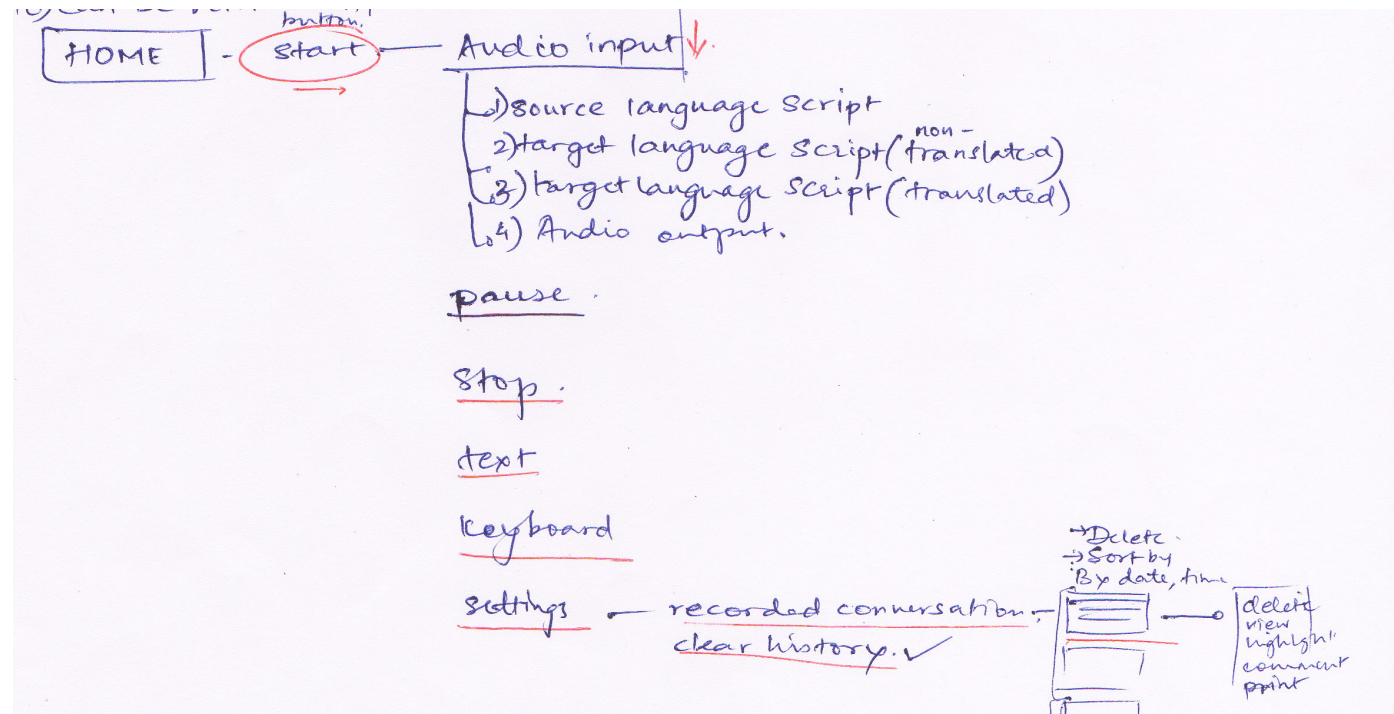
1. Active translation method.
2. Responsive design - Works on mobile, tablet and PC.
3. Converts audio input source text to target language.
4. Discussion support method.
5. Displays conversations.
6. Distinguishes the voice patterns of different speakers.
7. Recognises the spoken language.
8. Suggests replies to the speakers in the language of all the speakers present.
9. Has handwriting input and keyboard text input.

Advantages:

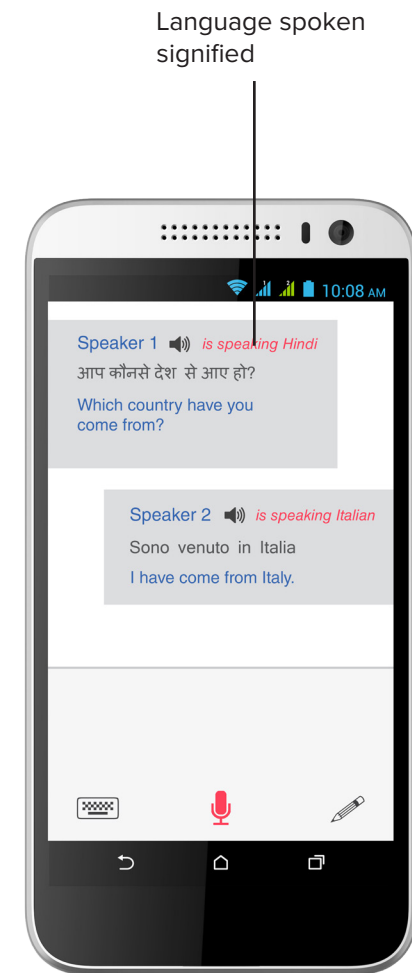
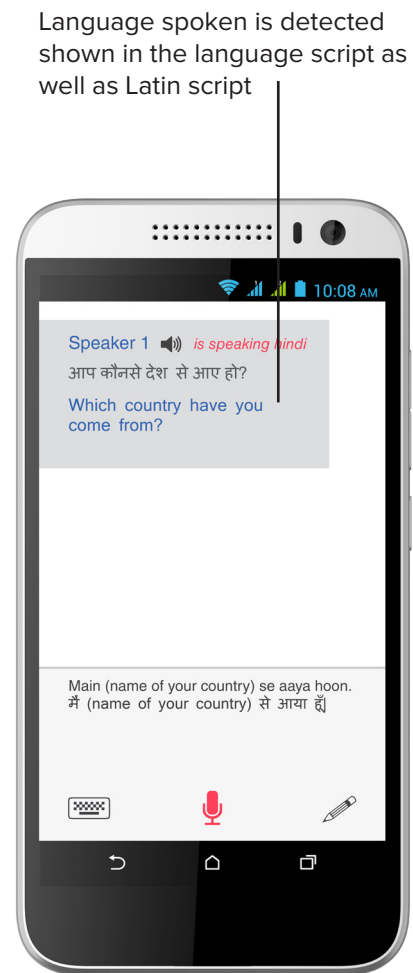
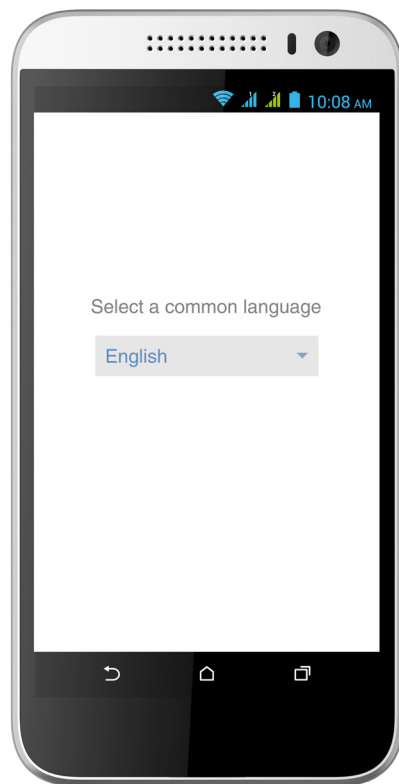
1. Detects distinct voice patterns of various speakers hence helps in tagging them.
2. Detects various languages.
3. Acts as a live translator.
4. Has an automated system to record voice input, analyse the voice and translate source text input to target text output.
5. Gives audio output.
6. Records and displays conversations.
7. Useful during business meetings and group discussions.
8. It is a helpful tool when a person cannot speak as it allows for keyboard and handwriting input.
9. Conversation can be retrieved for official purposes.
10. Records audio input and converts to source script, target script and source text in target script.

Disadvantages:

1. Difficult to differentiate voice patterns in a noisy environment.

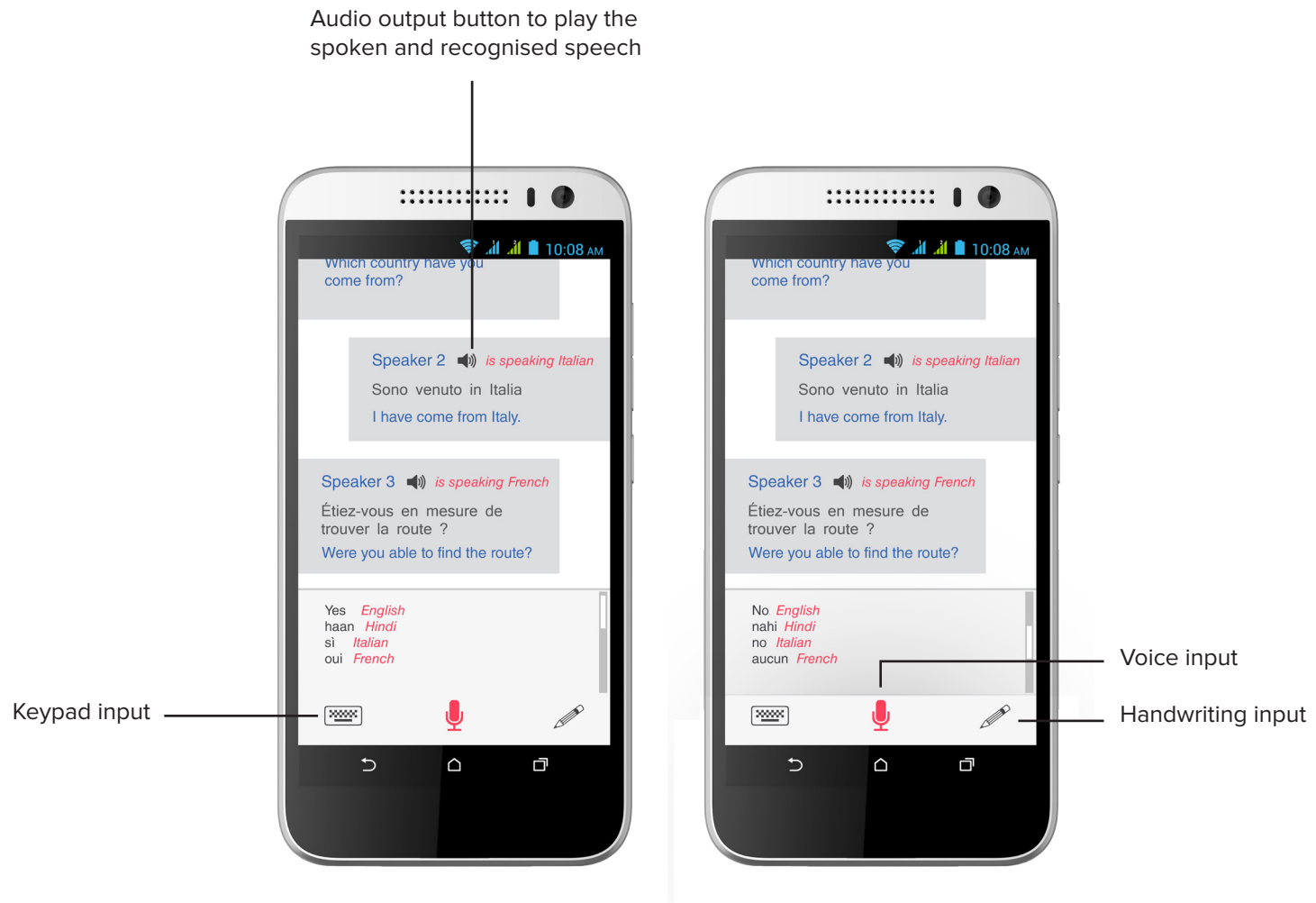


Site map of the product



Concept 1 - This scenario shows 3 speakers speaking in three different languages of their own country while the application is recognising the language and showing the translated script with option of audio output

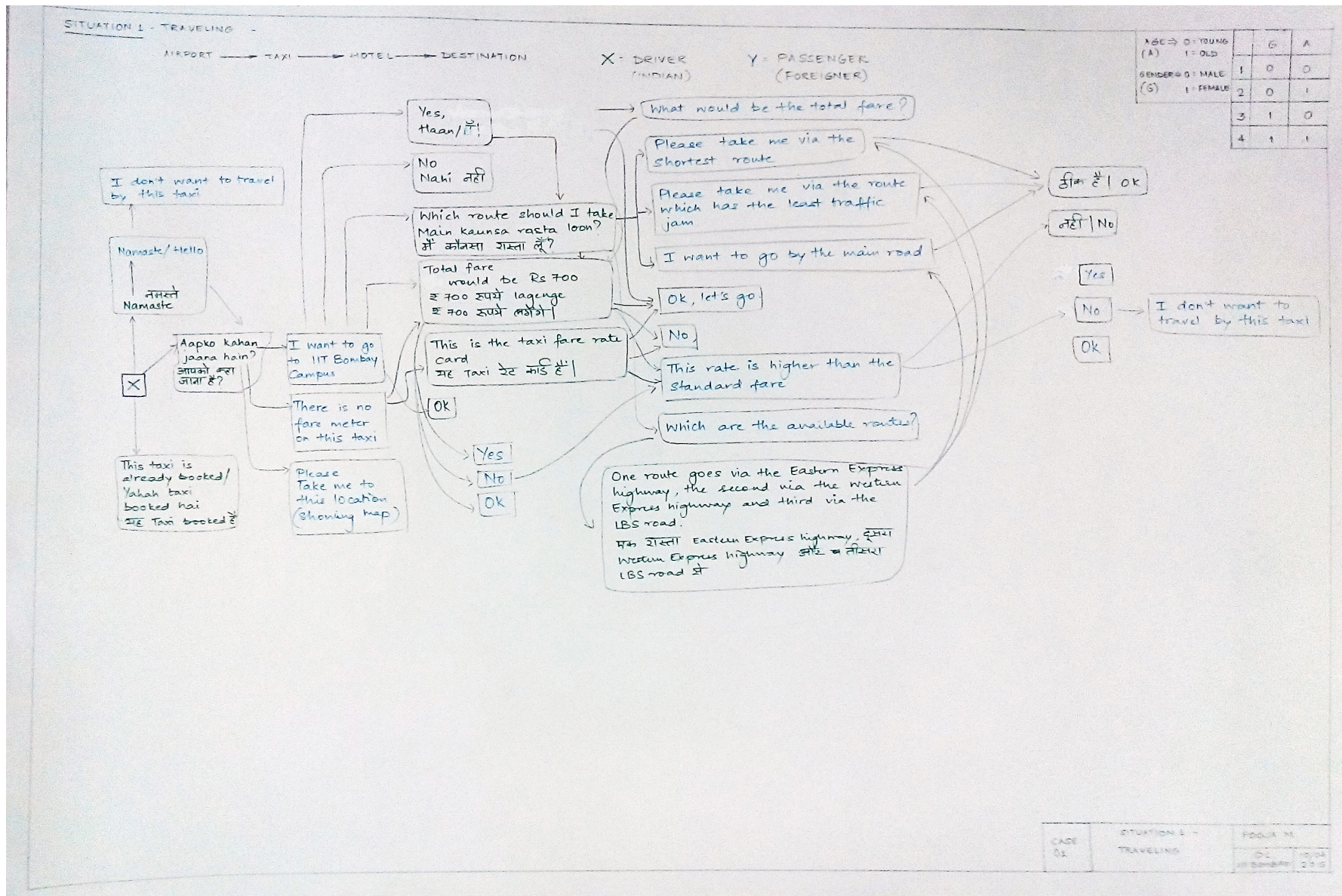
of spoken language as well as allows for speech input and keypad input.



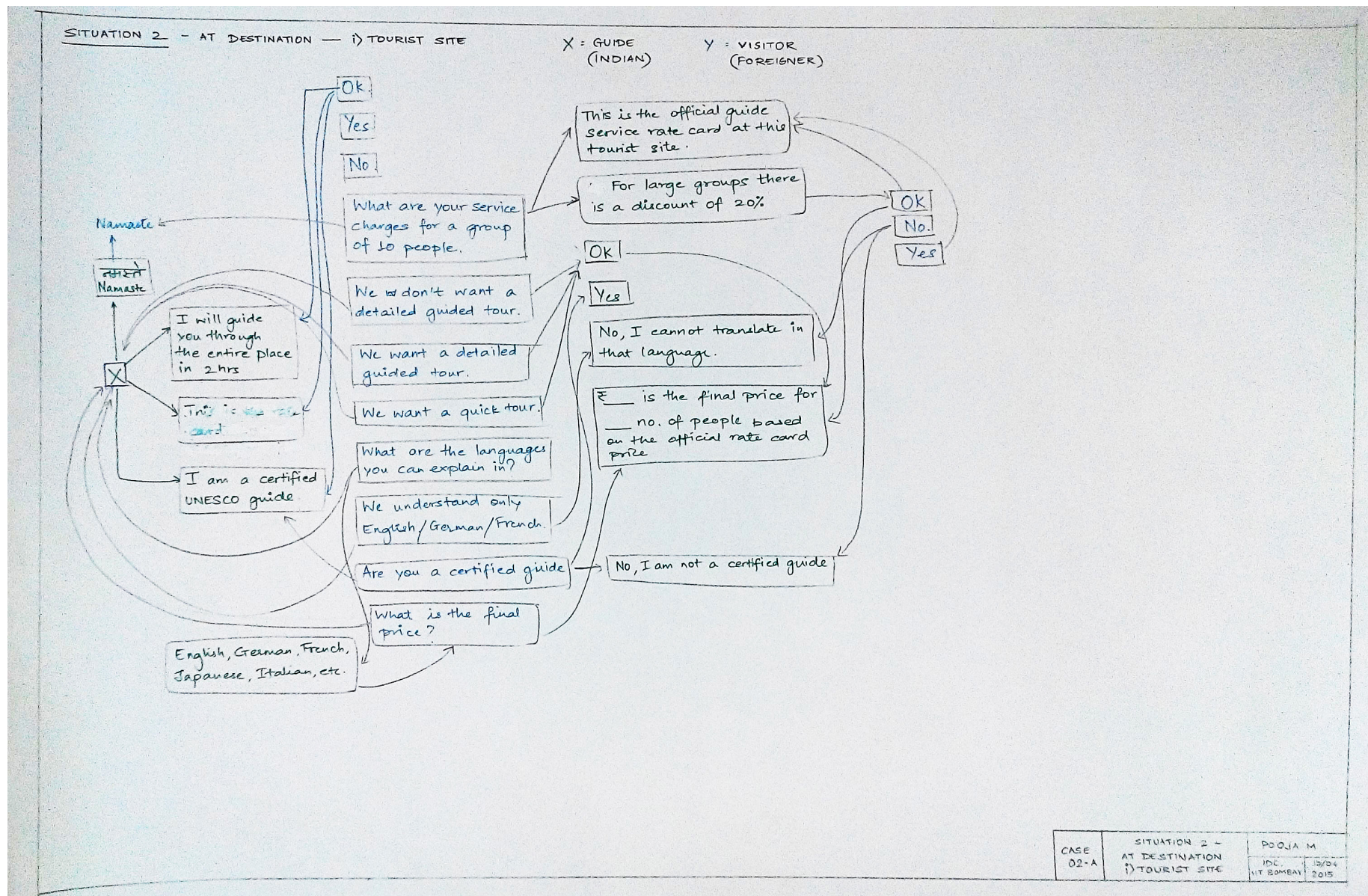
Concept 1 - Speaker

Content of the conversation for the auto suggestion feature - The diagram below is the rough work of imagining various conversations at different scenarios. The scenario below shows the conversations that

might take place while a foreigner is traveling.

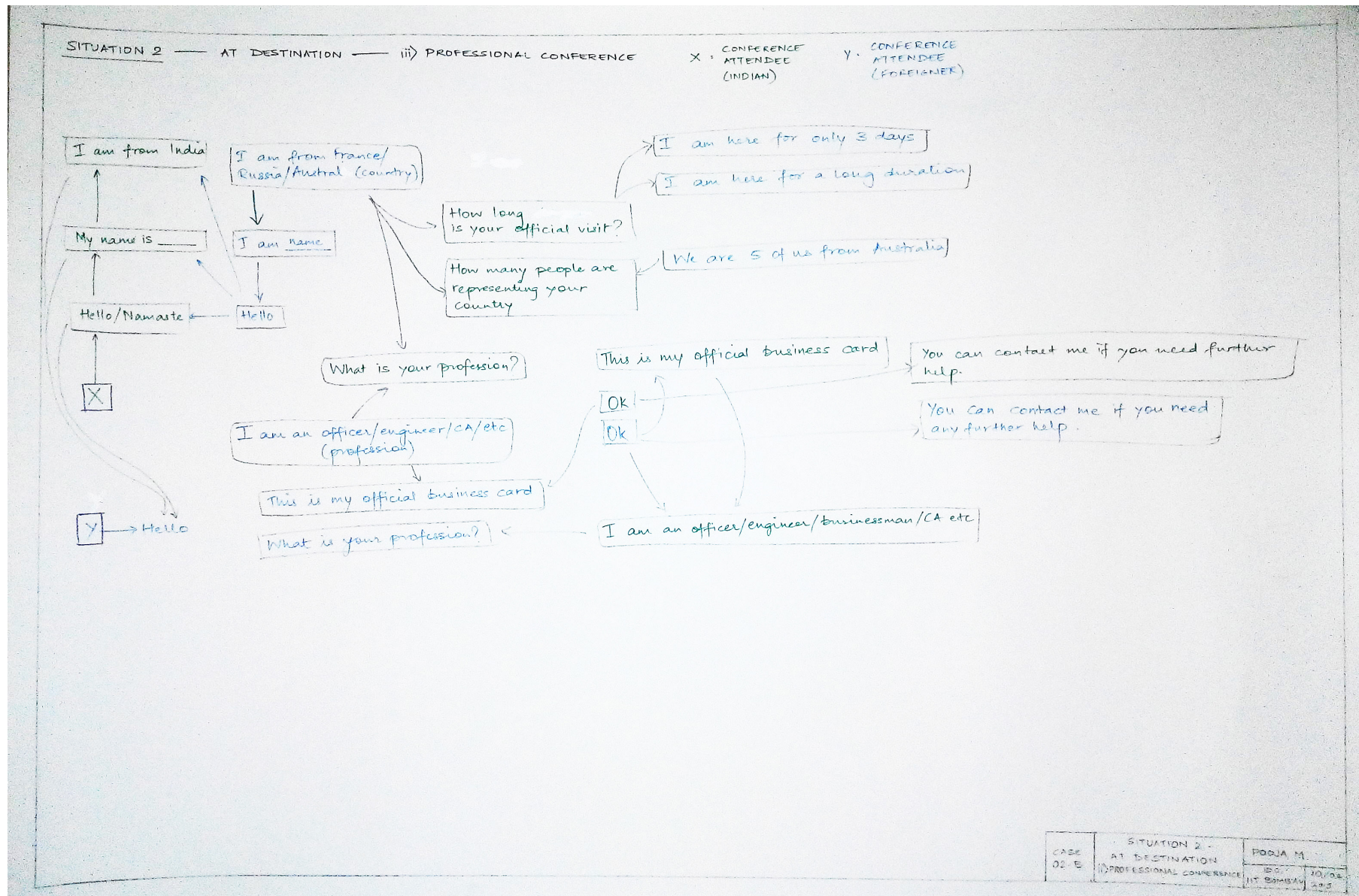


Content of the conversation - The following image shows the conversations that might take place while a foreigner is interacting with a tourist guide.

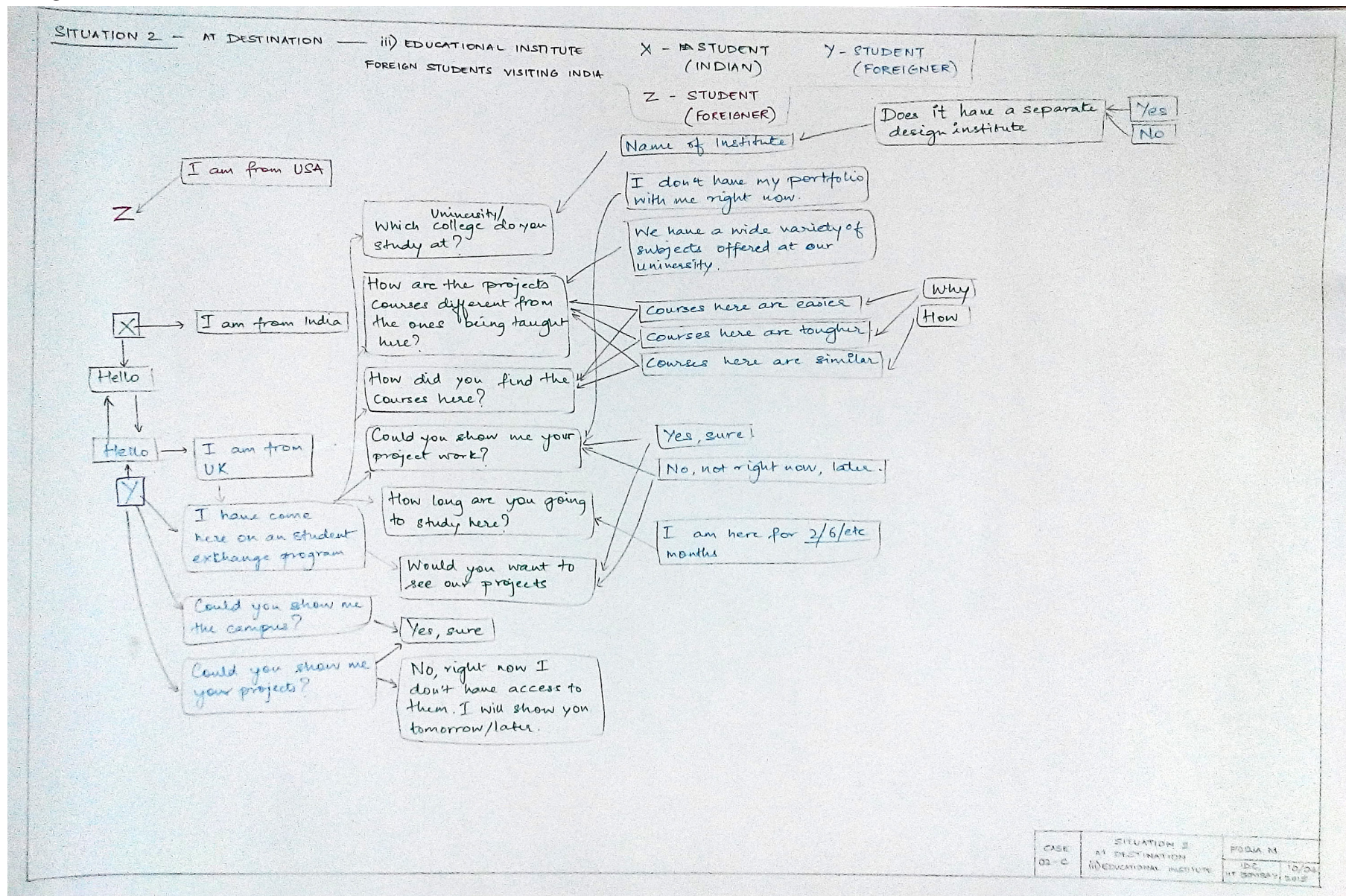


CASE 02-A	SITUATION 2 - AT DESTINATION i) TOURIST SITE	POOJA M
		IDC, IIT BOMBAY 2015

Content of the conversation - The following image shows the conversation that might take place while a foreigner is interacting with fellow attendees at a conference.



Content of the conversation - Content of the conversation - The following image shows the conversation that might take place while a foreigner is at an educational institute.



b) Concept 2

A digital application to translate one language to another.



Features:

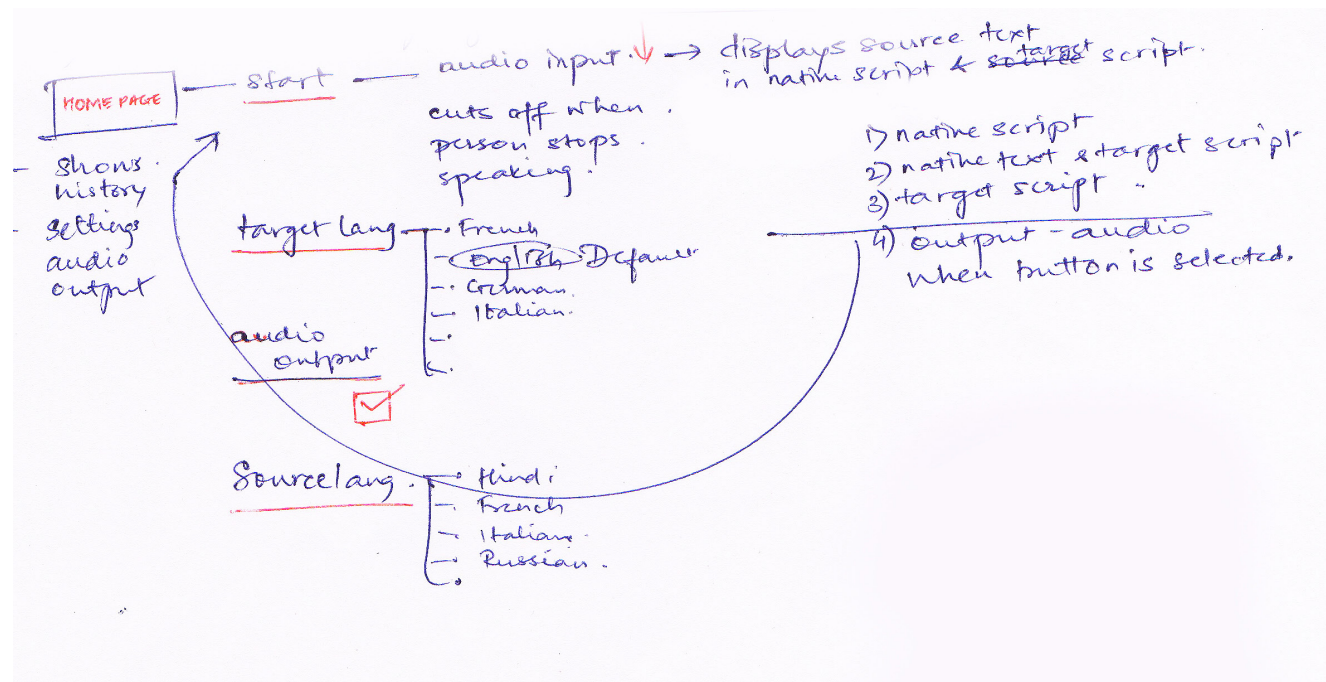
1. Active translation method.
2. Responsive design - Works on mobile, tablet and PC.
3. Converts audio input source text to target language.
4. Discussion support method.
5. User needs to give input about source language and target language.

Advantages:

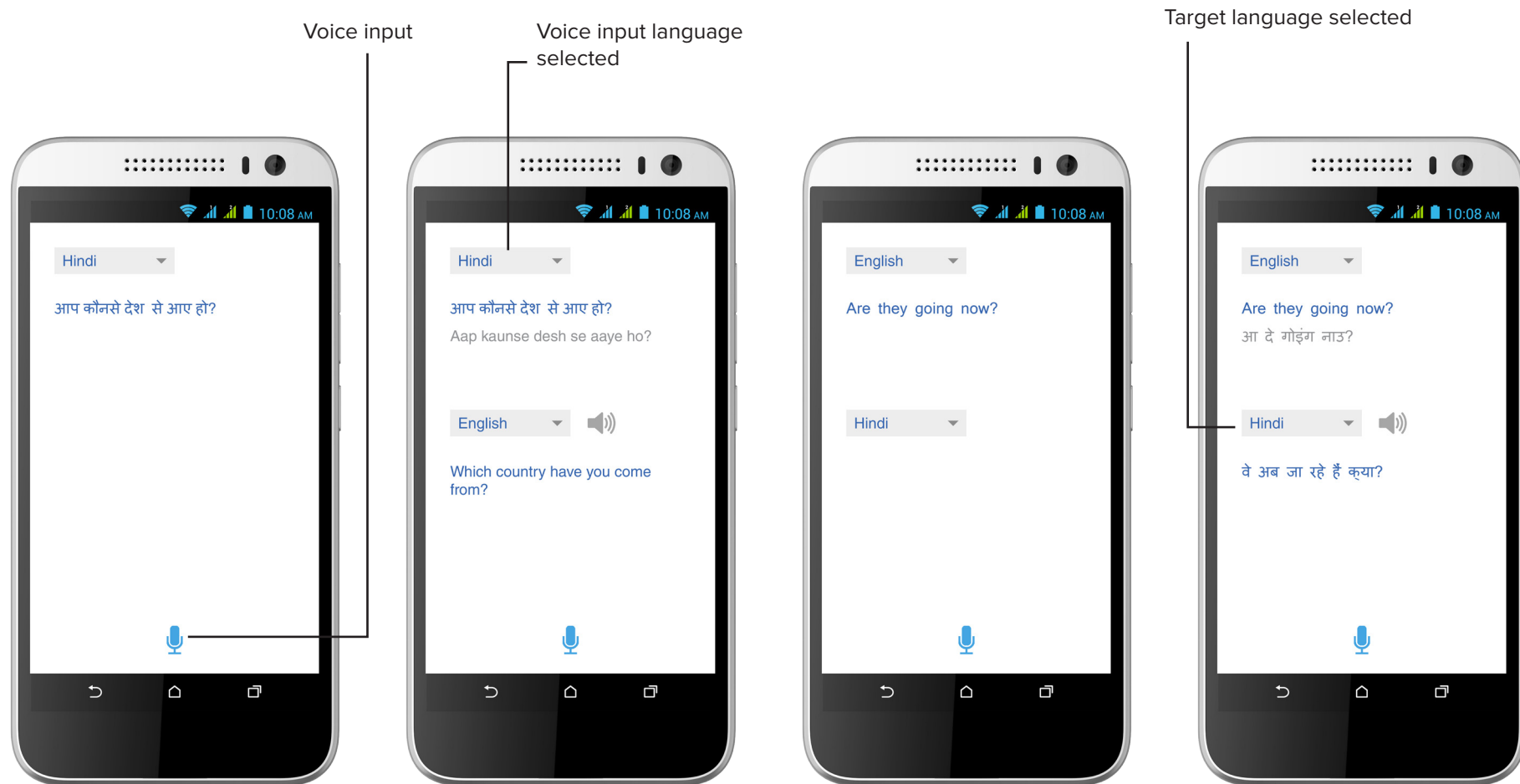
1. Simple interface.
2. Function oriented.
3. Records audio input and converts to source script, target script and source text in target script.

Disadvantages:

1. Does not show live conversation onscreen
2. Absence of handwriting or keyboard input.
3. Cannot differentiate voice patterns.
4. Does not detect language, user needs to give language input.



Site map of the product



Concept 2 - This is a scenario where the final product acts as a conversation supporting tool where the input from the hindi or english

speaking person is detected and translated to the target language as selected by the user.

c) Concept 3

This is a digital application which acts as learning aid before the visitor arrives to India.



Features:

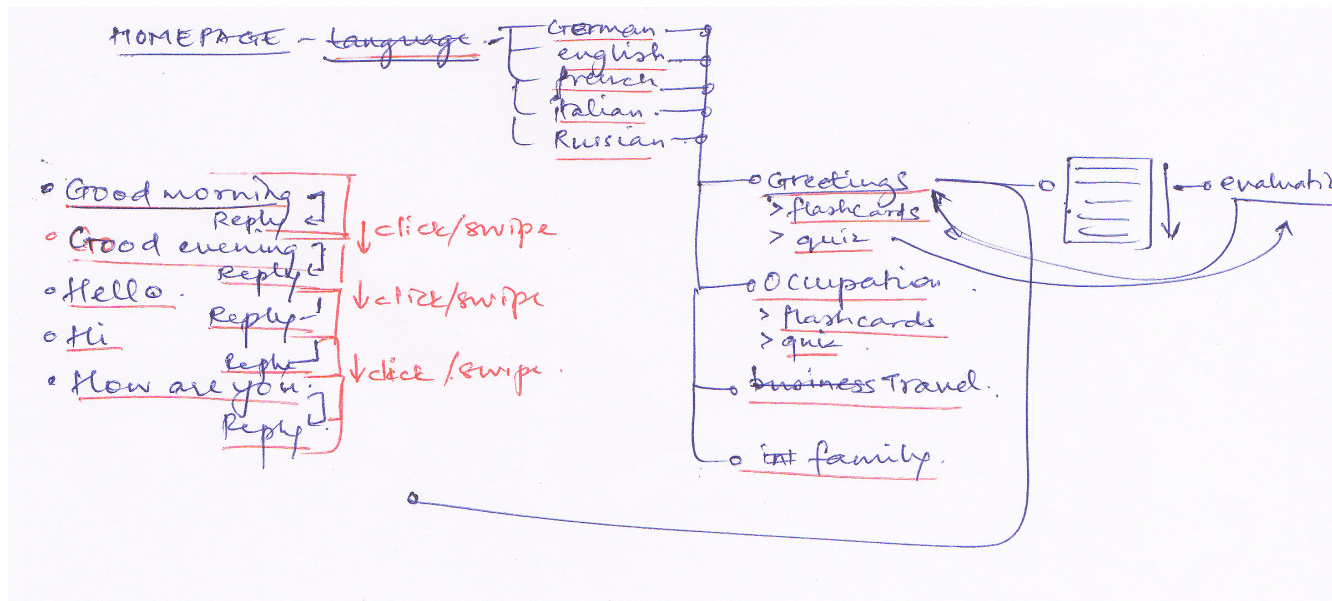
1. Acts as a learning aid before speaking the Indian language.
2. Responsive design - Works on mobile, tablet and PC.
3. Has various categories of stored situational conversations such as greetings, travel, wayfinding, etc.
4. Involves various levels of learning from basic to expert.
5. The learning is through flashcard method and evaluation through quizzes.
6. Rewards user with star score system.

Advantages:

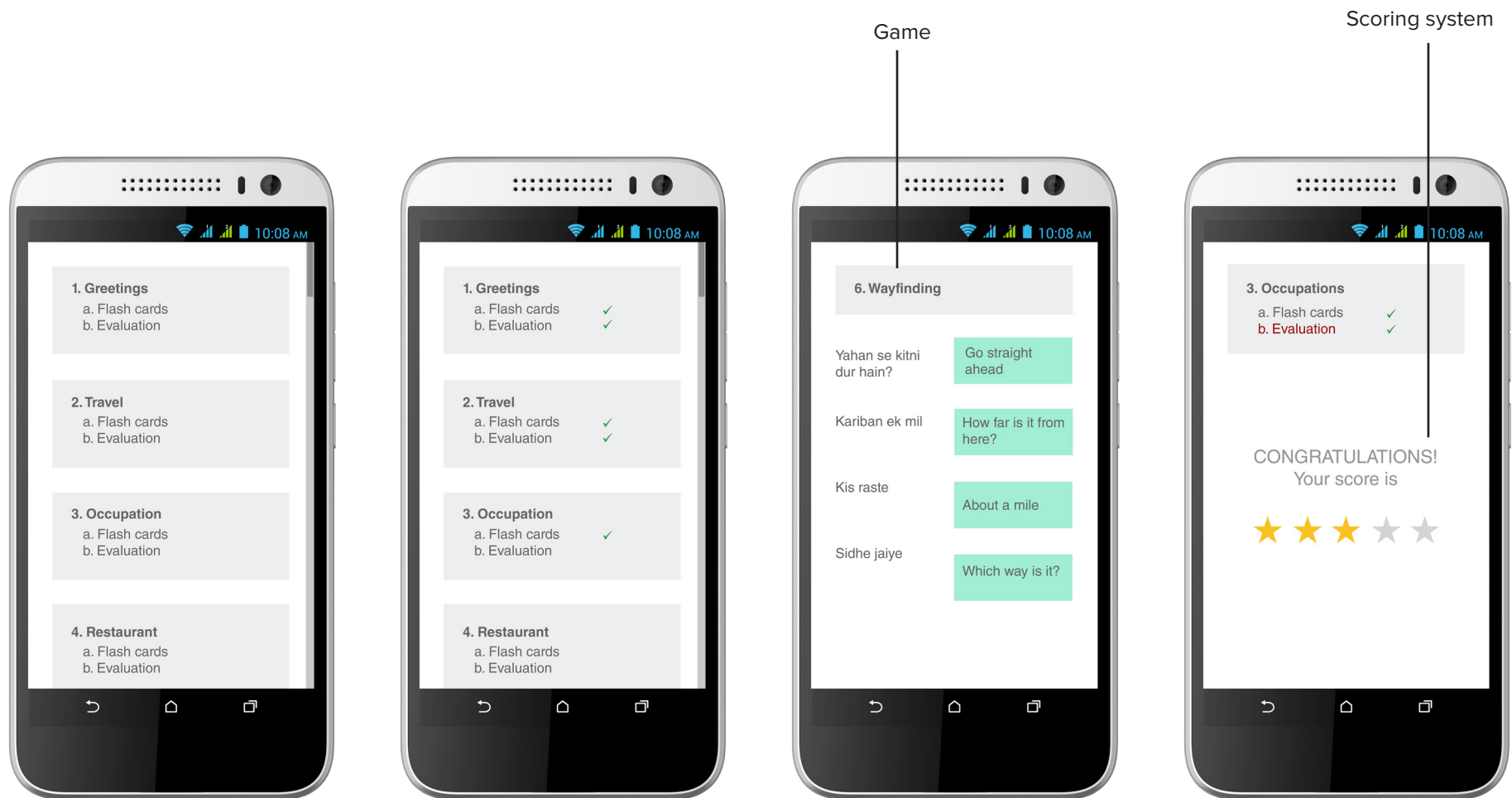
1. Helps user to learn the language beforehand.
2. Incentives such as star scoring system engage the user to continue learning all categories.
3. Does not require data connection once the database is stored with the required conversations.

Disadvantages:

1. Acts as a passive app since it works on stored data.
2. The stored conversations may not be applicable exactly in the real world.



Site map of the product



Concept 3 - The above scenario shows the steps of the interface of the application where the phrases are displayed through flashcards and learning evaluation is carried out with the help of a game and the player

is given a score.

d) Concept 4

This is a digital application which acts as a travel management system.



Features:

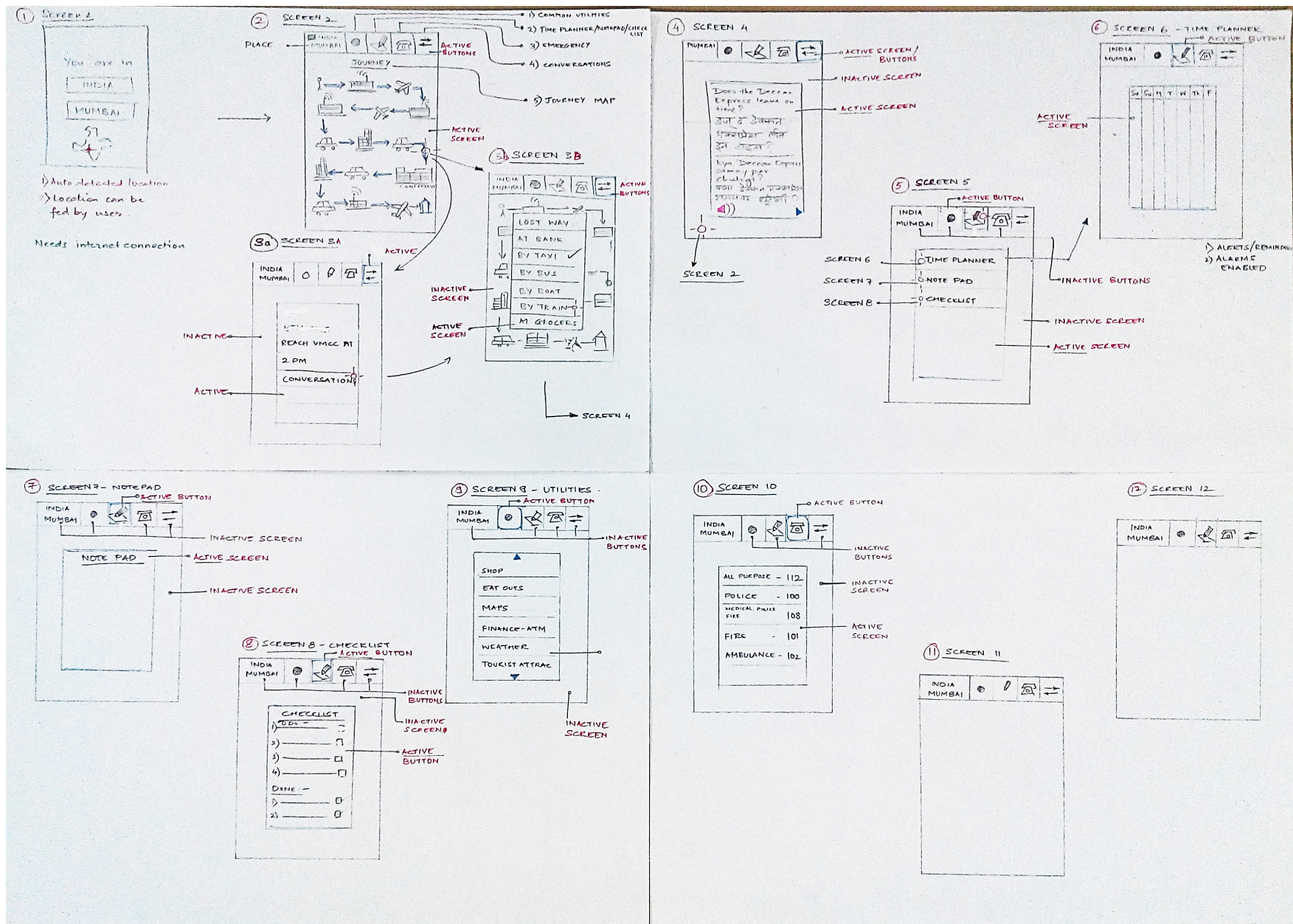
1. Contains stored conversations for various situations.
2. Responsive design - Works on mobile, tablet and PC.
3. Provides calendar, checklist, emergency phone numbers for additional functionality in one application.

Advantages:

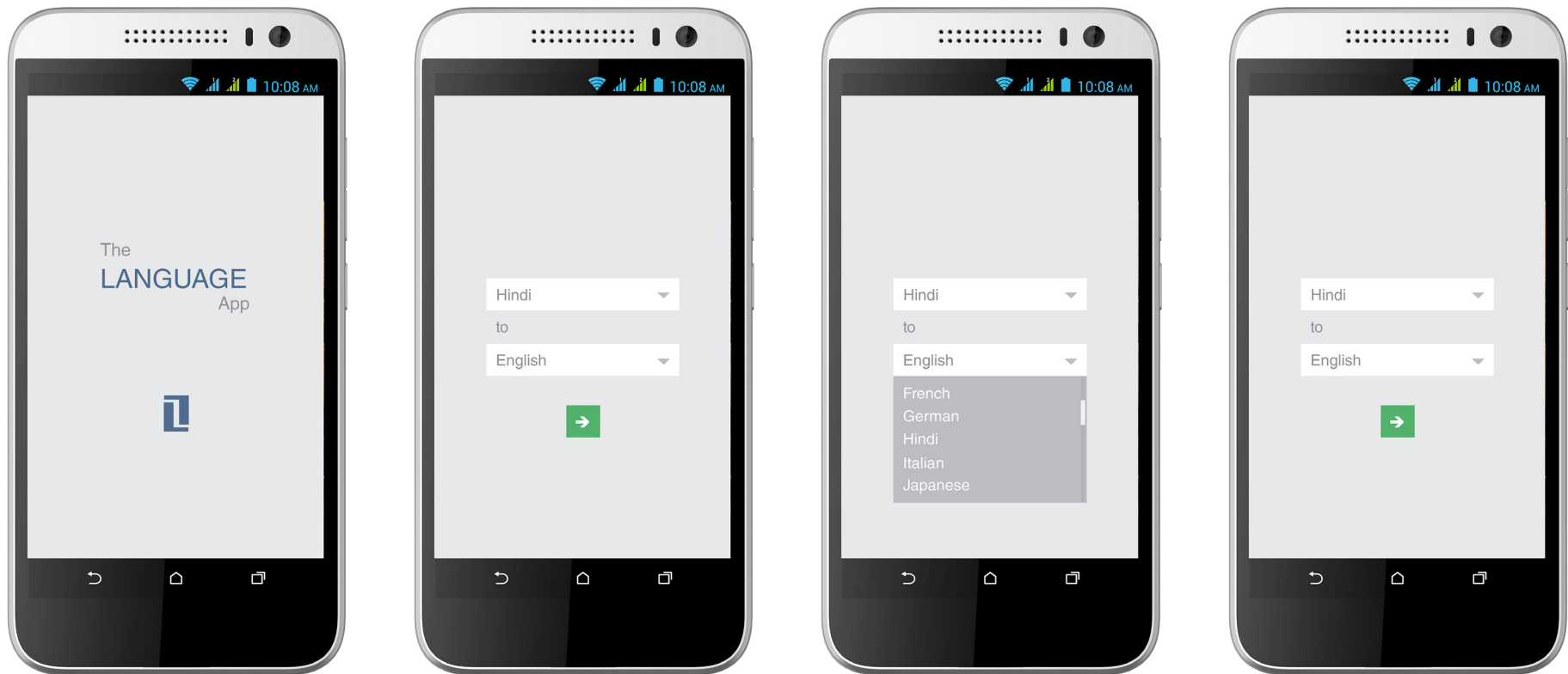
1. Acts as a utility application providing several features in one app.
2. The application can work offline if the conversations are already recorded.

Disadvantages:

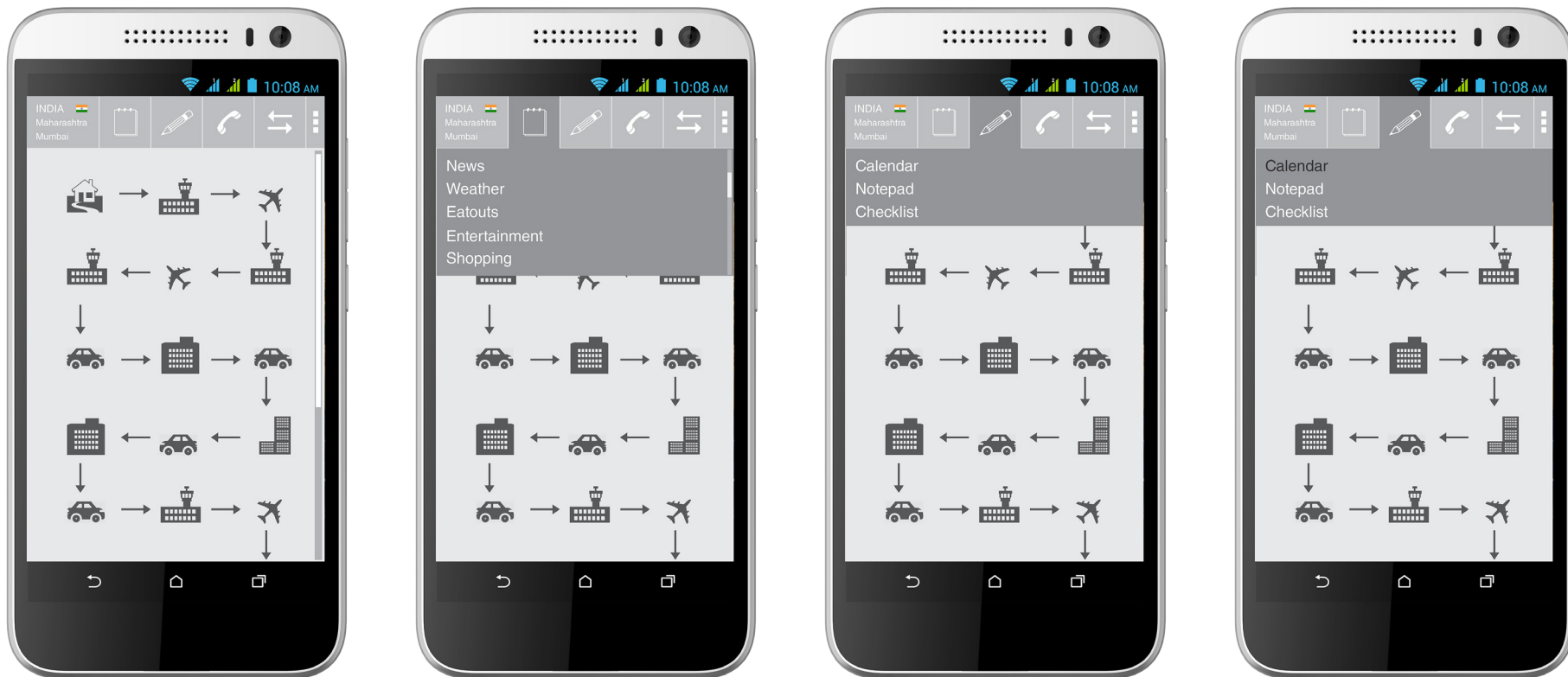
1. Does not focus on conversations.
2. Does not have the ability to translate a live conversation.



Rough Work of the workflow of the application showing the navigation, menus and content



Concept 4 - The scenario shows the selection of language translation options through the menu list.

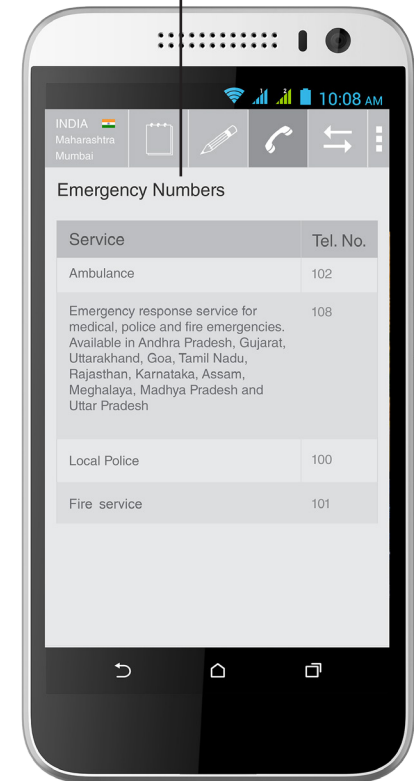
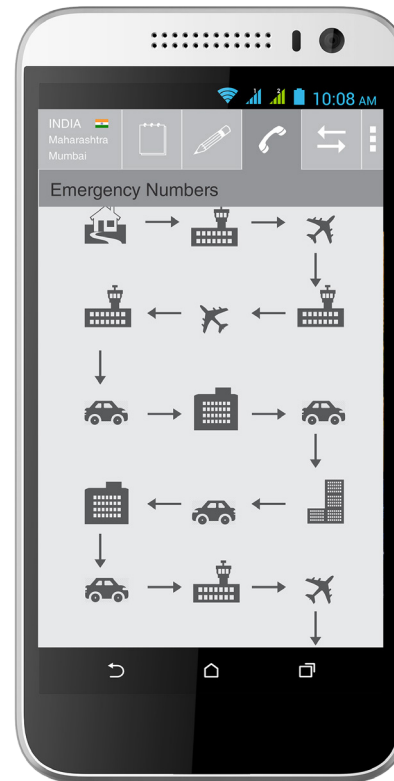
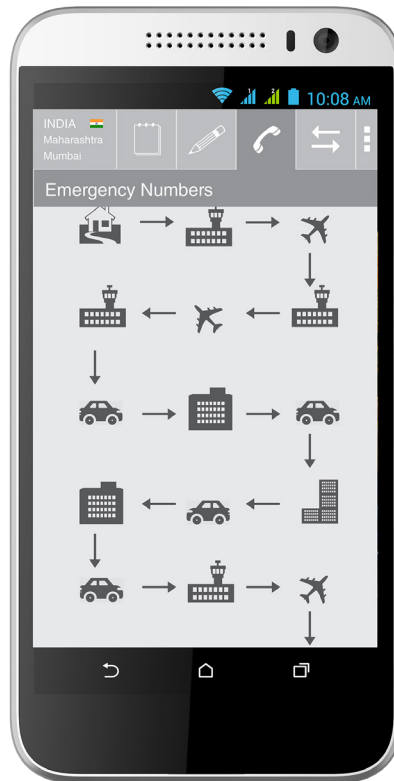


Concept 4 - The scenario shows the menu list of the travel management system application.

Calendar



Emergency numbers



Concept 4 - The scenario shows the calendar and emergency numbers options in the application.



Concept 4 - The above screenshots show the menu system where the foreigner can access frequently used topics of conversation in India.

e) Concept 5

This was a system design which intended to accept basic input from user about the other participant of the foreign country, process the most appropriate conversation topics and phrases based on predetermined factors eg. culture of the host country, age, protocols, seasons, gender, etc fed into the system and planned to give an output apt for the situation.

Features:

1. The design requires that the user gives basic input details such as name, age, occupation, location, gender, etc. to the system about oneself and about the other participant.
2. The system processes the information based on factors such as location, age, gender, geographic location, etc. which may be constant or may keep changing.
3. It is an automated system and the assumptions are that it can process audio input, detect the language, analyse the meaning and process it to the target language i.e. the foreigner's language.
4. The output is displayed in the script of the language preferred by the user.
5. The output can be heard aloud if the user opts to do so.

Advantages:

1. Such a system gives suggestions for conversation and is customized to the needs of the person speaking as well as the other participant since it predicts the possible conversational content based on the factors as shown in the diagram.
2. Focuses on conversation.
3. The person need not prepare or learn the entire language as output is displayed in the script of the preferred language of the user.

Disadvantages:

Since the system is based on audio input and recognition, with the current technology available in India it may be not be feasible to use and the language processing may not function in noisy conditions.



Input from user

1. Name:

2. Age:

0-15

15-30

30-45

45-60

>60

3. Occupation:

4. City:

5. State:

6. Country:

7. Gender:

Input about other participant

1. Name:

2. Age:

0-15

15-30

30-45

45-60

>60

3. Occupation:

4. City:

5. State:

6. Country:

7. Gender:

Concept 5

Factors:

1. Day
2. Date
3. Month
4. Year
5. Location
6. City
7. State
8. Country
9. Highway
10. Age of the person
11. Profession of the person
12. Seasons
13. Temperature zone
14. Local weather
15. Climatic region
16. Roads
17. Geography
18. Vegetation
19. Occupations
20. Flora and Fauna
21. Religion(faith)
22. Economy
23. Political scenario
24. Culture
25. Cuisine
26. Art
27. Architecture
28. Clothing
29. Transportation network
30. Literacy rate
31. Laws
32. History
33. National symbols
34. Languages spoken
35. Type of jobs
36. Pace of lifestyle
37. Quality of life
38. Gross income
39. Density of population
40. Progress of the nation in the past years
41. Social structure
42. Ethnic makeup
43. Lifestyle habits
44. Food habits
45. Safety standards of people
46. Quality of governance
47. Efficiency of workforce
48. Pace of development
49. Baseline poverty
50. Distribution of wealth in various regions
51. Subsidies and incentives for import or export
52. Taxation policies for foreign investment
53. Do's and don'ts in the culture
54. Working days and weekends
55. Sporting events
56. Infrastructure for supporting international events
57. Number of metropolitan cities
58. Nature of TV shows
59. Nature of media - Cinema, TV shows
60. Nature of music
61. Trend development in various sectors

Topics of conversation:

(depends upon factors)

1. Tourist places
2. Iconic structures
3. Opinion on current events
4. Hypothetical situational questions
5. National symbols
6. Myths/legends/tales of the place
7. Level of interest to learn the language of the new place
8. Comparison between native land and place of visit
9. Education system
10. Best holiday destination
11. Unusual food or drink
12. Ordering food
13. Way finding
14. Shopping/ Clothes and fashion
15. Eating habits
16. Staple diet
17. Vacation season
18. School terms
19. Office timings
20. Books
21. Sports
22. TV shows
23. Movies
24. Music
25. Board/card/online/playstation games
26. Favorite hobbies and interests
27. Questions: How/ where/ why/ which/ how often/ to what effect/ to whom, etc

Nature of conversation based on following factors:

1. Nature of meeting: 1st, 2nd, >than twice.
2. Nature of institute:
Educational institute
Corporate organisation
Diplomatic visit
International summit
Sport event
Government organisation
3. Nature of visit: Official/ unofficial/ Confidential
4. Protocols of the place

Concept 5

f) Concept 6

This concept focuses on the learning aspect of the foreign languages but also includes suggestion for conversing in the foreign language. The learning is primarily based on the concept of understanding the meaning through a sentence.

Features:

1. Sentence can be clicked to get further suggestions about conversation phrases with related content. This action also gives the meaning of the sentence in the language of the user.
2. Upon clicking every word, the meaning of the word with further similar words are suggested. It also shows the break up of every word into its component alphabets.
3. The alphabets, words and sentences are read aloud through audio output when clicked.

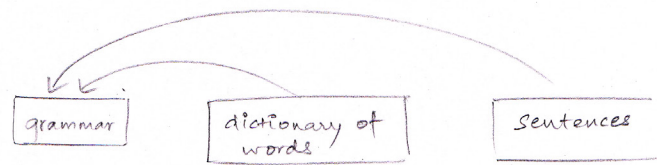
Advantages:

1. The user has the option to know more about the content through the suggestion feature and the feature giving familiar words.
2. Has audio output hence is more accessible to users who would like to understand the words phonetically.

Disadvantages:

1. The detailed elaboration of sentences may not be always ideal for foreign visitors who visit India only for a short while.

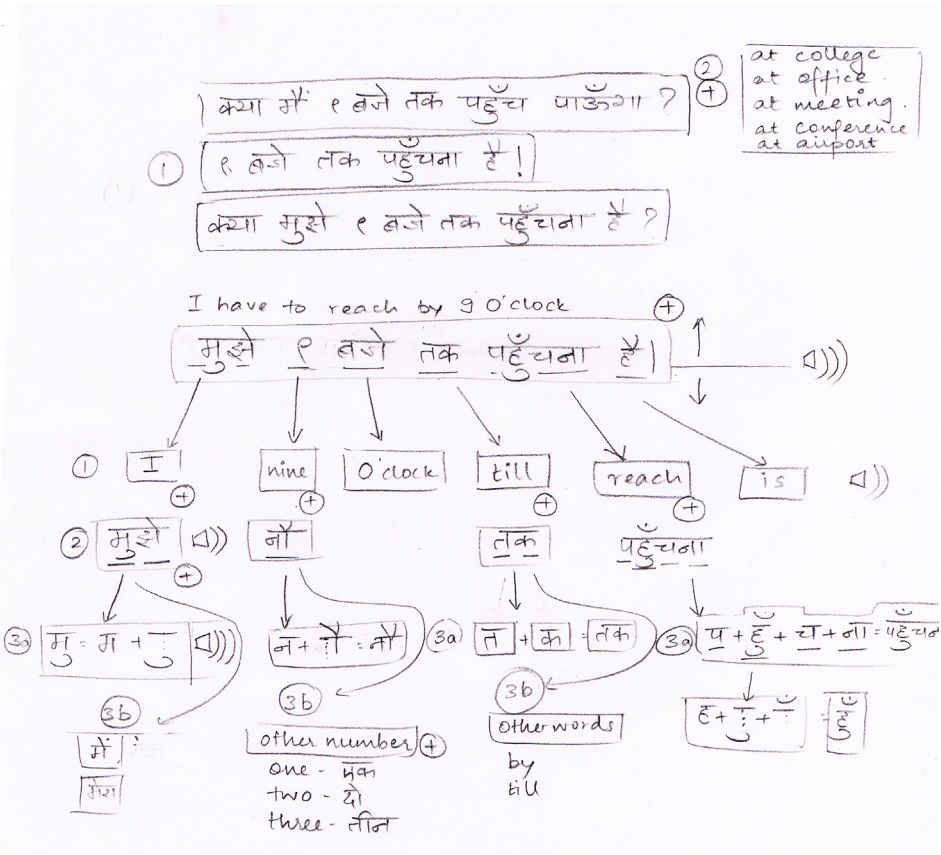
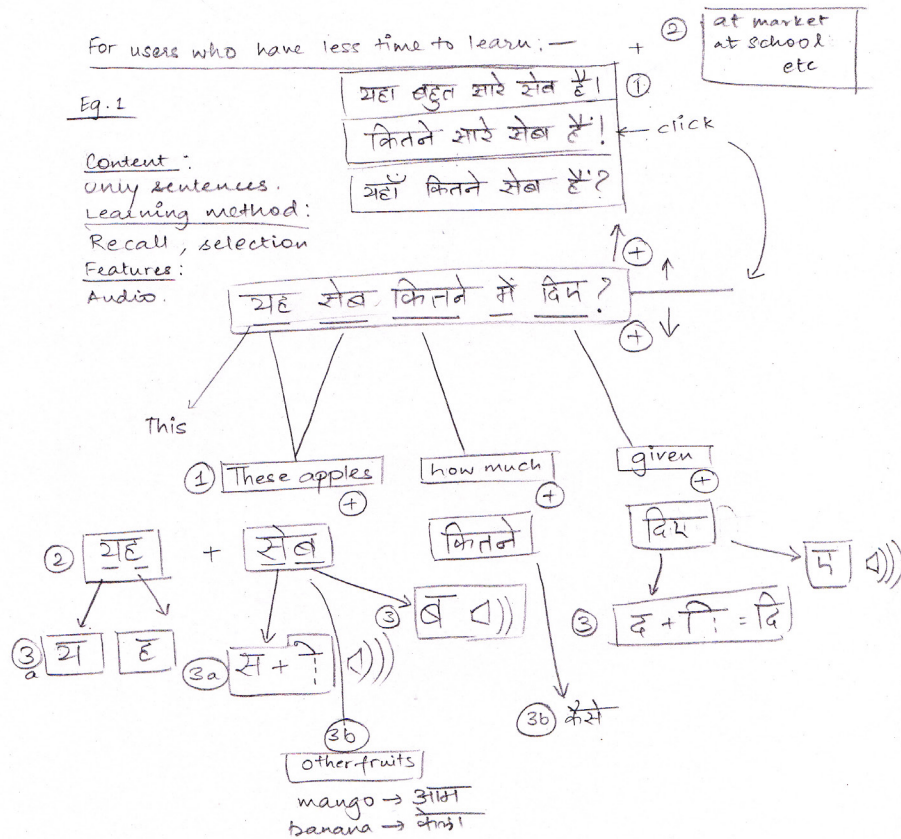
For regular users:-



For users who have less time to learn:-

Eq. 1

Content:
only sentences.
Learning method:
Recall, selection
Features:
Audio.



Concept 6 - Sketches which show the ideation of the language learning application when zoomed word and alphabet wise and sentence wise alongwith the suggestion feature and audio output.

g) Concept 7

i) Design Concept

This concept is based on learning Hindi with audio, visuals, translation and script. It consists of 3 phases: i)Preparation, ii)Reference, iii) Conversational practice. At each stage the word is translated and displayed in the English script alongwith the audio in both languages. It also consists of evaluation with help of various tests after each lesson.

It assumes that the learner knows basic conversational English and can choose to use the product at his disposal. There is no compulsion to go through all phases of the product at once to accomplish the objective of enabling the foreigner to speak hindi. The minimum time required by the person to complete one set of the application is 20 minutes. The user may also use it as a tool to support the conversation with the help of the proposed reference library in the application (final product).

Features that integrate the functionality and form of the product:

1. Based on learning through sentences with the help of audio output of the words, meaning of the words and images. At each stage every hindi word/phrase or sentence is translated and the equivalent audio output is played.
2. The script acts as a complementing feature which aids and gives cue to the user of the word being pronounced.
3. The content of the learning material includes conversational content such as exchanging pleasantries, greetings, interrogating about wayfinding and navigation, emergency situations and phrases that are required most often during their short stay in India.

4. The preparation phase includes:

- i) Preparation vowels
- ii) Vowel signs

- iii) Consonants
- iv) Consonants +Vowel signs
- v) Grammar Basic

5. The reference phase includes:

- i) Cardinal Numbers
- ii) Ordinal Numbers
- iii) Days of the week
- iv) Months of the year
- v) Basic Words - Vocabulary
- vi) Stationery
- vii) Relatives
- viii) Metals and minerals

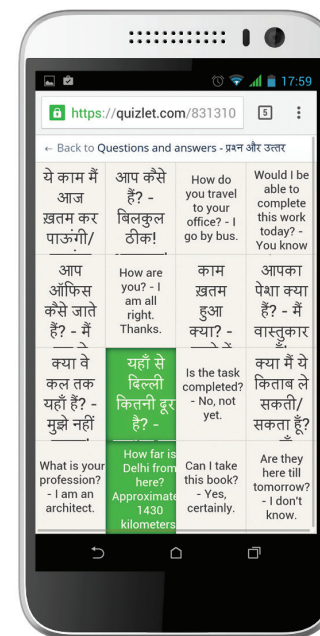
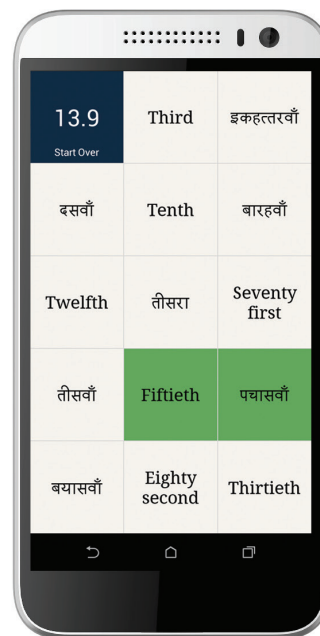
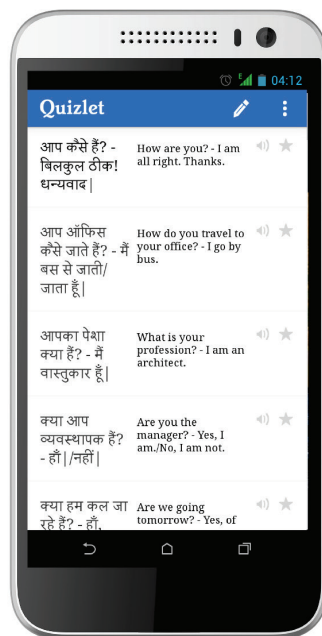
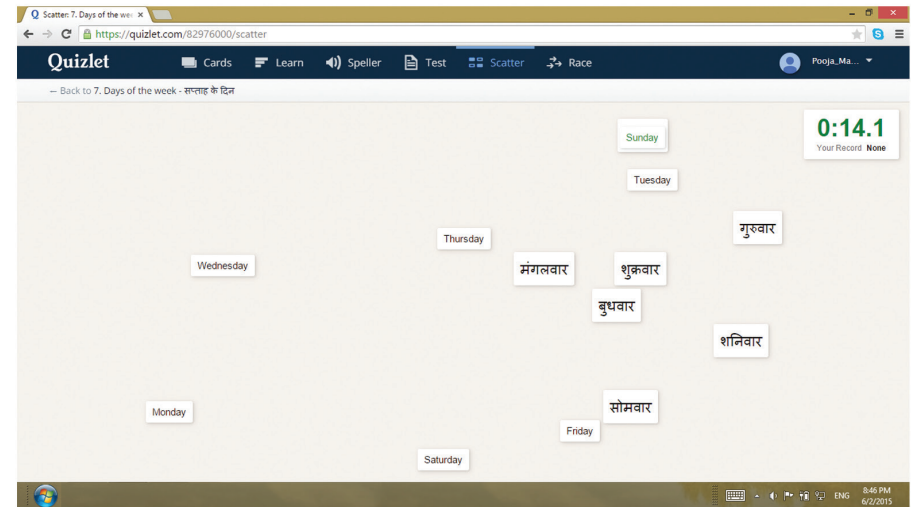
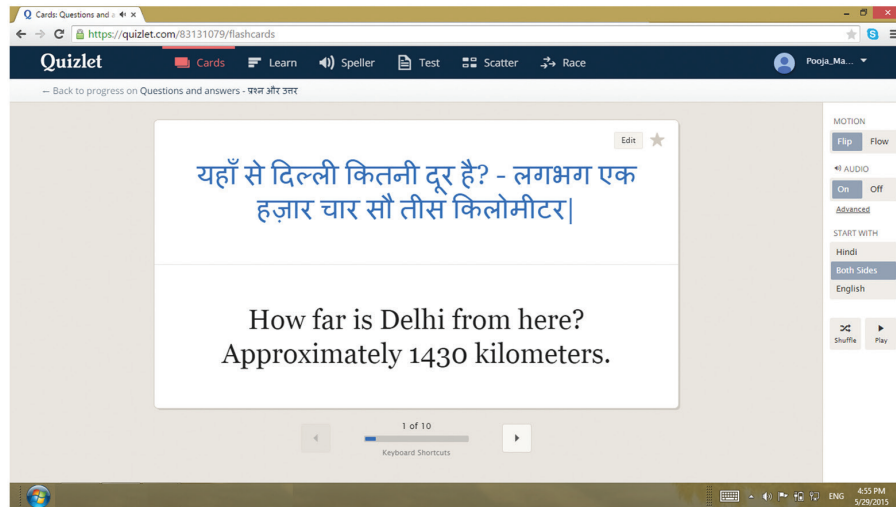
6. The conversational practice phase includes:

- i) Questions and Answers
- ii) Sentences used daily

7. The evaluation consists of several tests including learn, spellar, test, scatter and space race.
8. The application is adapted on 'Quizlet'.
9. Is designed with responsive design principles.
10. The phonetic representation of every hindi word is given in latin script for the convenience of the foreigner(user).

Advantages:

1. The audio helps the learner to grasp the pronunciation of the spoken words. Hence, the phonetics aids learning.
2. Visuals help in clarifying the meanings of the words.
3. The various phases of learning help the learner to keep track of their learning progress.
4. The evaluation of their learnings through the various tests after each lesson enable the learner to know their level of acquired expertise in the learnt language.



Concept 7 - Screenshots of the final application where the learner learns through flash card and then does self evaluation through various games such as spellar, scatter and race.

5. The application is accessible on the desktop computer, tablet and smartphone.
6. The translation is accompanied with audio.
7. The script aids and complements the audio so that learner gets a visual cue of the spoken word.

Disadvantages:

1. The learner cannot give an audio input for feedback.

6. Final Concept

i) Design Concept

This concept is based on learning Hindi with audio, visuals and script. It consists of 3 phases: i)Preparation, ii)Reference, iii)Conversational practice. It also consists of evaluation with help of various tests after each lesson. The content comprises of learning material that enables the foreigner to know the phrases, words and sentences that they can use during their short stay in India. It includes greetings, wayfinding, emergency phrases and other such frequently used content spoken in Hindi. The focus of the application is on learning spoken Hindi.

It assumes that the learner knows basic conversational English and can choose to use the product at his disposal. There is no compulsion to go through all phases of the product at once to accomplish the objective of enabling the foreigner to speak hindi. The minimum time required by the person to complete one set of the application is 20 minutes. The user may also use it as a tool to support the conversation with the help of the proposed reference library in the application (final product).

Features that integrate the functionality and form of the product:

1. Based on learning through sentences with the help of audio output of the words, meaning of the words and images. At each stage every hindi word/phrase or sentence is translated and the equivalent audio output is played.
2. The script acts as a complementing feature which aids and gives cue to the user of the word being pronounced.
3. The content of the learning material includes conversational content such as exchanging pleasantries, greetings, interrogating about wayfinding and navigation, emergency situations and phrases that are required most often during their short stay in India.

4. The preparation phase: This phase ensures that the learner knows basic hindi grammar.

- i) Preparation vowels
- ii) Vowel signs
- iii) Consonants
- iv) Consonants +Vowel signs
- v) Grammar Basic

5. The reference phase: This phase ensures that the learner has a repository of audio examples of frequently used reference words.

- i) Cardinal Numbers
- ii) Ordinal Numbers
- iii) Days of the week
- iv) Months of the year
- v) Basic Words Vocabulary
- vi) Stationery
- vii) Relatives
- viii) Metals and minerals

6. The conversational practice phase: This phase ensures that the learner has enough practice of spoken hindi.

- i) Questions and Answers
- ii) Sentences used daily

7. The evaluation consists of several tests including learn, spellar, test, scatter and space race.

8. The application is adapted on 'Quizlet'.

9. Is designed with responsive design principles.

10. The phonetic representation of every hindi word is given in latin script for the convenience of the foreigner(user).

Advantages:

1. The audio helps the learner to grasp the pronunciation of the spoken words. Hence, the phonetics aids learning.

2. Visuals help in clarifying the meanings of the words.

3. The various phases of learning help the learner to keep track of their learning progress.

4. The evaluation of their learnings through the various tests after each lesson enable the learner to know their level of acquired expertise in the learnt language.

5. The application is accessible on the desktop computer, tablet and smartphone.

6. The translation is accompanied with audio.

7. The script aids and complements the audio so that learner gets a visual cue of the spoken word.

Disadvantages:

1. The learner cannot give an audio input for feedback.

ii) Goals:

a) Engagement goals: The foreigner using the application should be engaged in the learning process for at least 20 minutes to complete one set alongwith the learning evaluation step. The scoring system and gaming system help the user to be engaged in the learning process. The learner can choose to learn part by part the content of the entire application.

b) Learning outcome goals: The final learning outcome is that the learner recalls using the learnt words, phrases, sentences and conversations to establish at least a one minute conversation in Hindi with a foreigner by choosing to atleast go through the conversational practice phase.

c) Enablement goals: Several games such as flashcards, learn, spellar, test, scatter and race enable the user to learn the language through the gaming process and this also serves as learning method to learn the language.

1. Preparation - Vowels

Devanagari alphabet - वर्णमाला

Devanagari	English
अ	a
आ	aa
इ	i
ई	ee
उ	u
ऊ	oo
ऋ	ri

2. Preparation - Vowel signs - स्वर चिन्ह

Devanagari	English
अ	a
आ	aa
इ	i
ई	ee
उ	u

1. Preparation - Vowels

2. Preparation - Vowel signs

3. Preparation - Consonants

Devanagari	English
क	ka
ख	kha
ग	ga
घ	gha
ङ	nga
च	cha

3. Preparation - Consonants

4. Preparation - Consonants + Vowel signs

Devanagari	English
क + आ = क + ा = का	kaa
क + इ = क + ि = कि	ki
क + ई = क + िी = की	kee
क + उ = क + ु = कु	ku
क + ऊ = क + ू = कू	koo
क + ऋ = क + ृ = कृ	kru
क + ए = क + े = के	ke

4. Preparation - Consonants + Vowel signs

5. Preparation - Grammar Basic

Hindi	English
मैं Main	I
तू Tuu	You
आप Aap	You (respect)
तुम Tum	You (plural)
यह Yah	He/She/It
वह Vaha	He/She/It

6. Reference - Cardinal Numbers

Hindi	English
१ Ek	1
२ Do	2
३ Teen	3
४ Chaar	4
५ Paanch	5
६ Chah	6
७ Saath	7

7. Reference - Ordinal Numbers

Hindi	English
पहला Pahlā	First
दूसरा Doosra	Second
तीसरा Teesra	Third
चौथा Chautha	Fourth
पाँचवाँ Paanch vaan	Fifth
छठा Cha tha	Sixth
सातवाँ Saatvaan	seventh

8. Reference - Days of the Week

Hindi	English
गुरुवार Guruvaar	Thursday
बुधवार Budhvaar	Wednesday
मंगलवार Mangalvaar	Tuesday
रविवार Ravivaar	Sunday
शनिवार Shanivaar	Saturday
शुक्रवार Shukravaar	Friday

9. Reference - Months of the year

Hindi	English
अक्टूबर Aktubar	October
अगस्त Agast	August
अप्रैल Aprail	April
जनवरी Janavari	January
जुलाई Julia-i	July
जून Joon	June
दिसंबर Disambar	December

9. Reference - Months of the year

10. Reference - Basic words - Vocabulary

Hindi	English
और Aur	and
कब Kab	when
कहाँ Kahaa	where
किसे Kise	whom
कैसे Kaise	how
कौनसे Kaunse	which
क्या Kya	what

10. Reference - Basic words - Vocabulary

11a. Reference - Stationery

Hindi	English
पेंसिल Pencil	pencil
कागज Kaagaz	paper
कलम Kalam	pen
स्याही Syaahi	ink
किताब Kitaab	book

11a. Reference - Stationery

11b. Reference - Relatives

Hindi	English
अम्मा Amma	mamma
पापा Paapa	papa
माता Maata	mother
पिता Pita	father
पुत्री Putri	daughter
पुत्र Putra	son

11b. Reference - Relatives

11c. Reference - Metals and Minerals

Flashcards Learn Speller Test Scatter Space Race Edit Add to Class Add to Folder Print More

List Info

Metals and Minerals

Original Alphabetical

अकीक Akeek	Cornelion	☆ 🔊 🌿 ✎
अभक Abhrak	Mica	☆ 🔊 🌿 ✎
कसकुट Kuskat	Bronze	☆ 🔊 🌿 ✎
कोंसा Kaansaa	Bell metal	☆ 🔊 🌿 ✎
कुरन Kuran	Emery	☆ 🔊 🌿 ✎
कोयला Koyla	Coal	☆ 🔊 🌿 ✎

11:04 AM 7/6/2015

11c. Reference - Metals and Minerals

11d. Reference - Colour

Flashcards Learn Speller Test Scatter 65 secs best Space Race Edit Add to Class Add to Folder Print More

STUDY PLAY TOOLS

List Scores Info

Colours

Original Alphabetical

लाल Laal	Red	☆ 🔊 🌿 ✎
हरा Haraa	Green	☆ 🔊 🌿 ✎
नीला Neela	Blue	☆ 🔊 🌿 ✎
पीला Peela	Yellow	☆ 🔊 🌿 ✎
सफेद Safed	White	☆ 🔊 🌿 ✎
काला Kaala	Black	☆ 🔊 🌿 ✎

11:05 AM 7/6/2015

11d. Reference - Colour

11e. Reference - Professions

Flashcards Learn Speller Test Scatter Space Race Edit Add to Class Add to Folder Print More

List Info

Professions

Original Alphabetical

अखबारनबीस Akbarnabees	journalist	☆ 🔊 🌿 ✎
अध्यापक Adhyaapak	teacher	☆ 🔊 🌿 ✎
कारीगर Kaarigar	artisan	☆ 🔊 🌿 ✎
किसान Kisaan	farmer	☆ 🔊 🌿 ✎
कुली Coolie	coolie	☆ 🔊 🌿 ✎
कोठीवाल Kothivaal	banker	☆ 🔊 🌿 ✎

11:07 AM 7/6/2015

11e. Reference - Professions

11f. Reference - Musical Instruments

Flashcards Learn Speller Test Scatter Space Race Edit Add to Class Add to Folder Print More

List Info

Musical Instruments

Original Alphabetical

तबला Tabla	Tabla	☆ 🔊 🌿 ✎
बांसुरी Baasuri	Flute	☆ 🔊 🌿 ✎
तुरही Turahi	Bugle	☆ 🔊 🌿 ✎
घंटा Ghanta	Bell	☆ 🔊 🌿 ✎
झांज Zhaanj	Cymbal	☆ 🔊 🌿 ✎
डफ Duff	Tambourine	☆ 🔊 🌿 ✎

11:08 AM 7/6/2015

11f. Reference - Musical Instruments

11g. Reference - Vegetation - Flowers, leaves, trees, fruits and vegetables flash-cards/

STUDY: Flashcards, Learn, Speller, Test, Scatter, Space Race

PLAY: Scatter, Space Race

TOOLS: Edit, Add to Class, Add to Folder, Share, Print, More

Vegetation - Flowers, leaves, trees, fruits and vegetables

Original | Alphabetical

पेड़ Pey-dh	Tree	☆ 🔊 📝
पौधा Paudha	Plant	☆ 🔊 📝
लता Lata	Creeping	☆ 🔊 📝
टहनी Tahni	Stem	☆ 🔊 📝
पत्ता Patta	Leaf	☆ 🔊 📝
कली Kali	Bud	☆ 🔊 📝

11:12 AM 7/6/2015

11g. Reference - Fruits, vegetables, etc.

12. Conversation practice - Questions and answers flash-cards/

STUDY: Flashcards, Learn (18% finished), Speller, Test, Scatter (8.9 secs best), Space Race

PLAY: Scatter, Space Race

TOOLS: Edit, Add to Class, Add to Folder, Share, Print, More

Conversations

Most Missed | Original | Alphabetical

यहाँ से दिल्ली कितनी दूर है? - लगभग एक हजार चार सौ तीस किलोमीटर। Yahaan se Delhi kitni door hai? - Lagbhag ek hazaar chaar sau tees kilometer.	How far is Delhi from here? Approximately 1430 kilometers.	☆ 🔊 📝
आप कैसे हैं? - बिल्कुल ठीक! धन्यवाद। Aap kaise hai? - Bilkul theek! Dhanyavaad.	How are you? - I am all right. Thanks.	☆ 🔊 📝
आप ऑफिस कैसे जाते हैं? - मैं बस से	How do you travel to your office? - I go by bus.	☆ 🔊 📝

11:14 AM 7/6/2015

12. Conversation Practice - Questions and Answers

13. Conversation practice - Sentences used daily flash-cards/

STUDY: Flashcards, Learn, Speller, Test, Scatter, Space Race

PLAY: Scatter, Space Race

TOOLS: Edit, Add to Class, Add to Folder, Share, Print, More

Sentences used daily

Original | Alphabetical

धन्यवाद! Dhanyavaad	Thank you.	☆ 🔊 📝
नमस्ते! Namaste	Hello.	☆ 🔊 📝
मुझे मदद की जरूरत है। Mujhe madad ki zaroorat hai	I need help.	☆ 🔊 📝
मेरा नाम अमृता है। Meraa naam Amruta hai	My name is Amruta.	☆ 🔊 📝
मैं समझ गयी (F) / गया (M)। Main samaj gayi / gaya	I understood.	☆ 🔊 📝
मैं समझी (F) / समझा (M) नहीं। Main samjhi(F)/ samjha(M)	I did not understand.	☆ 🔊 📝
क्या आप अंग्रेजी बोलते हैं? Kya aap angrezi bolte hain?	Do you speak English?	☆ 🔊 📝
क्या आप हिंदी बोलते हैं? Kya aap hindi bolte hain?	Do you speak Hindi?	☆ 🔊 📝

11:15 AM 7/6/2015

12. Conversation Practice - Daily use sentences

13. Conversation practice - Sentences used daily flash-cards/

STUDY: Flashcards, Learn, Speller, Test, Scatter, Space Race

PLAY: Scatter, Space Race

TOOLS: Edit, Add to Class, Add to Folder, Share, Print, More

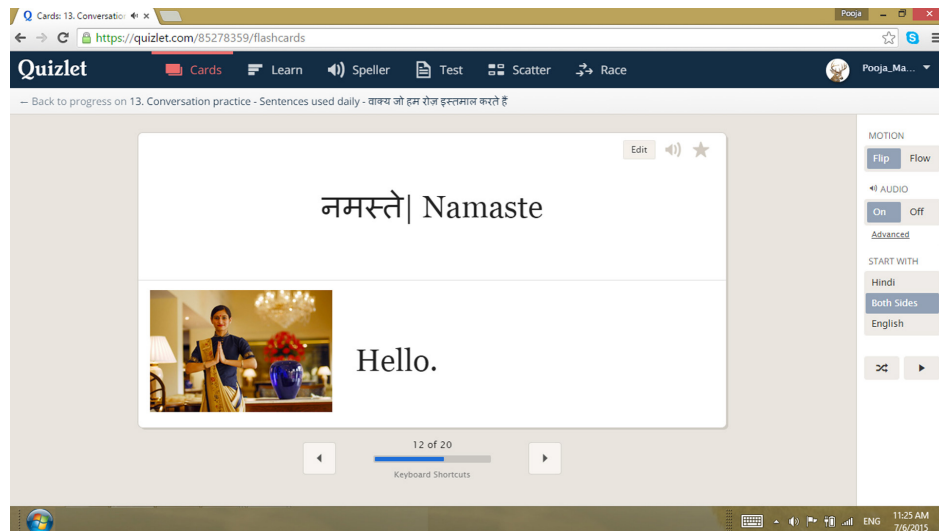
Sentences used daily

Original | Alphabetical

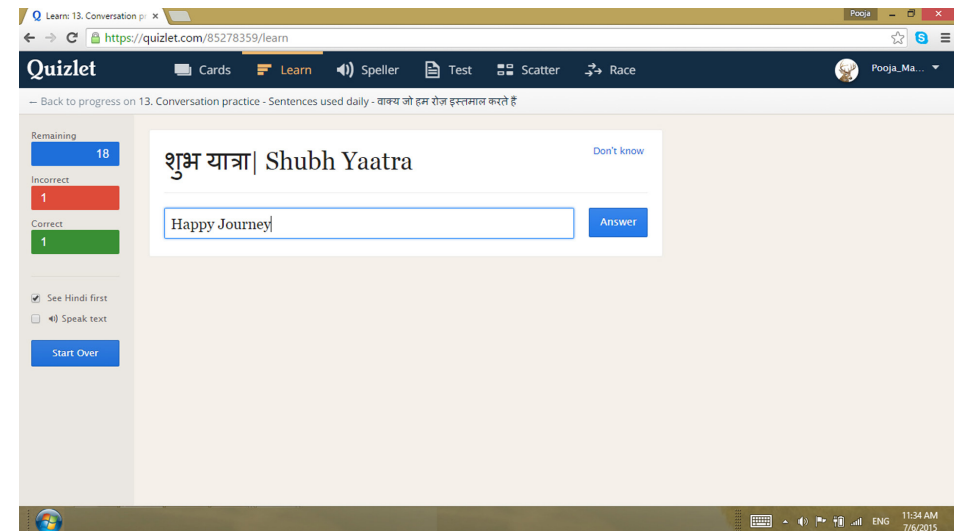
आप कैसे हैं? Aap kaise hai?	How are you?	☆ 🔊 📝
आप कहाँ के निवासी हैं? Aap kahaan ke nivaasi hain?	Where are you from?	☆ 🔊 📝
आपका नाम क्या है? Aapkaa naam kya hain?	What is your name?	☆ 🔊 📝
आप से मिलकर खुशी हुई। Aap se milkar khushi hui	Pleased to meet you.	☆ 🔊 📝
कितने का है? kitne kaa hain?	How much does this cost?	☆ 🔊 📝
कृपया यह मेरे लिए लिखें। Krupaya yaha mere liye likhe	Please write this down for me.	☆ 🔊 📝
क्या आप अंग्रेजी बोलते हैं? Kya aap angrezi bolte hain?	Do you speak English?	☆ 🔊 📝
क्या आप हिंदी बोलते हैं? Kya aap hindi bolte hain?	Do you speak Hindi?	☆ 🔊 📝

11:20 AM 7/6/2015

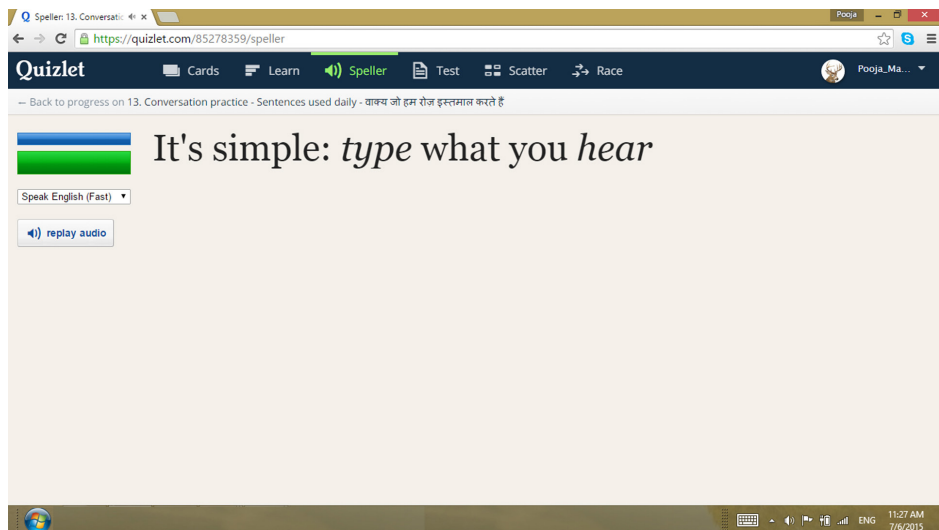
13. Conversation Practice - Daily use sentences



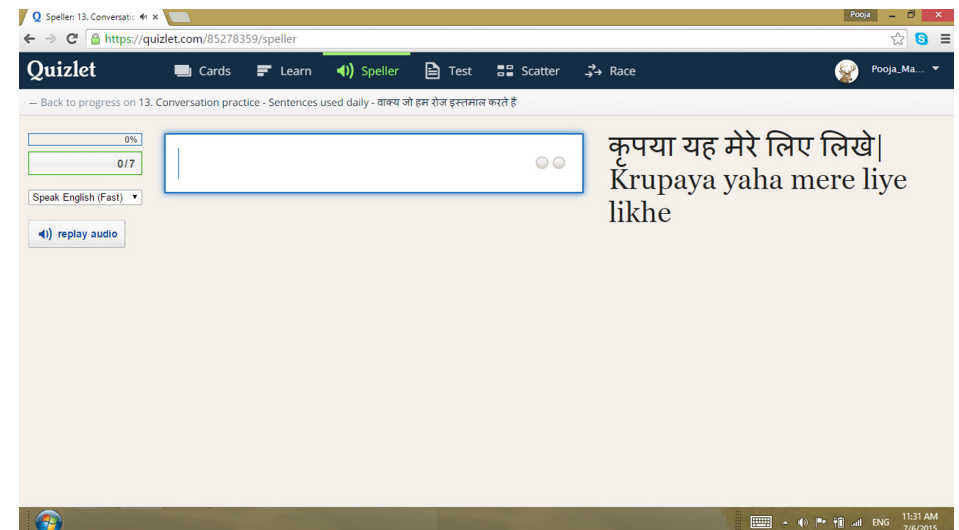
Learning method - Learning through flashcards



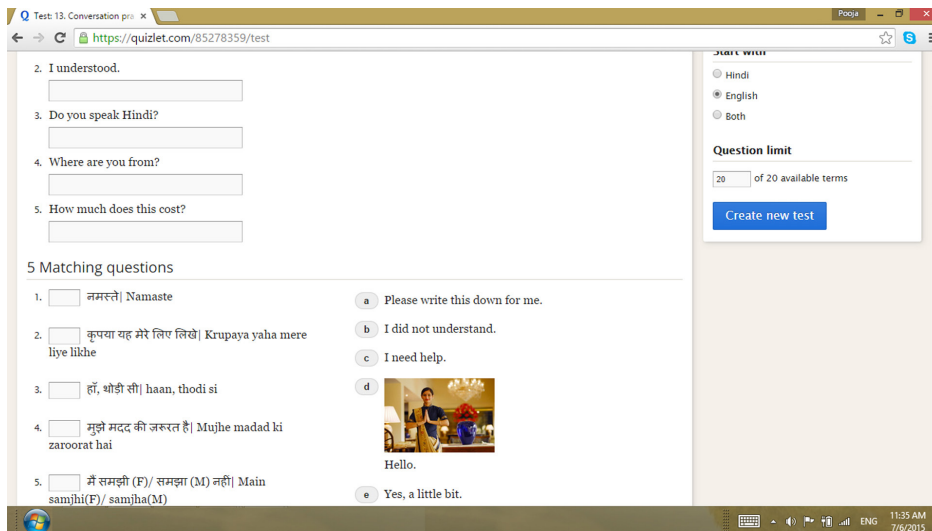
Learning evaluation method - Learning phase



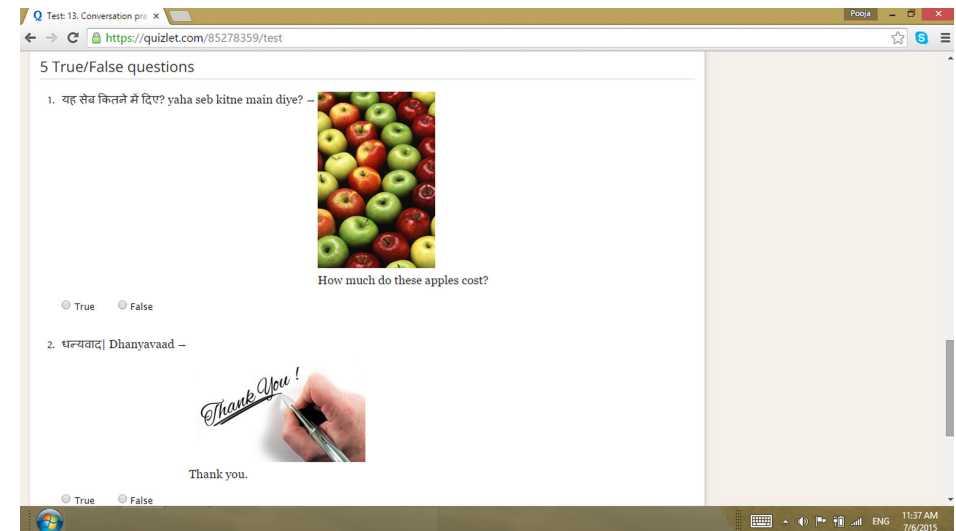
Learning evaluation method - Spellar



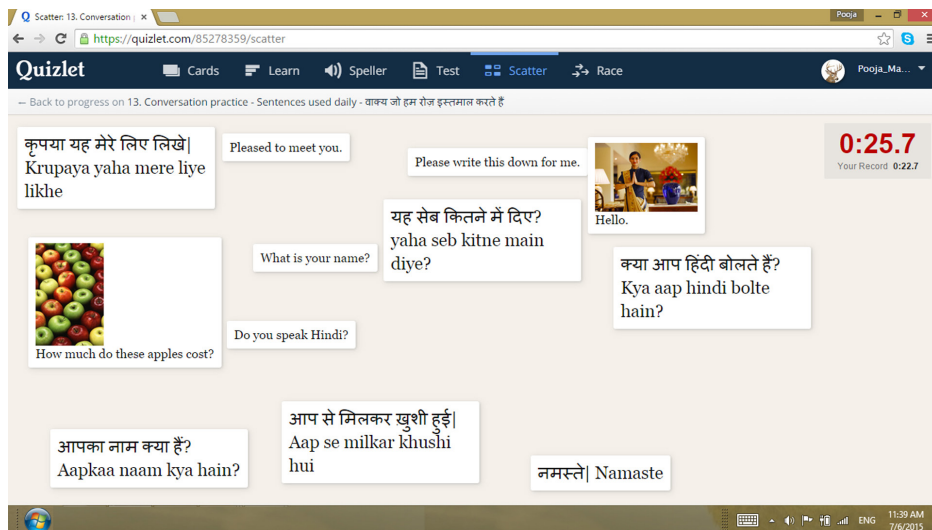
Learning evaluation method - Spellar



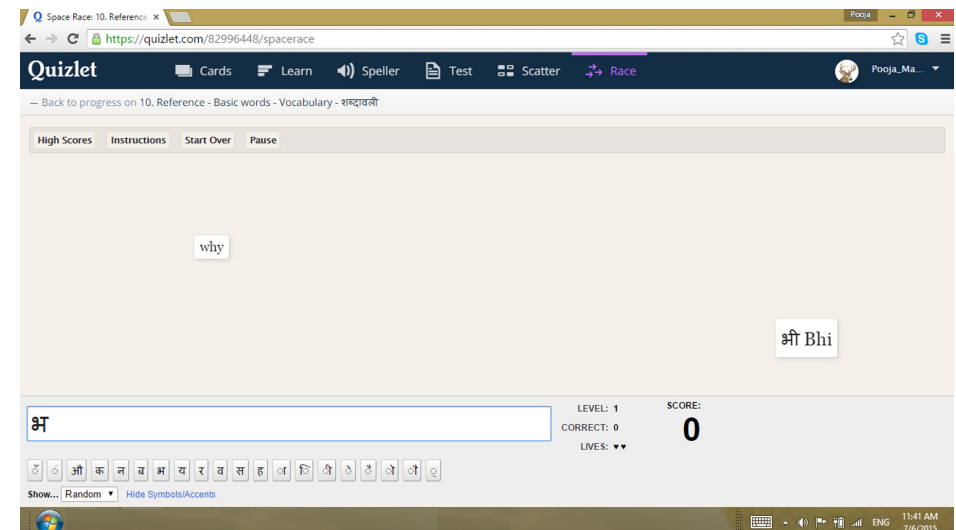
Learning evaluation method - Test



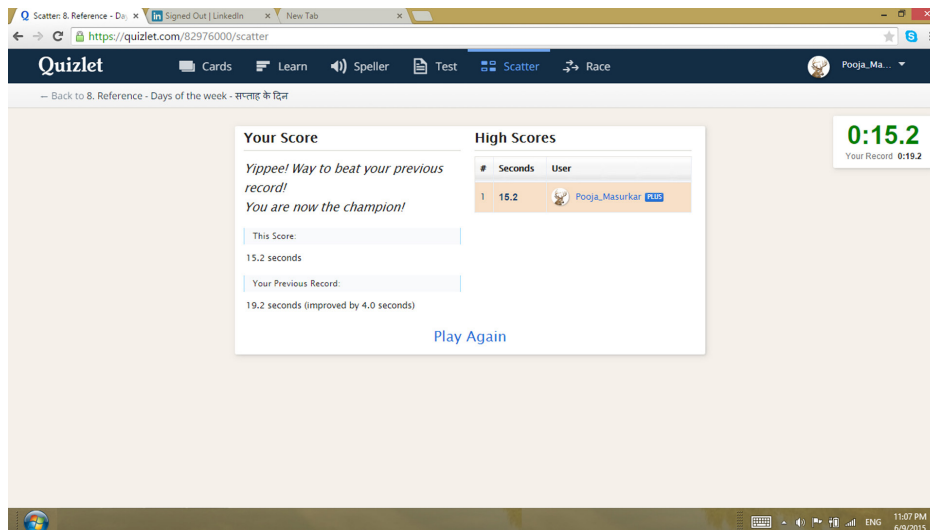
Learning evaluation method - Test



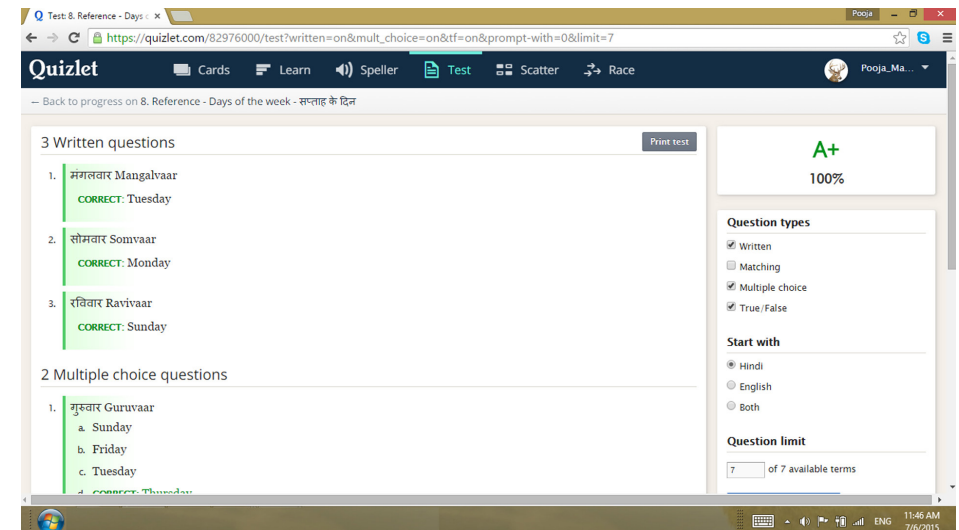
Learning evaluation method - Scatter



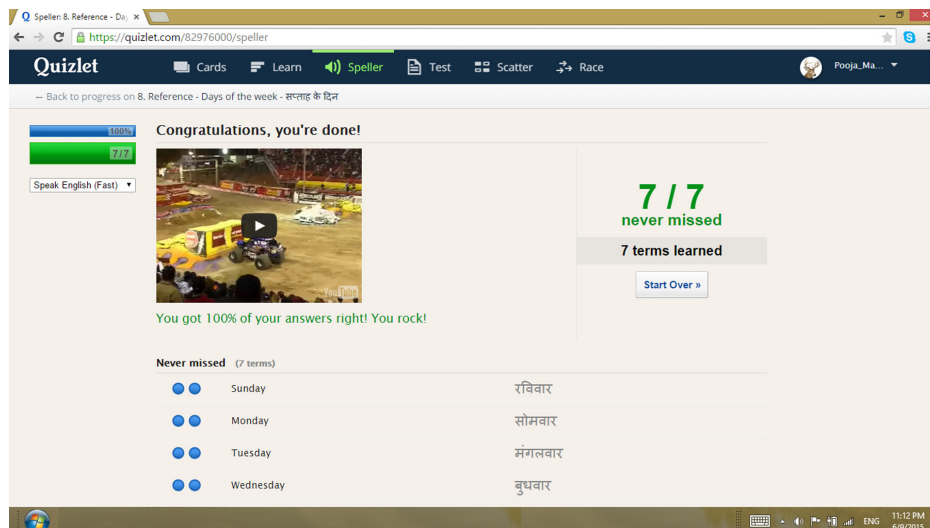
Learning evaluation method - Race



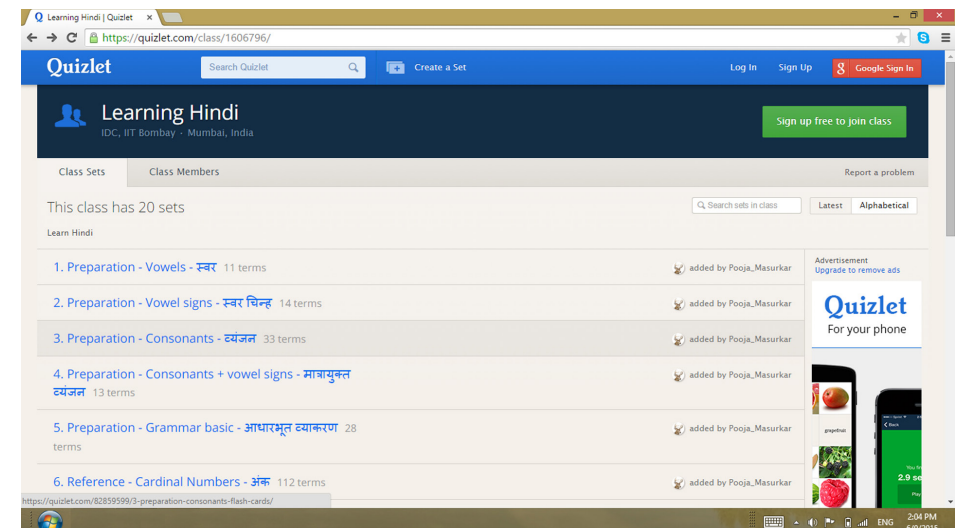
Learning Evaluation Method - Score card



Learning Evaluation Method - Score card



Learning Evaluation Method - Score card



Learning index menu interface

iii) Uniqueness of concept

The uniqueness of this application is that it includes a wide range of reference words, phrases and sentences as repository for learners alongwith audio. It is a comprehensive learning material since it consists of the preparation phase, reference and conversation practice phase.

7. Details of the Product

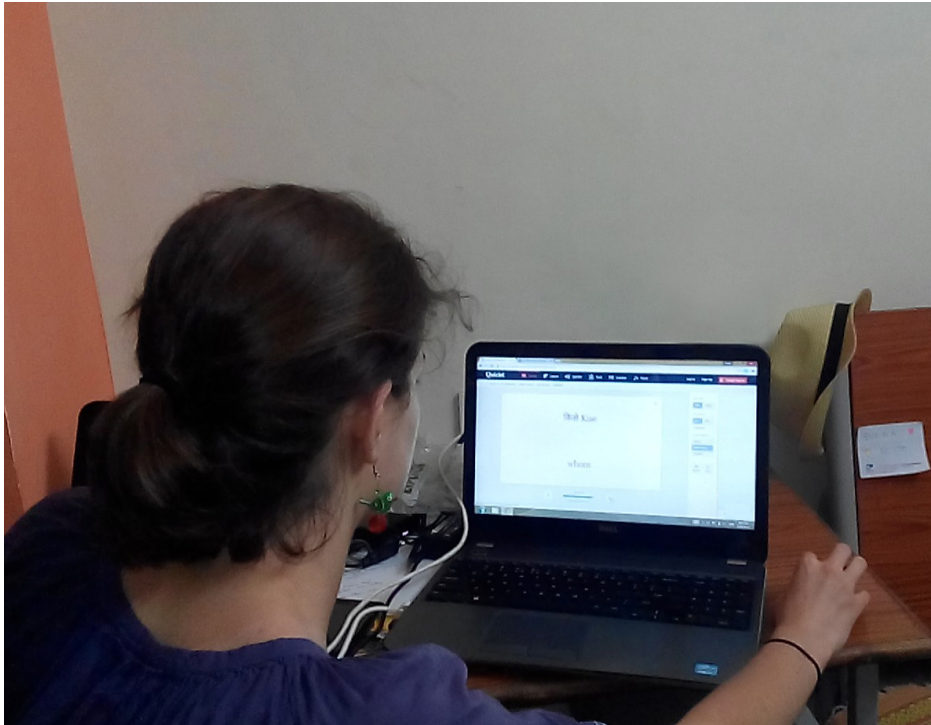
1. Works with data connection while using as a learning aid.
2. Contains Audio, visual and script based learning material.
3. Adheres to responsive design principles and hence works on tablet, smartphone and a PC.
4. Contains a comprehensive set of learning material which includes grammar basic, preparation material, reference and conversation practice eg. daily use sentences, questions and answers.
5. Contains evaluation system that validates the learner's level of expertise gained in the foreign language skill learnt through methods such as tests, spellar, scatter and race games.
6. Has varoius stored situational conversations such as greetings, travel, wayfinding, navigation, emergency phrases, numbers, days of the week, months of the year, etc.
7. Involves various levels of learning from basic to expert.
8. The learning is through flashcard method and evaluation through test, spellar, scatter and race.
9. Assesses user with score card system.
10. Works on the 'Quizlet' platform.

Learning Rules:

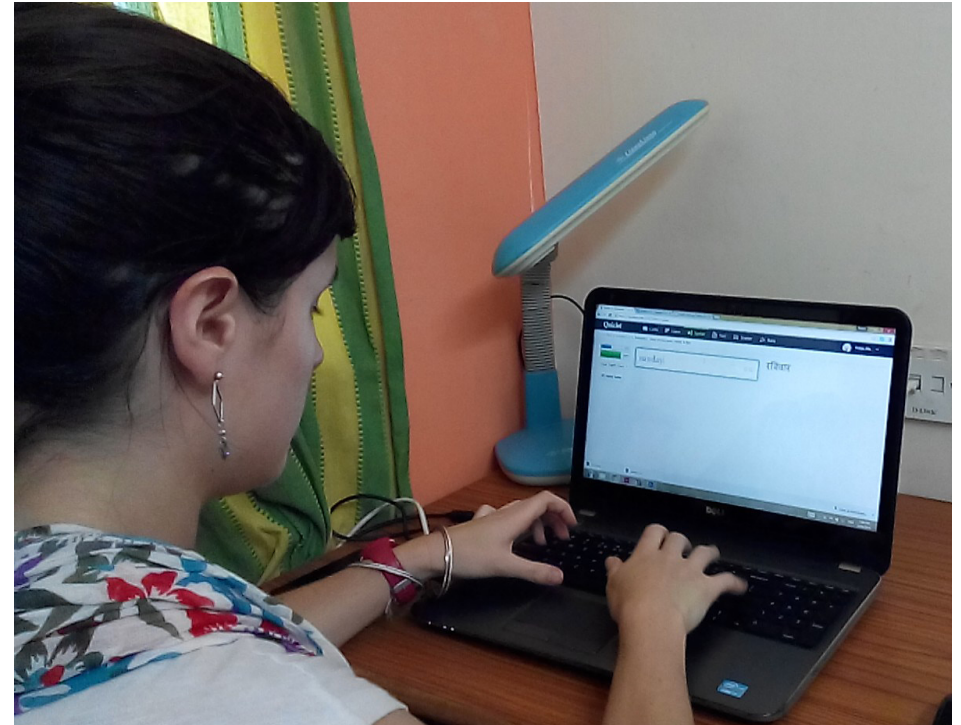
- While learning there is no compulsion to learn all sets or to learn a set in any particular order.
- One set has to be learnt completely with learning evaluation test at one time to accomplish the learning goal.
- On an average, a person would take atleast 20 minutes and maximum 30-40 minutes to complete a set including user evaluation.

8. User Feedback and Evaluation

The learning evaluation method is self assessment through various methods such as tests, spellar, scatter and race games.



A foreigner from France learning basic vocabulary with the help of flashcards.



A foreigner from France taking the learning evaluation test - Spellar after learning days of the week set of the application.

The feedback was conducted on 6 foreign users. The evaluation criteria being as follows:

Learning Hindi - Feedback form

Evaluation of the hindi learning class adapted on the Quizlet website

* Required

1a. Experience - How user-friendly was the website? *

Rate your experience regarding user friendliness of the website

1 2 3 4 5

Least user-friendly ☐ ☐ ☐ ☐ ☒ Extremely user-friendly

1b. Experience - How easily could you learn the language? *

Rate your experience regarding the ease of learning

1 2 3 4 5

Extremely difficult ☐ ☐ ☐ ☐ ☒ Extremely easy

1c. Experience - How was the navigation of the website? *

Rate your experience regarding the navigation of the website

1 2 3 4 5

Difficult navigation ☐ ☐ ☐ ☐ ☒ Easy navigation

1d. Experience - How easy was it to access the class? (website on your PC, tablet and phone) *

Rate your experience regarding ease of access to the class(website on your PC, tablet and phone)

1 2 3 4 5

Least accessible ☐ ☐ ☐ ☐ ☒ Highly accessible

1e. Experience - How much time did you take to learn the language for a one minute conversation *

*

Rate your experience regarding time spent learning the language

1 2 3 4 5

Less than 15 minutes ☐ ☐ ☐ ☐ ☒ At least an hour

2a. Features - How readable was the text? *

Rate your experience regarding the readability of text

1 2 3 4 5

Least readable ☐ ☐ ☐ ☐ ☒ Highly readable

2b. Features - How clear was the audio? *

Rate your experience regarding the audibility

1 2 3 4 5

Least audible ☐ ☐ ☐ ☐ ☒ Highly audible

2c. Features - How clear was the translation? *

Rate your experience regarding translation of both the languages

1 2 3 4 5

Very unclear ☐ ☐ ☐ ☐ ☒ Very clear**3a. Content - How relevant did you find the content in the context of daily conversation? ***

Rate your experience regarding relevance of content

1 2 3 4 5

Least relevant ☐ ☐ ☐ ☐ ☒ Highly relevant**3b. Content - Could you recollect the words learnt? ***

Rate your experience regarding recollection of learnt material

1 2 3 4 5

Difficult to recall ☐ ☐ ☐ ☒ Easy to recall**3c. Content - Could you recollect the numbers learnt? ***

Rate your experience regarding recollection of learnt material

1 2 3 4 5

Difficult to recall ☐ ☐ ☐ ☒ Easy to recall**3d. Content - Could you understand the meaning of the learning material? ***

Rate your experience regarding clarity of understanding the learning material

1 2 3 4 5

Ambiguous understanding ☐ ☐ ☐ ☐ ☒ Clear understanding**3e. Content - Were you able to frame sentences/ repeat practiced phrases? ***

Rate your experience regarding speaking sentences

1 2 3 4 5

Difficult to speak ☐ ☐ ☐ ☒ Easy to speak**3f. Content - How complex was the content? ***

Rate your experience regarding complexity of the content

1 2 3 4 5

Very complex ☐ ☐ ☒ ☐ Very simple**4a. Language skill - How fluently can you speak the language after learning? ***

Rate your experience regarding the fluency of the language speaking skill that you acquired

1 2 3 4 5

Least fluent ☐ ☐ ☐ ☒ Very fluent**4b. Language skill - How clearly can you speak the language? ***

Rate your experience regarding the clarity of the language speaking skill that you acquired

1 2 3 4 5

Least clear ☐ ☐ ☐ ☒ Very clear**4c. Language skill - How clearly can you pronounce the words? ***

Rate your experience regarding the clarity of pronunciation of the language speaking skill that you acquired

1 2 3 4 5

Least clear ☐ ☐ ☐ ☒ Very clear**5a. Were you able to strike a conversation after learning the language? ***

Select the appropriate option regarding striking a conversation

☒ Yes
☐ No**5b. What length of conversation were you able to hold with a hindi speaker? ***

Rate your experience regarding length of your hindi conversation

1 2 3 4 5

less than 1 minute ☐ ☐ ☐ ☒ more than 3 minutes**5c. Was the goal to speak the language accomplished? ***

Select the most appropriate option regarding accomplishment of the goal

☒ Yes
☐ No
☐ Partially

User feedback Results

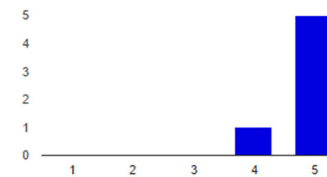
The 6 users who gave their response included foreigners and Indians who did not know Hindi in the age group 20-30 years.

6 responses

[View all responses](#)

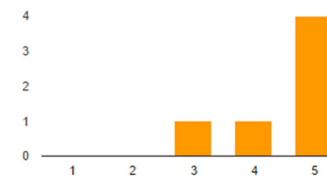
Summary

1a. Experience - How user-friendly was the website?



Least user-friendly: 1	0	0%
2	0	0%
3	0	0%
4	1	16.7%
Extremely user-friendly: 5	5	83.3%

1b. Experience - How easily could you learn the language?



Extremely difficult: 1	0	0%
2	0	0%
3	1	16.7%
4	1	16.7%
Extremely easy: 5	4	66.7%

5d. Does the class serve its purpose? *

Select the most appropriate option regarding the class serving the purpose

- ☒ Yes
☐ No
☐ Partially

5e. How is the overall quality of the product? *

Rate your experience regarding quality of the product

1 2 3 4 5

Very low ☐ ☐ ☐ ☐ ☒ Very high

Suggestions/general feedback

Please write down any suggestions or feedback you would like to give.

Submit

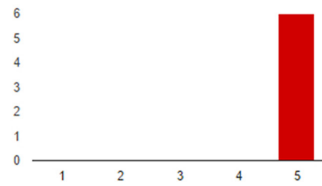
Never submit passwords through Google Forms.

100%: You made it.

Powered by
 Google Forms

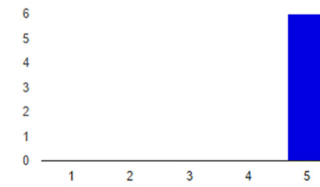
This content is neither created nor endorsed by Google.
[Report Abuse](#) - [Terms of Service](#) - [Additional Terms](#)

1c. Experience - How was the navigation of the website?



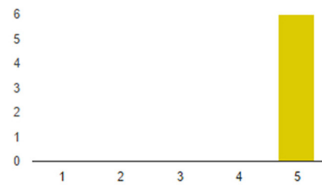
Difficult navigation:	1	0	0%
	2	0	0%
	3	0	0%
	4	0	0%
Easy navigation:	5	6	100%

2b. Features - How clear was the audio?



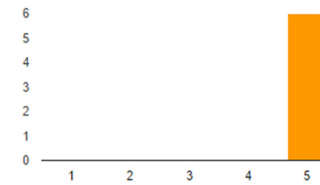
Least audible:	1	0	0%
	2	0	0%
	3	0	0%
	4	0	0%
Highly audible:	5	6	100%

1d. Experience - How easy was it to access the class? (website on your PC, tablet and phone)



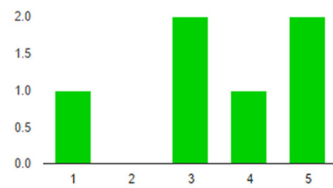
Least accessible:	1	0	0%
	2	0	0%
	3	0	0%
	4	0	0%
Highly accessible:	5	6	100%

2c. Features - How clear was the translation?



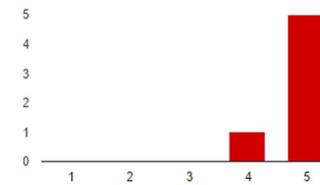
Very unclear:	1	0	0%
	2	0	0%
	3	0	0%
	4	0	0%
Very clear:	5	6	100%

1e. Experience - How much time did you take to learn the language for a one minute conversation



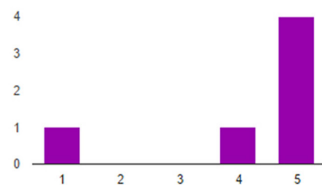
Less than 15 minutes:	1	1	16.7%
	2	0	0%
	3	2	33.3%
	4	1	16.7%
At least an hour:	5	2	33.3%

3a. Content - How relevant did you find the content in the context of daily conversation



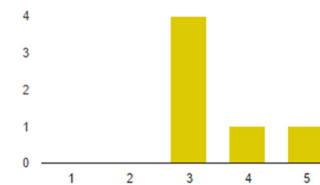
Least relevant:	1	0	0%
	2	0	0%
	3	0	0%
	4	1	16.7%
Highly relevant:	5	5	83.3%

2a. Features - How readable was the text?



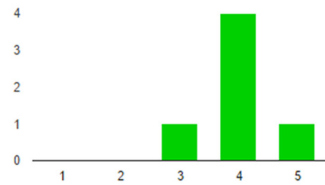
Least readable:	1	1	16.7%
	2	0	0%
	3	0	0%
	4	1	16.7%
Highly readable:	5	4	66.7%

3b. Content - Could you recollect the words learnt?



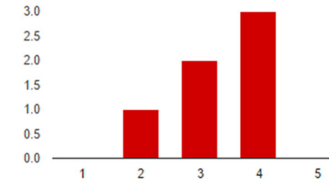
Difficult to recall:	1	0	0%
	2	0	0%
	3	4	66.7%
	4	1	16.7%
Easy to recall:	5	1	16.7%

3c. Content - Could you recollect the numbers learnt?



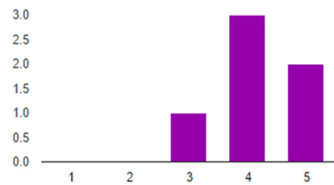
Difficult to recall:	1	0	0%
	2	0	0%
	3	1	16.7%
	4	4	66.7%
Easy to recall:	5	1	16.7%

4a. Language skill - How fluently can you speak the language after learning?



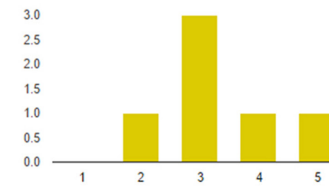
Least fluent:	1	0	0%
	2	1	16.7%
	3	2	33.3%
	4	3	50%
Very fluent:	5	0	0%

3d. Content - Could you understand the meaning of the learning material?



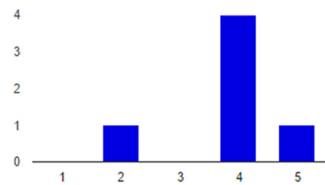
Ambiguous understanding:	1	0	0%
	2	0	0%
	3	1	16.7%
	4	3	50%
Clear understanding:	5	2	33.3%

4b. Language skill - How clearly can you speak the language?



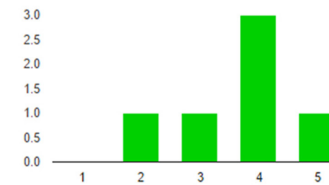
Least clear:	1	0	0%
	2	1	16.7%
	3	3	50%
	4	1	16.7%
Very clear:	5	1	16.7%

3e. Content - Were you able to frame sentences/ repeat practiced phrases?



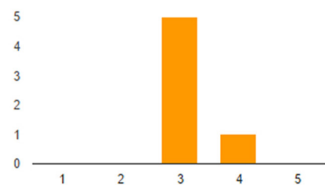
Difficult to speak:	1	0	0%
	2	1	16.7%
	3	0	0%
	4	4	66.7%
Easy to speak:	5	1	16.7%

4c. Language skill - How clearly can you pronounce the words?



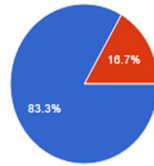
Least clear:	1	0	0%
	2	1	16.7%
	3	1	16.7%
	4	3	50%
Very clear:	5	1	16.7%

3f. Content - How complex was the content?



Very complex:	1	0	0%
	2	0	0%
	3	5	83.3%
	4	1	16.7%
Very simple:	5	0	0%

5a. Were you able to strike a conversation after learning the language?



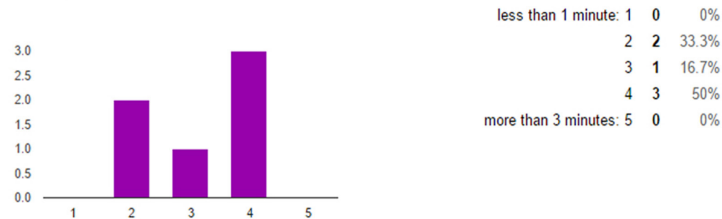
Yes 5 83.3%
No 1 16.7%

5d. Does the class serve its purpose?



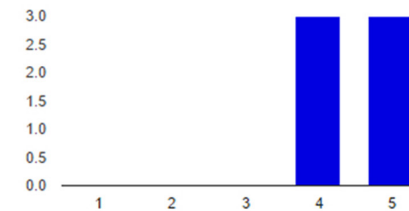
Yes 6 100%
No 0 0%
Partially 0 0%

5b. What length of conversation were you able to hold with a hindi speaker?



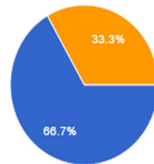
less than 1 minute: 1 0 0%
2 2 33.3%
3 1 16.7%
4 3 50%
more than 3 minutes: 5 0 0%

5e. How is the overall quality of the product?



Very low: 1 0 0%
2 0 0%
3 0 0%
4 3 50%
Very high: 5 3 50%

5c. Was the goal to speak the language accomplished?



Yes 4 66.7%
No 0 0%
Partially 2 33.3%

Suggestions/general feedback

A little more practice with this application, I will be quite well versed with conversational hindi.

I liked that it does not contain unnecessary clutter and complications. It is a neat, clean, tidy and simple website that serves its purpose and is to the point.

The application really helped me speak Hindi better than a guidebook since I was able to hear the audio of the spoken language and the pronunciation.

I think that it could be much easier to learn and recall the words if there were the "phonetic" transcription of the hindi words. Because as we do not have the same pronunciation sometimes it is really difficult just to repeat a word if we don't get how to pronounce it by listening. And it takes quite a lot of time to learn an entire alphabet and to be able to use it to know how to read the words.. So I think the content is very relevant and might be very useful if we are able to learn it, that's why I will suggest you to write the transcripts of the hindi words. (my bad results at trying to speak are due to the fact I was not able to learn a lot, because it took me lots of time just to learn some words..) For 2a. I answered that Hindi words were not readable by me, because it is a complete new alphabet and I am not able to assimilate it immediately.

9. Conclusion

The project aim of developing a learning tool for foreigners visiting India for a short duration is fulfilled by means of the learning application that works on all devices such desktop computer, tablet or smartphone. With assistance of the application a foreigner can learn a language(hindi) before coming to India and during their visit to India.

As per the user evaluation and feedback study conducted for this project for six users the results reveal that the goal to enable a foreigner to learn an Indian language (Hindi) is accomplished through the application designed for the same purpose.

10. Bibliography

Internet References:

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- http://www.mindtools.com/memory.html?route=article/newTIM_10.htm
- <http://www.qotfc.edu.au/resource/?page=65375>
- <http://www.digitalpromise.org/blog/entry/mobile-apps-make-learning-accessible-for-adult-students>
- <http://topyaps.com/6-common-problems-foreigners-can-face-daily-basis-india>
- <http://www.pimsleur.com/Learn-Hindi>
- <http://www.newdelhiaairport.in/simple-terms-in-hindi.aspx>
- <http://language.worldofcomputing.net/machine-translation/machine-translation-process.html>
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