

Learning an Indian language as a foreigner

visiting India for a short duration

Visual Communication Project 3
M. Des.

by **Pooja Masurkar**
136250014

Guide: Prof. Girish Dalvi



Industrial Design Centre
Indian Institute of Technology Bombay

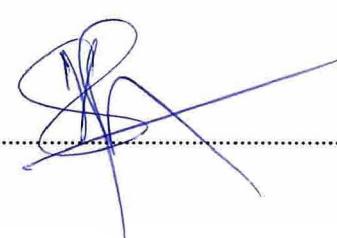
Approval Sheet

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.

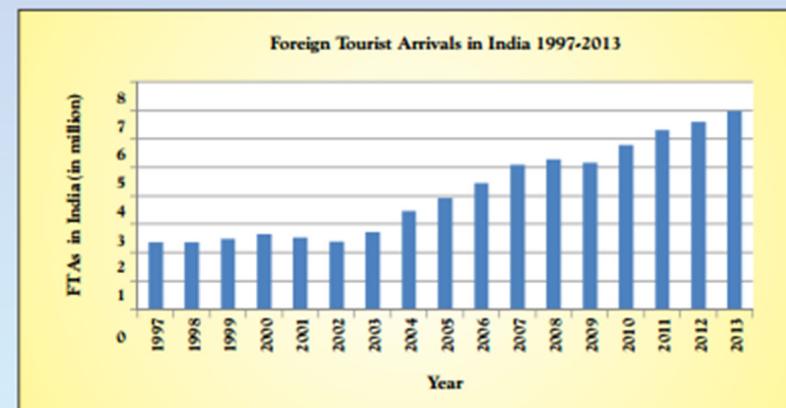
TABLE 1
Foreign Tourist Arrivals (FTAs) in India, 1997-2014

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



2 India Tourism Statistics at a Glance 2013

Courtesy: <http://tourism.gov.in/writereaddata/CMSPagePicture/file/marketresearch/Incredible%20India%20final%202011-7-2014%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 1: Implementing a Social Media Campaign to Promote Indian Language Literacy Studies (LOC: 101, Bemba)	
1. Country	Kenya
2. Campaign	Kenya
3. Duration of campaign	6 months
4. Resources required to run this	Kenya
5. Answer this question: what would you like to know about India from most educational/educational history, culture and political?	Kenya
6. What problems do you face in India while staying in India until now?	Kenya
7. Do you know any Indian language?	No
8. If yes, then what is the name of language and would you like to know any Indian language?	Yes (Hindi, English)
9.古今语境: speaking before coming to India	NO, (communicate, (communicate))
10. Do you think English should be your country's official language? If yes, what is the reason?	NO, (communicate, (communicate))
11. How planned my life in Kenyatta university to study English? (use Google Translate/Google)	Applied
12. Which area of life do you prefer during your stay in India?	Kenya
13. Impression of Kenyatta	Kenya

Project 3 Developing a tool to enable foreigners to learn an Indian language User Studies ICD, IIT Bombay		Tarashankar
1	Country	INDIA
2	Language	Hindi
3	Duration of stay in India	2-3
4	Reason/objective to visit India	Student
5	Apart from work which you have to do, what else do you want to do in India (visit to historical places, eating, culture and policies)	From Delhi, explore the Hindi Culture - know ledge - new road
6	What problems did you face in India while staying in India until now?	Communication with people and Indian language - a second language - village
7	Do you know any Indian language?	Some words
8	If answer to the above question is no, would you like to know any Indian language?	Yes
9	Did you prepare anything before coming to India?	NO
10	Do you have any Indian friends in your country of residence from whom you may know an Indian language?	NO
11	Have you used any tools to communicate in the local language (Ex: Google Translate)	Google Translate, an village, local maps
12	Which other guide do you use during your stay in India?	Family and friends, friends
13	Suggestions/Remarks	Can they teach me more about the culture - food - everything

Project 3 Developing a tool to evaluate experiences in learning Indian language (free software) ITC, IIT Bombay		Language
1	Country	✓ ITC
2	Language	
3	Duration of stay in India	1 week
4	Brainstorming to visit India	Mark (check box)
5	Want to know what would you like to know about India (pick four) (please know about history, culture and politics)	Travelled
6	What problems did you face in India when staying in India (pick four)?	No problems
7	Do you know any Indian language? (yes/no)	No
8	If answer to the above question is no, would you like to know any Indian language?	Yes Basic greetings Hi, Hello, bye, please
9	Did you prepare anything before coming to India?	Small books
10	Do you have any Indian friends in your country of residence? From whom you may know an Indian language?	No
11	Have you used any tools to communicate in the local language? (eg. Google Translate)	Yes Google search Search & found out about Indian escape names on the net
12	Which other guide do you use during your stay in India?	No
13	Suggestions / Comments	

Project 1.1: Developing a tool to enable foreigners to learn an Indian language User Stories JIRA ID: B000001		PEP
1	Country	Germany, English, Germany
2	Language	English, German
3	Duration of stay in India	1 day
4	Reasons/Intentions to visit India	Personal
5	Asian foods you like what would you like to know about Indian food? (please know about history, culture and practice)	Asian food, Asian food history, Asian food culture, Asian food practice
6	What problems did you face in India while playing a sport with your team?	Team
7	Do you know any Indian language? (Yes/No)	Yes
8	If answered to the above question is no, then would you like to know about Indian language?	Yes (Learn Indian language such as Hindi)
9	Did you prepare anything before coming to India?	No
10	Do you have any Indian language in your country of residence (so when you may know an Indian language)?	Yes D - English
11	Have you used any such as communication in the local language? (eg. Google Translate)	No
12	Which other guide do you use during your stay in India?	Google
13	Recommendations	Use a local guide, use a local language, use a local food, use a local place

Project Y1: Developing a tool to enable immigrants to learn an Indian language User Stories RDC, RIC, RIM		Change Comments Review
1	1. Country	Australia
2	2. Language	English, French, German, Italian
3	3. Duration of stay in India	3 weeks
4	4. Reason/objective to visit India	Relaxation, Social
5	5. Apart from work what would you like to know about India (food, history, culture and politics)	People, Environment, My taste, Environment
6	6. What problems did you face in India while staying in India initially?	Language, Location, - area, the local people, Name, English
7	7. Do you know any Indian language? (Yes/No)	No
8	8. If not, then the above question is, are you willing to learn any Indian language?	Yes
9	9. Did you prepare anything before coming to India?	Reading, watching Indian movies, reading literature
10	10. Do you have any Indian friends in your country of residence from whom you may know an Indian language?	Yes, few Indian friends in UK
11	11. Have you used any tools to communicate in the local language (for Google translation)?	Yes, NP, the internet on the go
12	12. Which other guide do you use during your stay in India?	Local guides/people
13	13. Suggestion: Do you feel it is difficult to understand and communicate with the Indian people while travelling?	

Project 3 Developing a tool to enable foreigners to learn an Indian language User Studies IDE			
1. Country		Sweden	
2. Language		English, Persian, Swedish & Malay	
3. Duration of stay in India		3 months	
4. Reason/objective to visit India		Business	
5. Apart from a week what would you like to know about India (not tourist pictures) about history, culture and politics?		No	
6. What problems did you face in India while staying there and time?		Transport, finding a place speaking the local culture	
7. Do you know any Indian language? (Yes/No)		No	
8. Answer to the above question is not what you like to know any Indian language?		No	
9. Did you prepare any letter coming to India?		No	
10. Do you have any Indian friends in your country or relatives from whom you may know an Indian language?		Friends, relatives, and few specifications of India	
11. Have you used any tools to communicate in the local language (e.g. Google Translation)		No	
12. Which other guides did you use during your stay in India?		Hotel guides	
13. Suggestions/ Remarks	No		

Project 1 Describing a trip to India (Frequency in an Indian language) (See Slides 1-10, 11-13, 14-16)	
1 Country	Country Tiranga Chalne = English, Spanish 1-2 countries
2 Language	Language Mylar = English, Spanish 1-2 languages
3 Duration of stay in India	Duration 1-2 weeks
4 Reasons/objectives for visit India	Reasons 1-2 reasons
5 What fun things would you like to have about India (first bought place/food/drink/beverage, culture and people)	Fun things 1-2 things
6 What problems did you face in India while staying in India until now?	Problems 1-2 problems
7 Do you know any Indian language? (Proficiency)	No
8 If answer to the above question is no, would you like to know any Indian language?	Yes
9 Did you require anything before coming to India?	Requirements 1-2 requirements
10 Do you have any Indian friends in your family/ friends from whom you may know an Indian language?	Friends 1-2 friends
11 Have you ever attempted to communicate with Indians in English (eg. Google Translation)	Attempt 1-2 attempts
12 Which other guides do you know during your trip to India?	Guides 1-2 guides
13 Suggestions/Remarks	Suggestions 1-2 suggestions

Anika Mehta		Jyoti Mehta	
Project 3.1 Developing a tool to evaluate Engagement to Learn as Student Engaged User Studies (IDE, IDE, IDE, IDE)			
1. Country	Russia		
2. Language			
3. Duration of stay in India	1 week		
4. Primary occupation to travel India	Work		
5. Apart from work what would you like to know about India? (your country, places, known about history, culture and politics)	Entertained		
6. What problems did you face in India while staying in India and culture?	Language was not the people, who did not speak English and Sign language		
7. Do you know any Indian language?	No		
8. Do you know anyone who speaks any language but Indian language?	Yes		
9. Did you purchase anything before coming to India?	No		
10. Do you have any Indian friends in your country of residence from whom you can know about Indian language?	No		
11. Have you found any Indian language in the local language (eg. Google Translate) used?	No		
12. Which other guide do you use during your stay in India?	Internet for description		
13. Suggestion/Comments			

User Study

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

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

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

17th Dec, 2014

1. Country	France
2. Language	French
3. Duration of stay in India	1 to 4 years
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)	Travel
6. What problems did you face in India while staying in India until now?	Wife
7. Do you know any Indian language? (Yes/No)	Yes
8. If answer to the above question is no, would you like to know any Indian language?	No
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/Remarks	

1. Country	USA
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)	China
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/Remarks	

17th Dec, 2014

1. Country	USA
2. Language	English
3. Duration of stay in India	1 to 4 years
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)	China
6. What problems did you face in India while staying in India until now?	Male, goodbye, unfamiliar places
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)	No
12. Which other guide do you use during your stay in India?	Ice Skating
13. Suggestions/Remarks	

1. Country	USA
2. Language	English
3. Duration of stay in India	1 to 4 years
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)	China
6. What problems did you face in India while staying in India until now?	Male, goodbye, unfamiliar places
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)	No
12. Which other guide do you use during your stay in India?	Ice Skating
13. Suggestions/Remarks	

17th Dec, 2014

User Study

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.

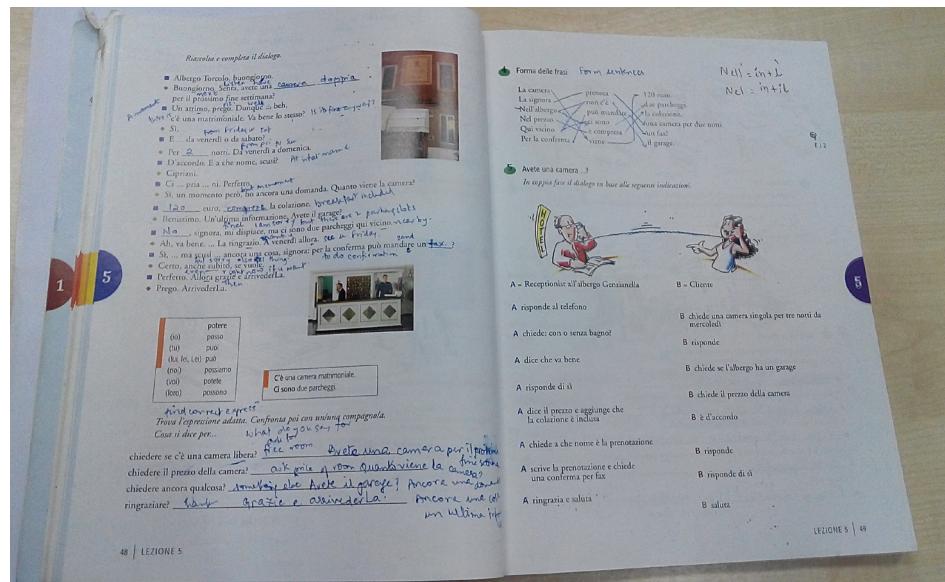
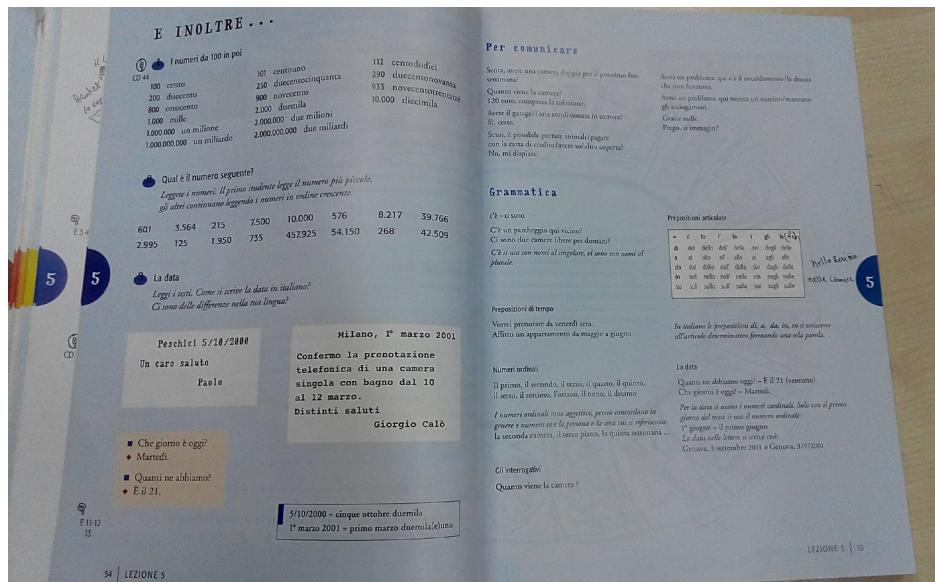
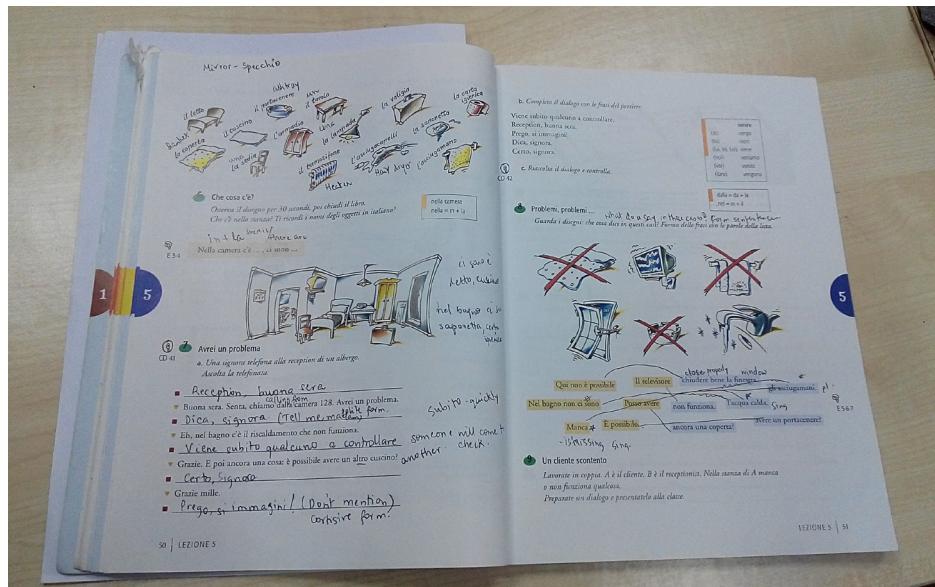
The class ended with students singing an Italian song with lyrics written on the board.

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.

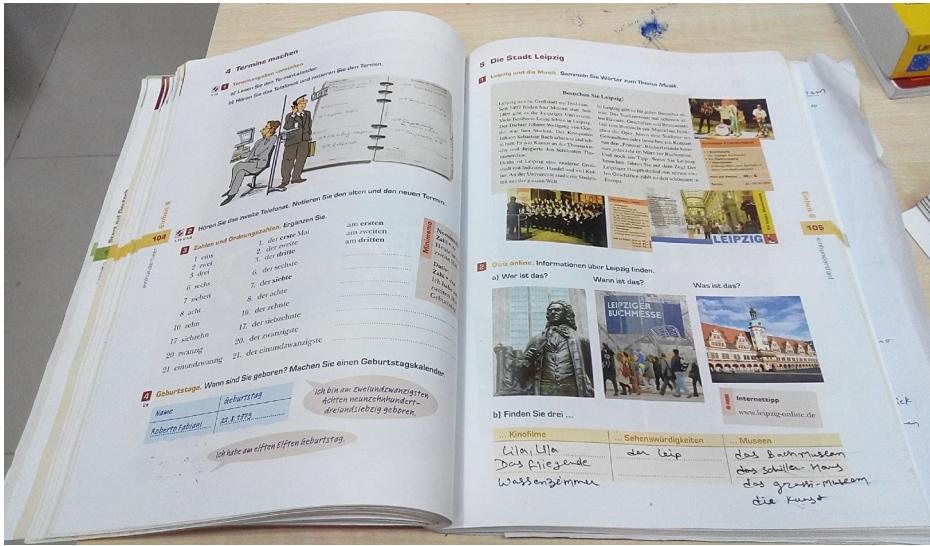
The same pattern of teaching has been followed in the final application where the first phase of each set includes learning and the second part includes evaluating the learning of the user.



Indians learning Italian in the Italian class at IIT Bombay



Textbook exercises in the Italian class



Textbook exercises in the German class

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 wherin they had to use the prepositions in their command to other students and the one who did not follow them would be out.

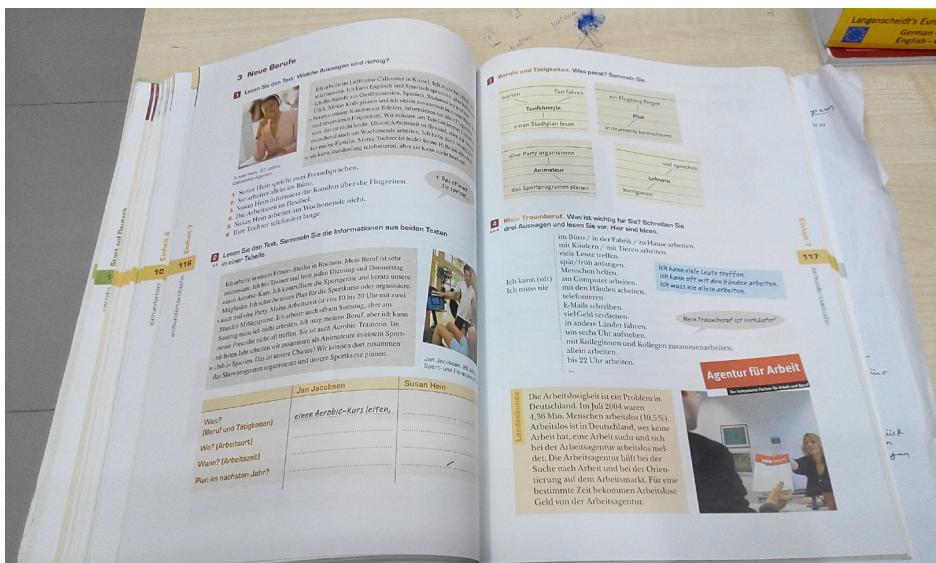
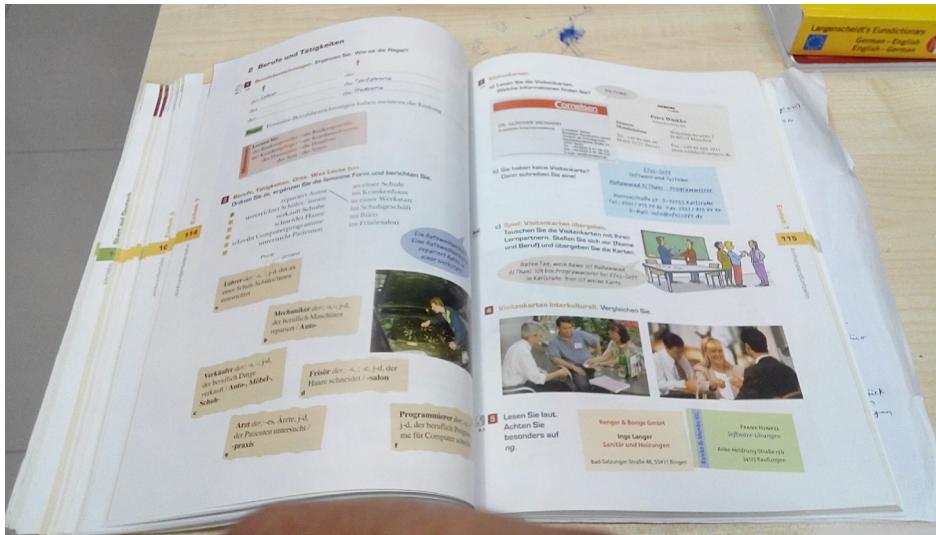
The implication of this field study on my final design is as follows:-

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 speller 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.

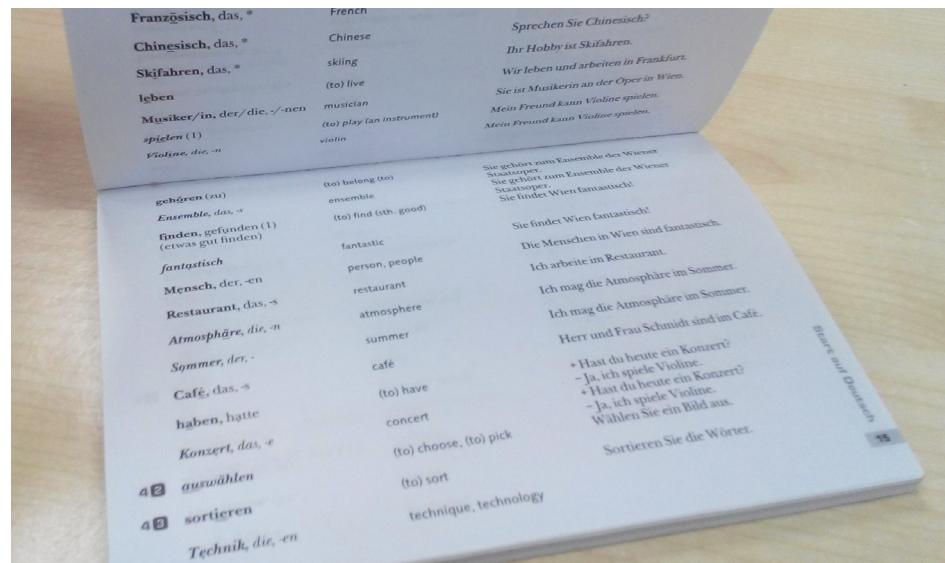
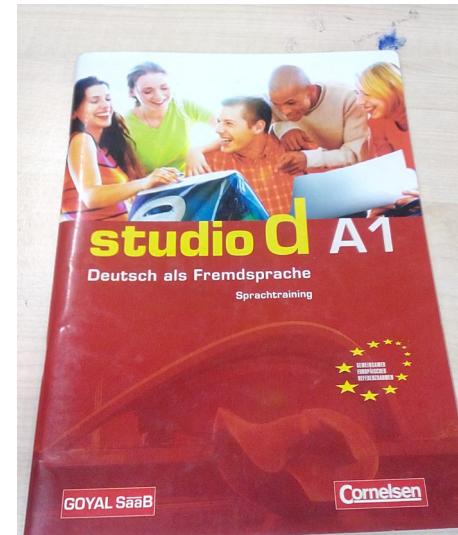
Hence, the above exploration gave me a first hand experience of how languages are taught in a classroom over a long period of time. The teaching and evaluation methods have been adopted as appropriate for learners visiting India for a short period of time.



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.

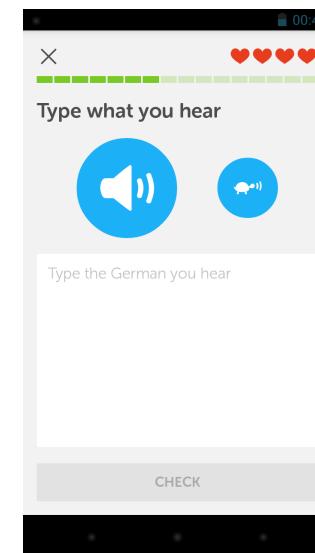
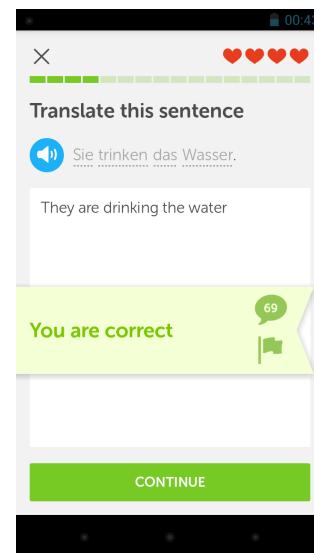
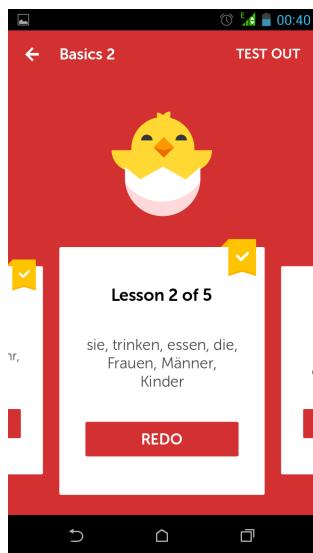
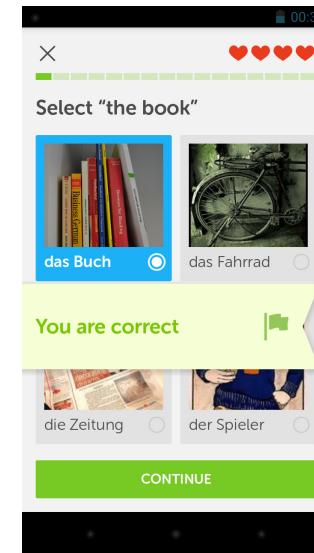
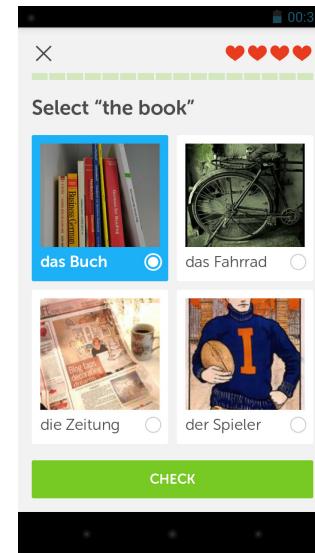
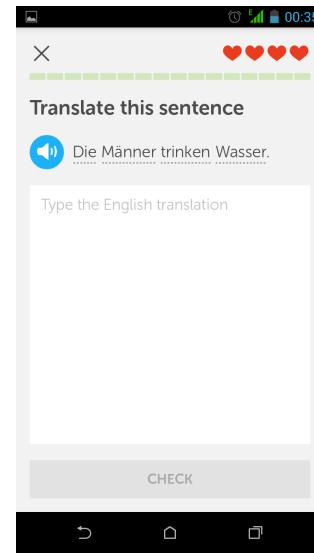
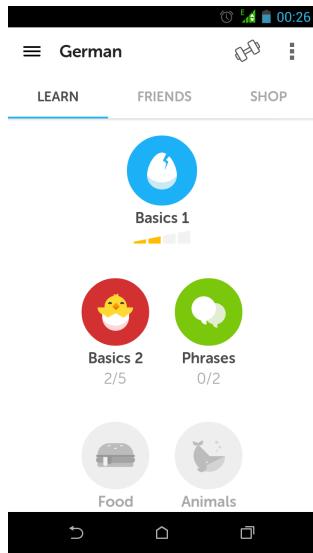
Duolingo has many levels of play and takes comparatively longer to learn than Busuu. Busuu has relevant learning material that is useful especially for tourists such greetings, professional introduction, conversations in different situations. 50 languages focuses on wide variety of topics apart from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



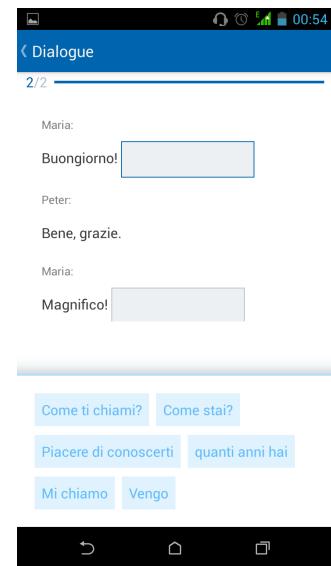
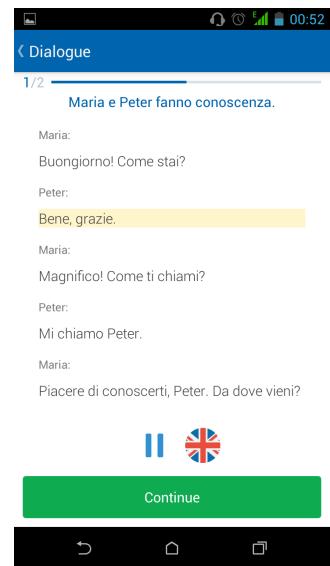
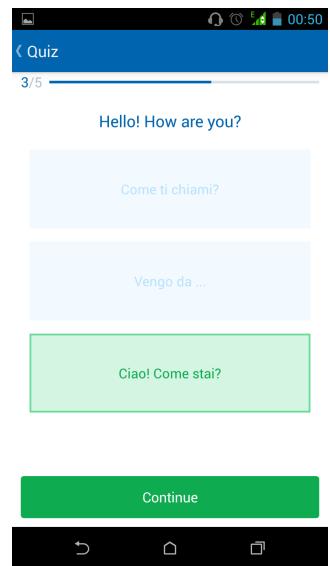
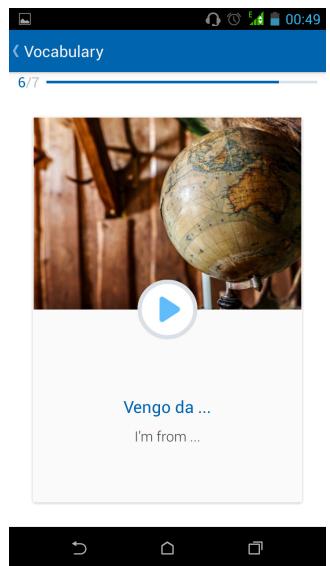
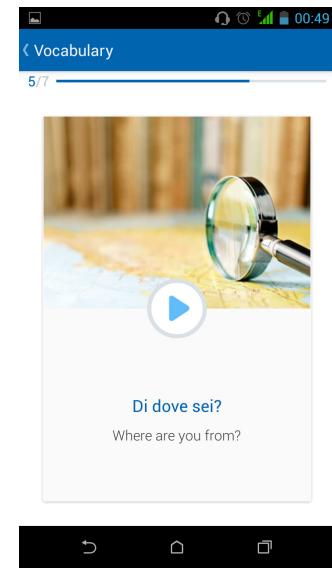
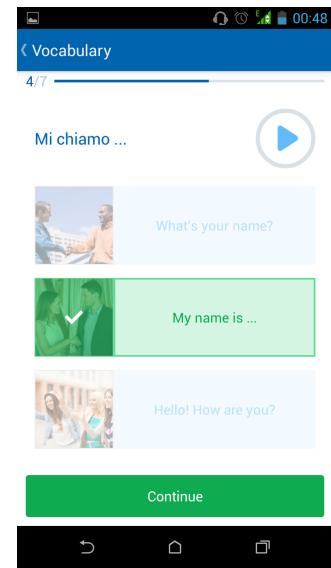
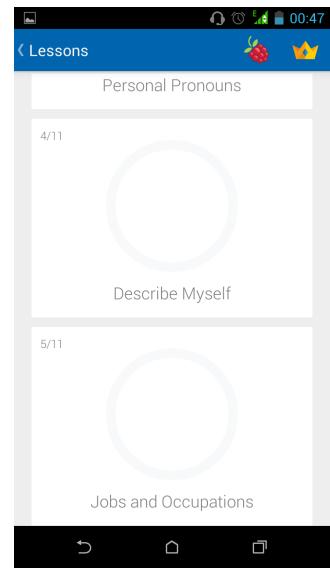
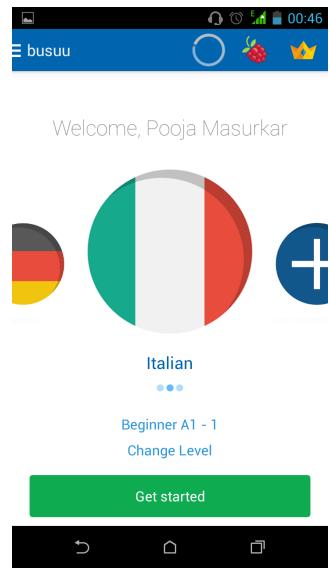
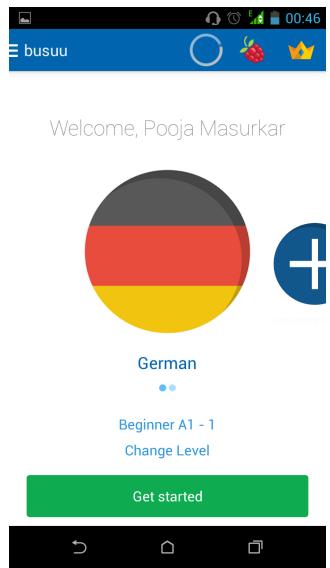
Competitive Products in the market - Screenshots from 50 Languages

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



Competitive Products in the market - Screenshots from Busuu

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.

Language

The number of languages spoken in India helps explain why English is still widely spoken here, and still in official use. Another 22 languages are recognized in the constitution, and throughout the country, many languages are spoken. Major efforts have been made to promote Hindi as the national language of India, and to gradually phase out English. However, English remains popular, and while Hindi is the predominant language in the north, it bears little relation to the Dravidian languages of the south, the south speak Hindi. Consequently, very few people in the south understand simple English as virtually their first language, and a large number of Indians is 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

India 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' after the sound) and unaspirated ones, as well as retroflex (pronounced with the tongue bent

Want More?

For in-depth language information and handy phrases, check out Lonely Planet's *Hindi, Urdu & Bengali Phrasebook* and *India Phrasebook*. You'll find them at [buy Lonely Planet's iPhone phrasebooks at the Apple App Store](http://shop.lonelyplanet.com).

bad-wards) and non-retroflex consonants. Our simplified pronunciation guides don't include these distinctions – read them as if they were English and you'll be understood.

Pronouncing the vowels correctly is important, as they are the building blocks of words. The consonant combination 'ng' after a vowel indicates nasalization (i.e. the vowel is pronounced through the nose). Note also that 'au' is pronounced with 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 (or the subject of the sentence in general), so it's the verbs, not the nouns, that 'he' or 'she' (as is the case in English) which should be gendered. In these sentences we include the options for male and female speakers, marked 'm' and 'f' respectively.

Hello/Goodbye. नमस्ते | na ma ste
Yes. हाँ है | jee haang
No. नो नहै | jee na heeng
Excuse me. मुझे | su ni ye
Sorry. माफ करोये | maaf kee ji-ye
Please ... कृपया ... | krup ya ...
Thank you. धन्यवाच | thayn kyoo
You're welcome. कर्तव बत | ko ee baat
नहीं | na heeng

How are you? आप कैसे/कैसी हैं? | aap kai se/kae see
Fine. And you? मैं तो हूँ। | main to hoo |
आप सुनाइए। | aap su naa iye

1216

Emergencies

Help! उत्तम! u ta vi
Go away! कैसे छु! pow vi tu

Call a doctor! डॉक्टर कैसे करो? | i a zai ka vum
Call the police! पुलिस कैसे करो? | i a zai ka vum
I'm lost. मैंने लॉस्ट करो? | naan va zi ta ve ri
Where are the toilets? लॉस्टोल्स कैसे करो? | ka zi va rai kai eng key

Shopping & Services

Where's the market? बाजार कैसे करो? | eng key chan tai
Is this ... to (New Delhi)? इनके लिए कैसे करो? | i tu en na vi lai
Can I look at it? मैंने लॉक्स करो? | naan i tajp
That's too expensive. यह लॉक्स करो? | a tu a li ka vi lai yaa ka

bank बैंक | vang ki
internet इन्टरनेट | i na-i Yam
post office पोस्ट ऑफिस | ta paal
tourist office ट्रॉयस्ट ऑफिस | chut rup pa ya na

Time & Dates

What time is it? मैंने लॉक्स करो? | ma ni en na
It's (two) o'clock. मैंने (दो) लॉक्स करो? | ma ni (i ran tu)
Half past (two). (लिंग्टु) लॉक्स करो? | (i ran tu) mup pa fu

yesterday नॉल्ट्रु | neyt tru
today नॉल्ट्रु | in dru
tomorrow नॉल्ट्रा | na lai
morning कॉल्ट्रु | kaa lai
evening मॉल्ट्रु | maa lai
night नॉल्ट्रु | i ra vu

Transport & Directions

Monday त्वंस्कं त्रिंशु | ting kai
Tuesday वृश्चिं त्रिंशु | chev var
Wednesday वृश्चिं त्रिंशु | pu tan
Thursday वृश्चिं त्रिंशु | vi yaaz lan
Friday वृश्चिं त्रिंशु | cha ni
Saturday वृश्चिं त्रिंशु | nyaa yi ru

Key Words

bottle बोल्टल | bo tal
bowl काटोरो | ka fo ree
breakfast नाश्ता | naash taa
dessert मोटा | mee ta
dinner रात का खाना | raa t kaa kaa naa
drinks पीने की चीजें | pee ne kee
food खाना | kaa naa
fork फॉर्क | kaan taa
glass ग्लास | glas
knife चाहू | chaa koo
local eatery लोकार्टी | dabba
lunch दिन का खाना | din ka kaa naa
market बाजार | baaz aar
plate प्लेट | plet
restaurant रेस्टोरेंट | res to rent
set meal माल्टी | taa lee
stack नाश्ता | naash taa
spoon चाम्मच | cham mach

Meat & Fish

beef यांग का गोसां | gaai kaa go shi
chicken मुर्गी | mur gee
duck बाल्क | ba tak
fish मस्तिष्क | mach lee
pot बर्तारा | bak raa
stew बहु शारामा | ba ree jeeng gaa
meat गोसां | go shi
pepper मिर्च | kaa lee mirch
meatballs कॉफला | kof laa
rice चावल | chaa val
salt नमक | na mak
spices मिर्च मालाना | mirch ma-saa laa
sugar चौनी | chee nee
tofu टोफू | to fo

Fruit & Vegetables

apple सेब | seb
spinach खुबानी | ku baan ee
banana बैनाना | ke laa
tomato टोमेटो | mirch
first class मुल्टी | mu tal
motorcycle मोटरसार्क | moor tsar
train station ट्रेन सोर्टिंग | pool go bee
yesterday नॉल्ट्रु | mak kaa
date कारांडा | kak ree
eggplant बैंगन | kaa yoor
fruit फल | bayng gan
potato पाटोटो | pal
onion लॉन्यून | leh sun
grape अंगूर | pa goor
trapeze लॉट्रेस | cha kof raa

Drinks

milk दूध | dood
red wine लाल शाराब | laal sha raab
sweet fruit शाराब | sha rab
drink शाराब | sha rab

tea चाय | chai
water पानी | paa nee
white wine वाई शाराब | sa fed sha raab
yoghurt लॉस्टरा | las see

Emergencies

Help! मदद कीजिये | ma da ded kii ye
Go away! जाओ! | jaa o
I'm lost. मैं लॉस्ट हूँ। | naan laa saa
What's the address? लॉस्टोल्स कैसे करो? | i laa saa
Can you show me (on the map)? लॉस्टोल्स कैसे करो? | kaat ta mu ti yu ma
Is this the ... to (New Delhi)? इनके लिए कैसे करो? | i tu en na vi lai
Can I look at it? मैंने लॉक्स करो? | naan i tajp
That's too expensive. यह लॉक्स करो? | a tu a li ka vi lai yaa ka

Transport

When's the ... (bus)? ... (बस) कब जाती है? | ... (bas) kab jaa tee hay
first पहली | peh lee
last अंतिमी | aa ki ree
bicycle साइकिल | saa ki il
rickshaw रिक्षा | rik sha
boat बाहर | ja haaz
bus बस | bas
plane हवाई | ha vaa ee
train ट्रेन | traaz
How much is it? किनने है? | kit ne kaa hay
It's too expensive. यह लॉक्स करो? | yeh ba hut ma han gaa/ ma han gae hay (m/f)
one-way एक तरफा | ek ta ra faa
return जाने जाने | aa ne ja ne
There's a mistake in the bill. बिल में गलती है। | bi leng gal tee hay

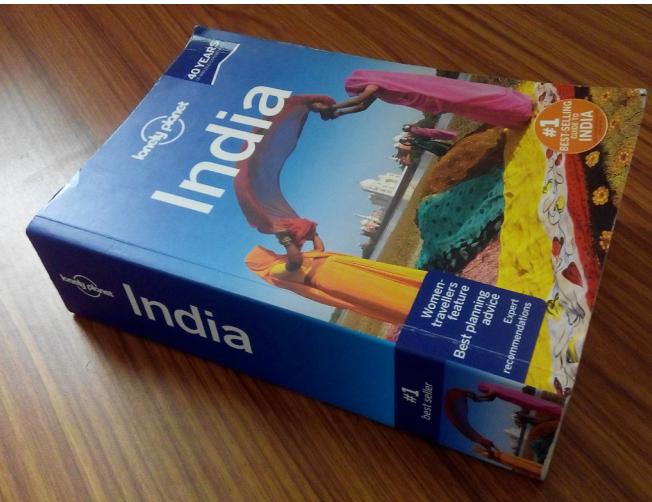
Shopping & Services

I'd like to buy ... मुझे ... चाहू है। | mu je ... chaa hi ye
I'm just looking. तिरंगे देखन आया/ आया है। | sirf dek ne aa yaa/ aa yaa hoong (m/f)
Can I look at it? मैंने लॉक्स करो? | di kaa i ye
How much is it? किनने है? | kit ne kaa hay
It's too expensive. यह लॉक्स करो? | yeh ba hut ma han gaa/ ma han gae hay (m/f)
one-way एक तरफा | ek ta ra faa
return जाने जाने | aa ne ja ne
There's a mistake in the bill. बिल में गलती है। | bi leng gal tee hay

Time & Dates

What time is it? तारा क्या है? | taa im kyaa hay
It's (10) o'clock. (दोस) क्या है? | (das) ba je haying
Half past (10). (दोस) क्या है? | Half past (10). (das) saa re (das)

Lonely Planet - The guide book acts as a reference for commonly used phrases in Hindi and other regional languages of India. They have presented the phonetic translation in the Latin script for the regional Indian languages.



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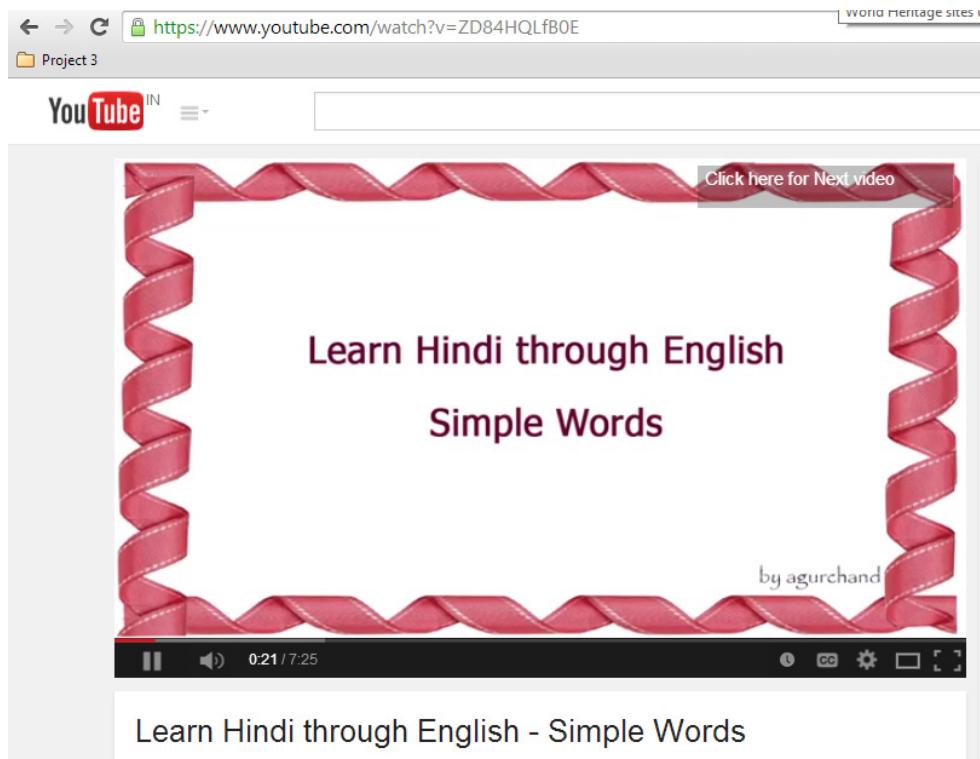
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Rough Guide Audio phrasebook and dictionary - The rough guide audio phrasebook and dictionary contains a collection of phrases and words that may be frequently required by the foreigner in the regional language as well as the English language. The 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.



Learn Hindi through English - Simple Words



HOW TO LEARN HINDI ALPHABETS VOWELS PART 2 LOTTO GAME

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.

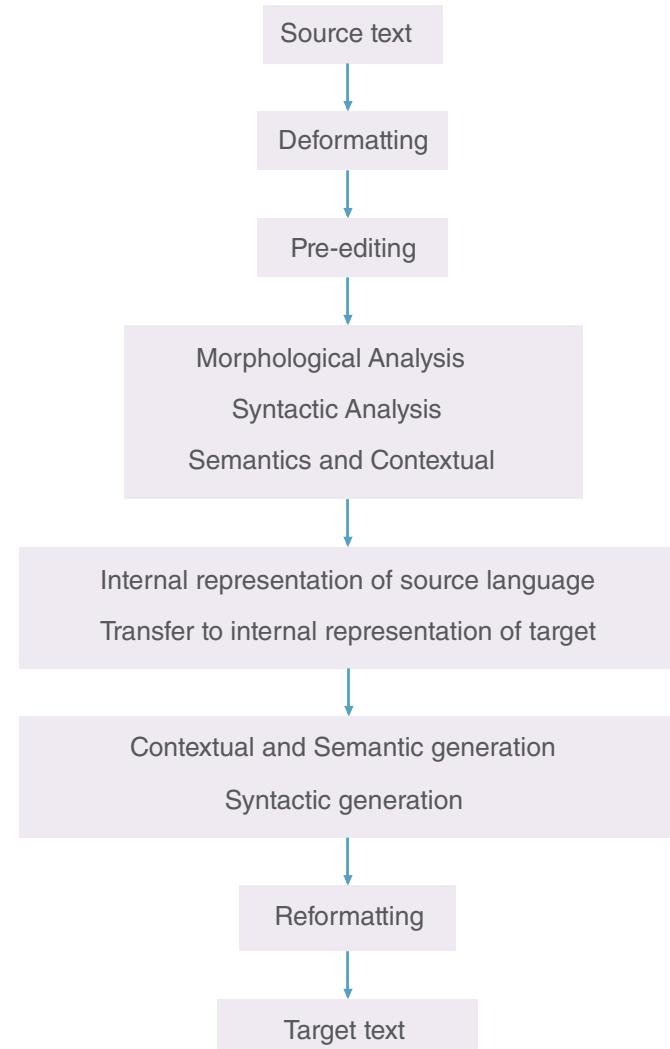
c) Findings - The outcome of the user interviews was that the priority of the foreigners was knowing the phrases they may need frequently during their travelling journeys throughout the country. This helps them functionality wise as well as to establish a cultural connect with Indians.

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.

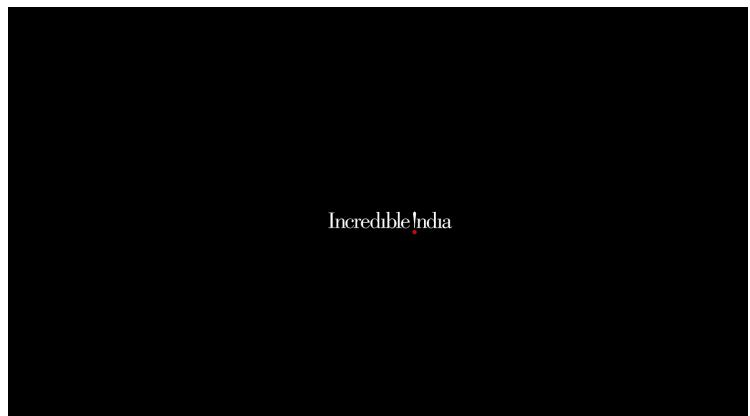
iii) Approach 3

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 metropolitron 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 a few phrases and words.

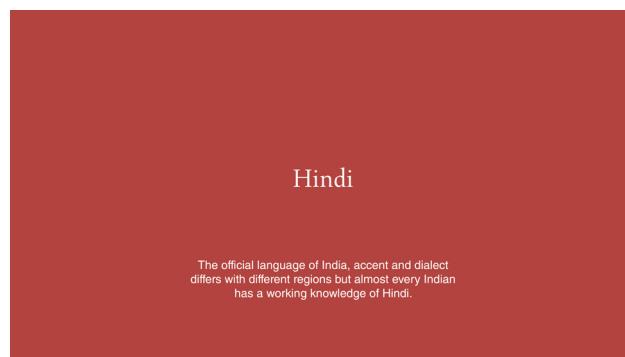
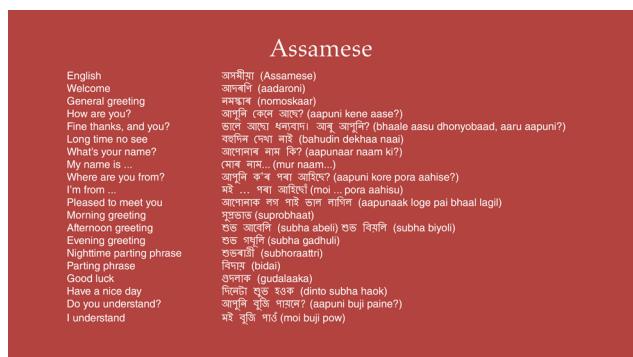
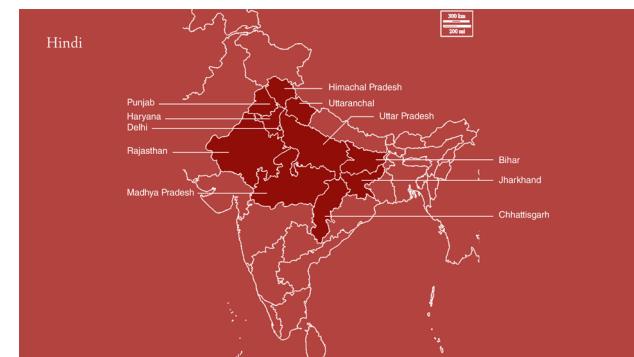
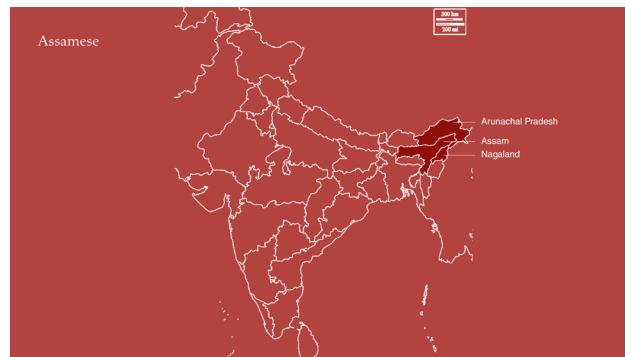
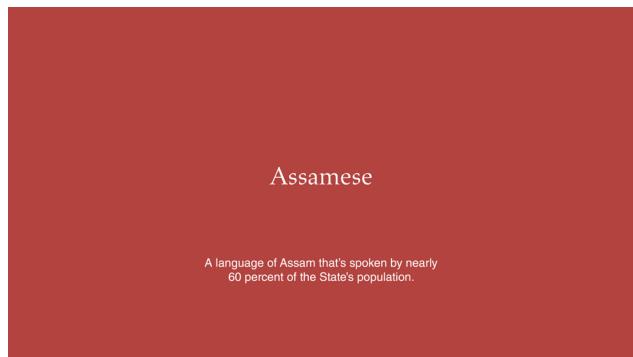


Screenshots from the video



Assamese	
I don't understand	মৈ বুজাৰ নাই (mai buj napow)
I don't know	মৈ বুজাৰ নাই (mai buj na)
Please speak more slowly	আপুনি আপুন কৰ বলো নাই (apuni anugroha kori laahe laahe kouk?)
Please say that again	আপুনি আপুন কৰ বলো কৰ (apuni anugroha kori akow ebar kobo)
Please write it down	আপুনি আপুন লিখি দিবক (anugroha kori likhi diyuk)
Do you speak English?	আপুনি ইংৰেজি ভাষা কৰ পাবলো? (apuni ingraji bhaaka kobo paarene?)
Do you speak Assamese?	আপুনি আসমীয়া ভাষা কৰ পাবলো? (apuni osomiyaa bhaaka kobo paarene?)
How do you say... in Assamese? (আপুনি)	আসমীয়ায় তাৰ কৰ পাবলো? (Apuni) Akhomiya ... keneko koy?
Excuse me	কৰমা কৰিব (kyoma koribo)
How much is this?	এই বস্তুটোৱে বাবু কৰিবো কী? (Ei bastu tur daam kiman?)
Sorry	মৈ দুঃখিত (mai dukkhit)
Please	আপুনি কৰি (anugroha kori)
Thank you	শৰদাবলু দ্বৰা (dhyonyobalo)
Where's the toilet?	কোথাৰে পুৰুলো দৰিদৰো (kopuraaloy kote aase?)
I love you	মৈ তোক (tomaak) তাপোক (tapaak) (mai tomaak/aaponaak bhaalpao)
Go away!	জোৱাৰি মাওল (jatori jawok)
Help!	সহায়! (sohail)
Stop!	ব'ব'! (robol)
Call the police!	আপুক্ষীক ফোন কৰক (aarokkha phone korok)
Happy Birthday	জন্মদিনৰ শুভকামনা (janmadinara subhakaamana)

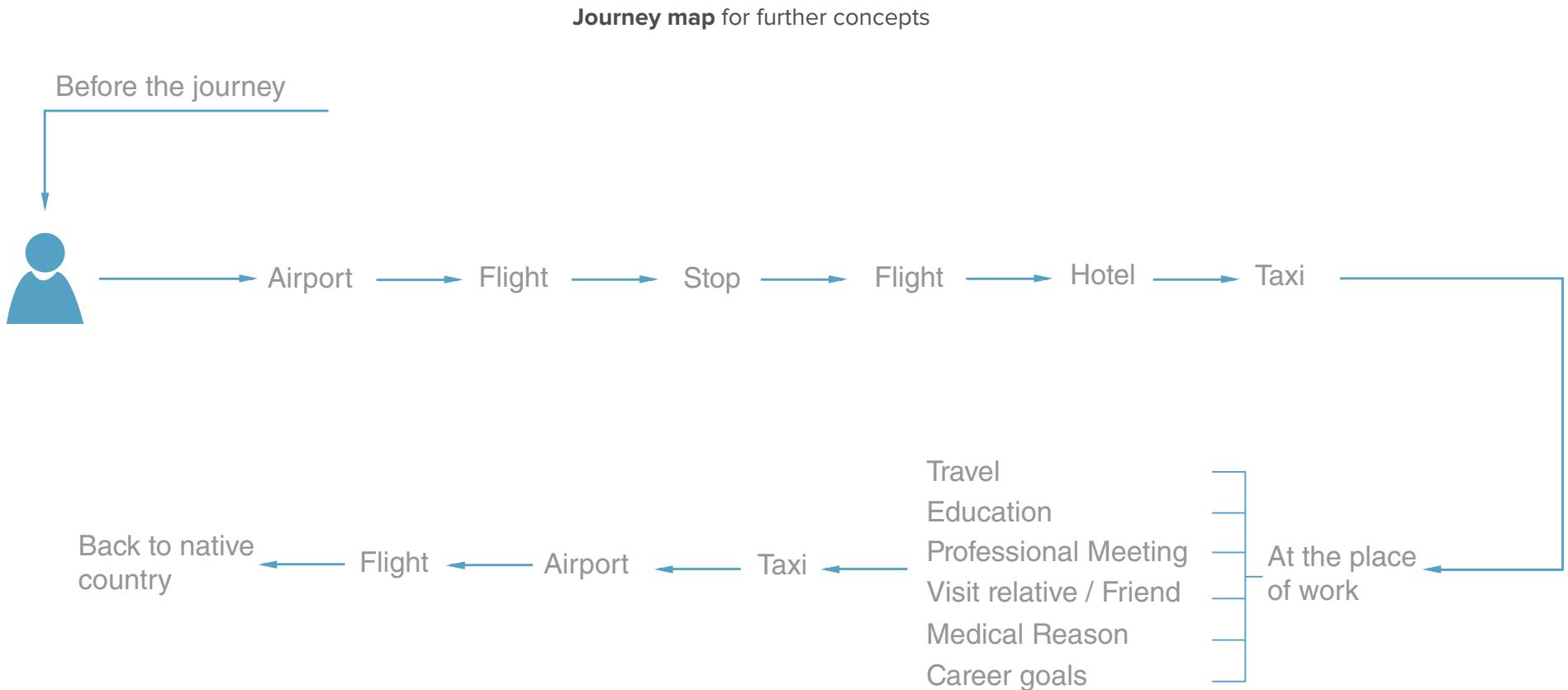
Hindi	
Please write it down	ক্রিপ্যা যাই মের লিখে (kripaya yaha mere liye likhen)
Do you speak English?	ক্রিপ্যা আমি অংগুজি বলতে হৈ? (kya ap angrezi bolte hain?)
Do you speak Hindi?	ক্রিপ্যা আপি হিন্দী বলতে হৈ? (kya ap hindi bolte hain?)
Yes, a little	হ্যাঁ, যোৰো সী (ha, modis)
How do you say... in Hindi?	হিন্দী মে... কৈ কৰতে হৈ? (hindi mein ... kaise kahte hain?)
Excuse me	শ্রমা কীভাবে (kshama kijye)
How much is this?	কিসেতে কৈ হৈ? (kiane ka hai?)
Sorry	শ্রমা কীভাবে (kshama kijye) মাফ কীভিয়ে (maf kijye)
Thank you	ধ্যায়াদ (dhyavat)
Response	[silence/smile] কোই বাত নাহি (koi bat nahin)
Get well soon	জড়ো সে ঠৈক হৈ জাও (jaldi se thik ho jao)
Help!	মদাদ (madadi)
Fire!	আগ! (Aag)
Stop!	রুকু! (rukot)
Call the police!	পুলিস ক বলাজো (pulis ko bula!)
Birthday greetings	জন্মদিনৰ হৈ হার্ডিক শুভকামনায (janmadin ki hardik shubh kamnay)



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.



a) Concept 1

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



Advantages:

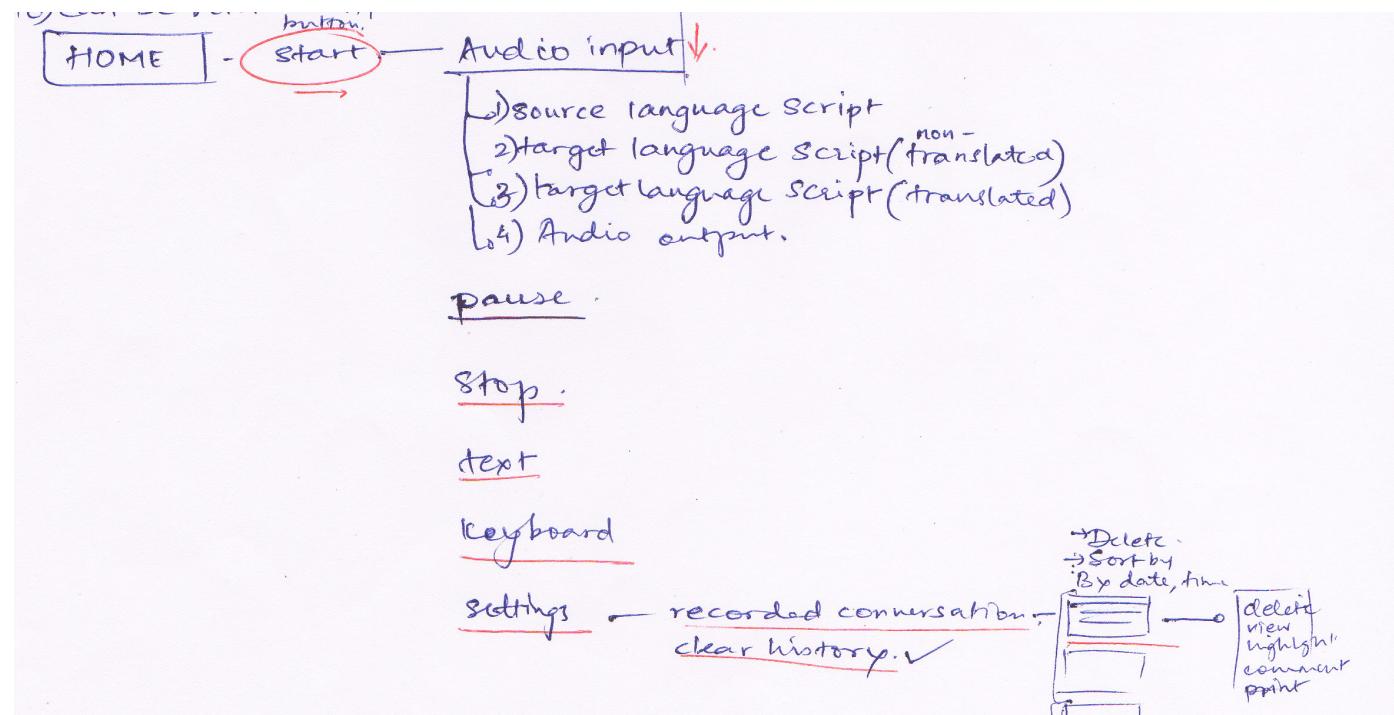
1. Detects distinct voice patterns of various speakers hence helps in tagging them.
2. Detects various languages.
3. Acts as a live translator.
4. Has an automated system to record voice input, analyse the voice and translate source text input to target text output.
5. Gives audio output.
6. Records 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:

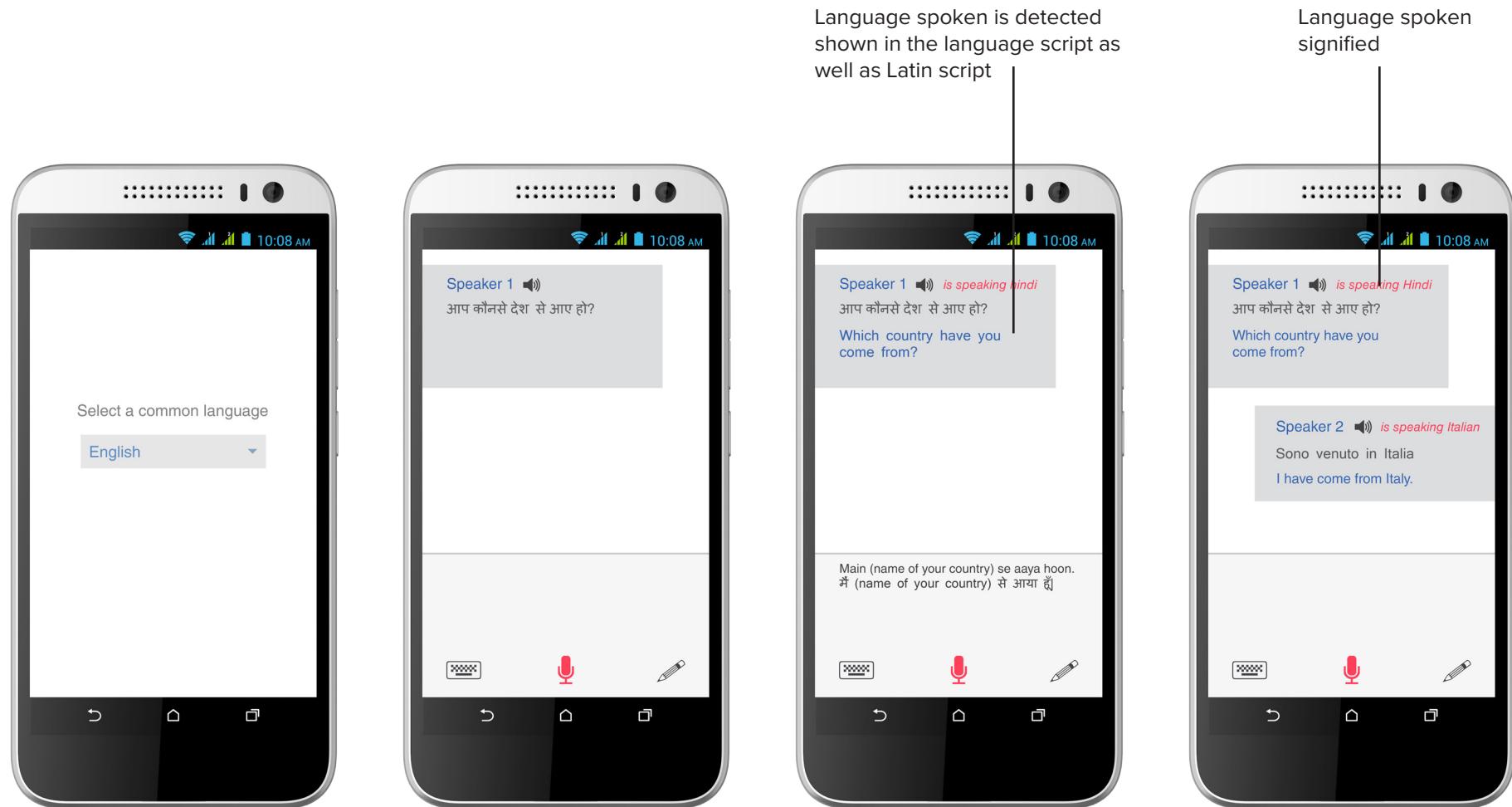
1. Difficult to differentiate voice patterns in a noisy environment.

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.

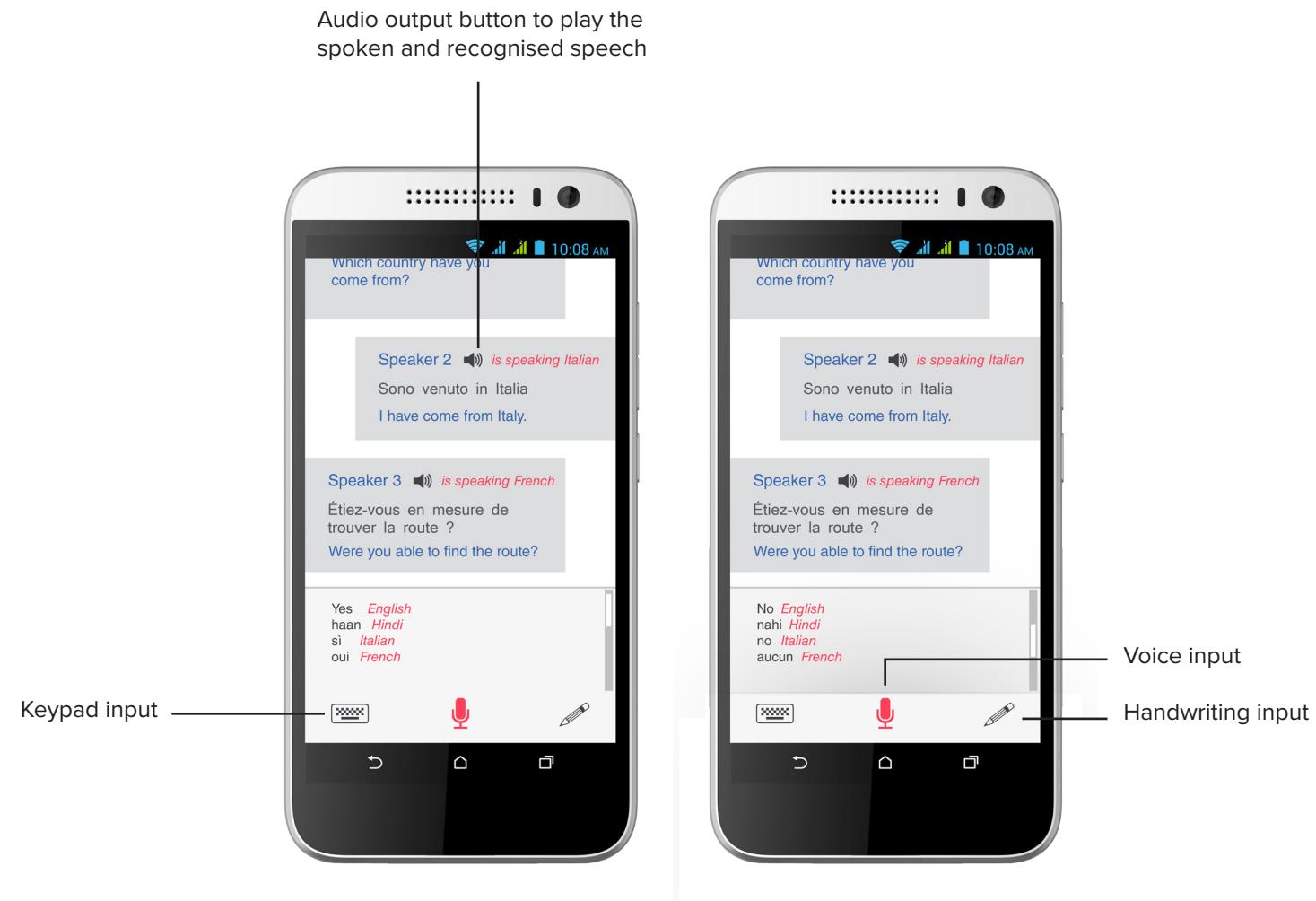


Site map of the product



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

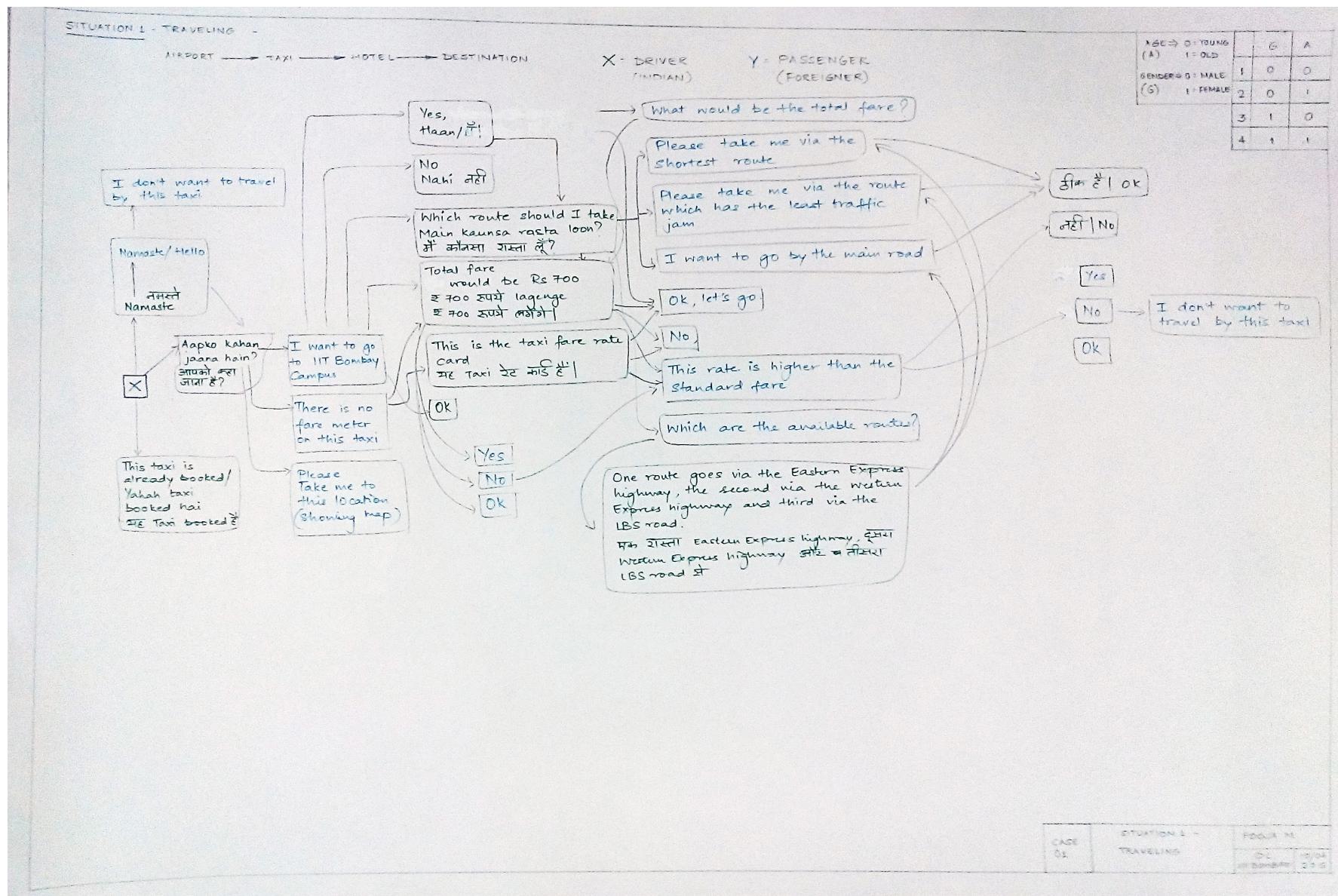
of spoken language as well as allows for speech input and keypad input.



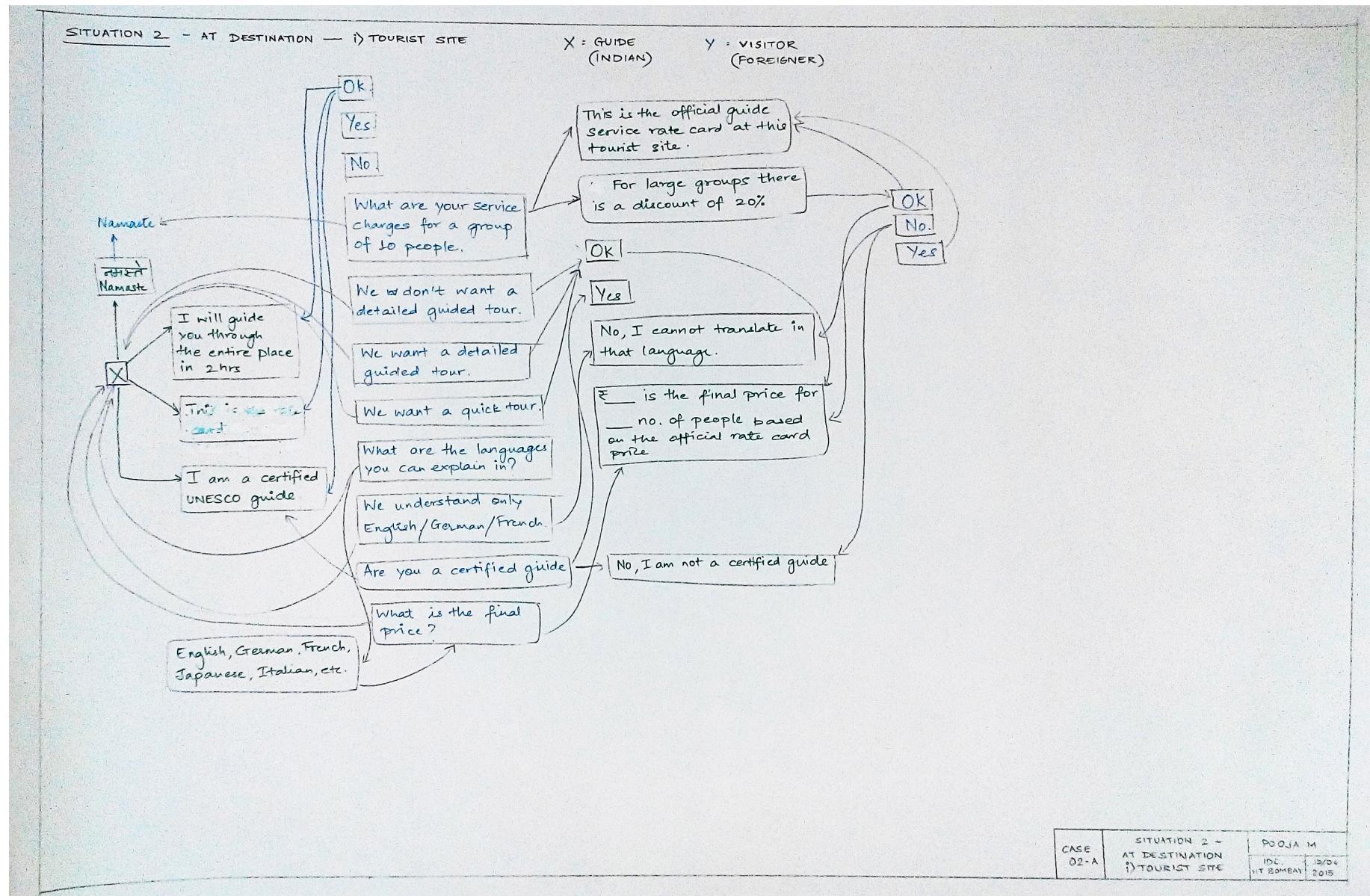
Concept 1 - Speaker

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

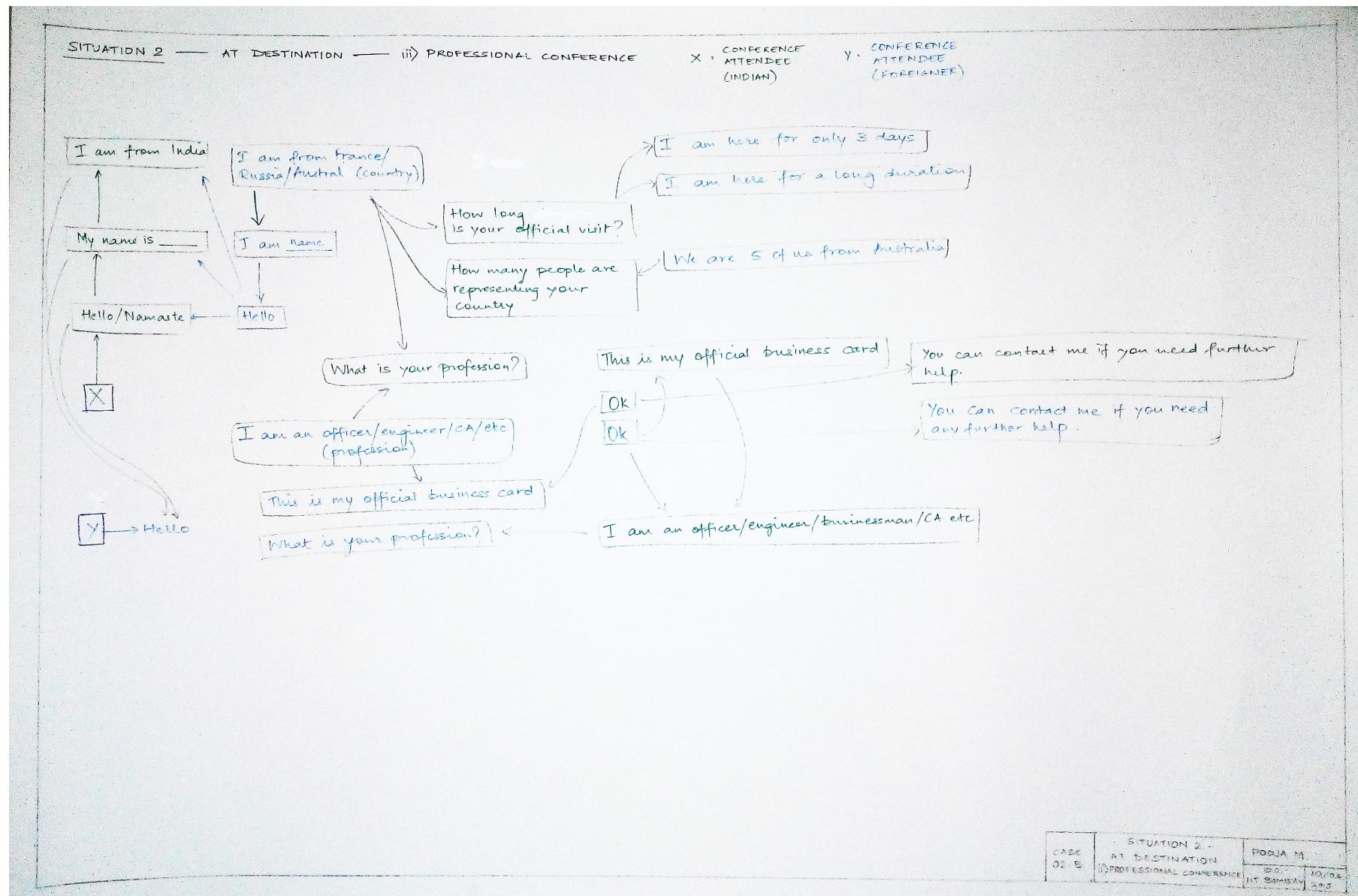
might take place while a foreigner is traveling.



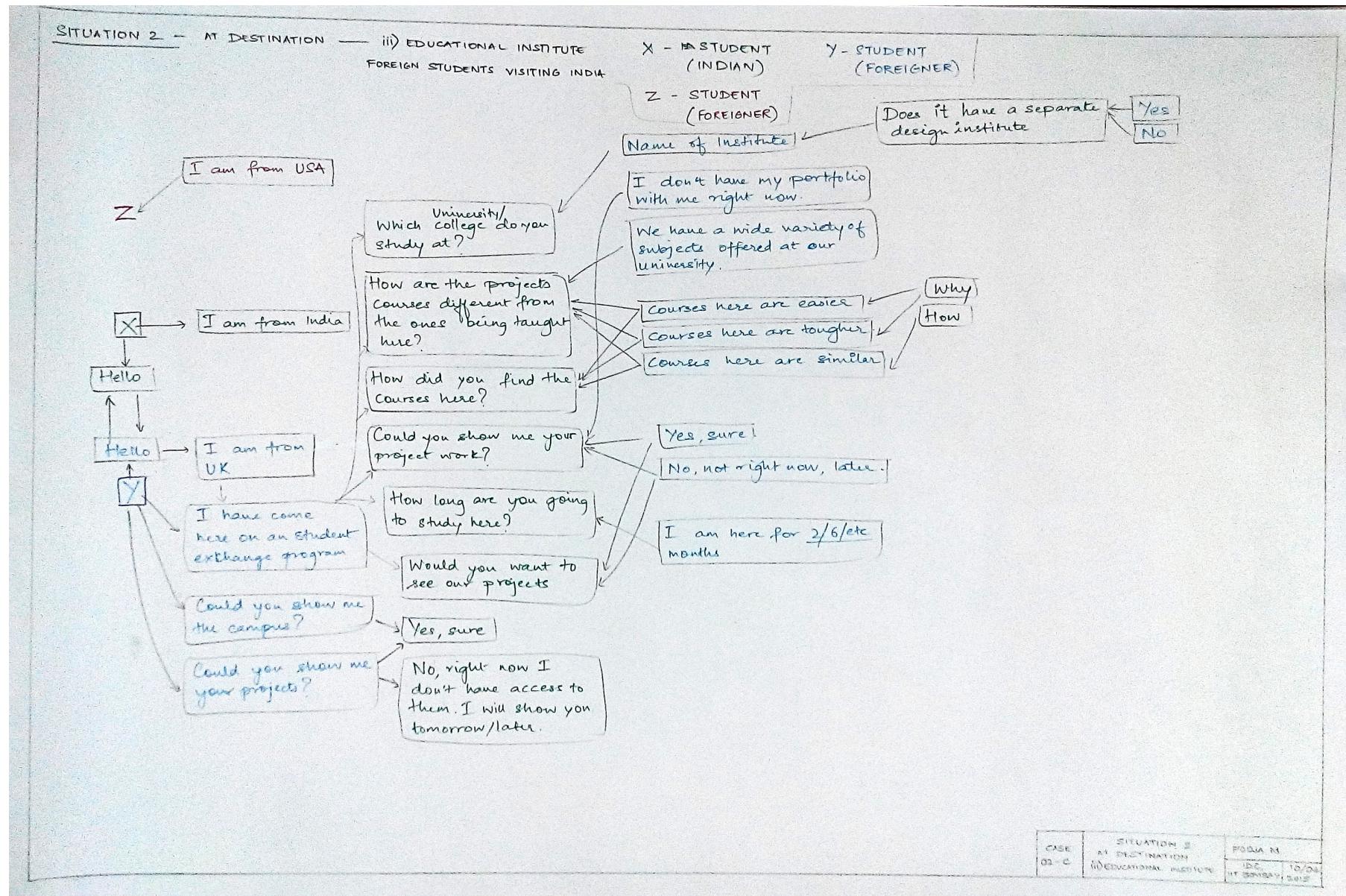
Content of the conversation - The following image shows the conversations that might take place while a foreigner is interacting with a tourist guide.



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.



Advantages:

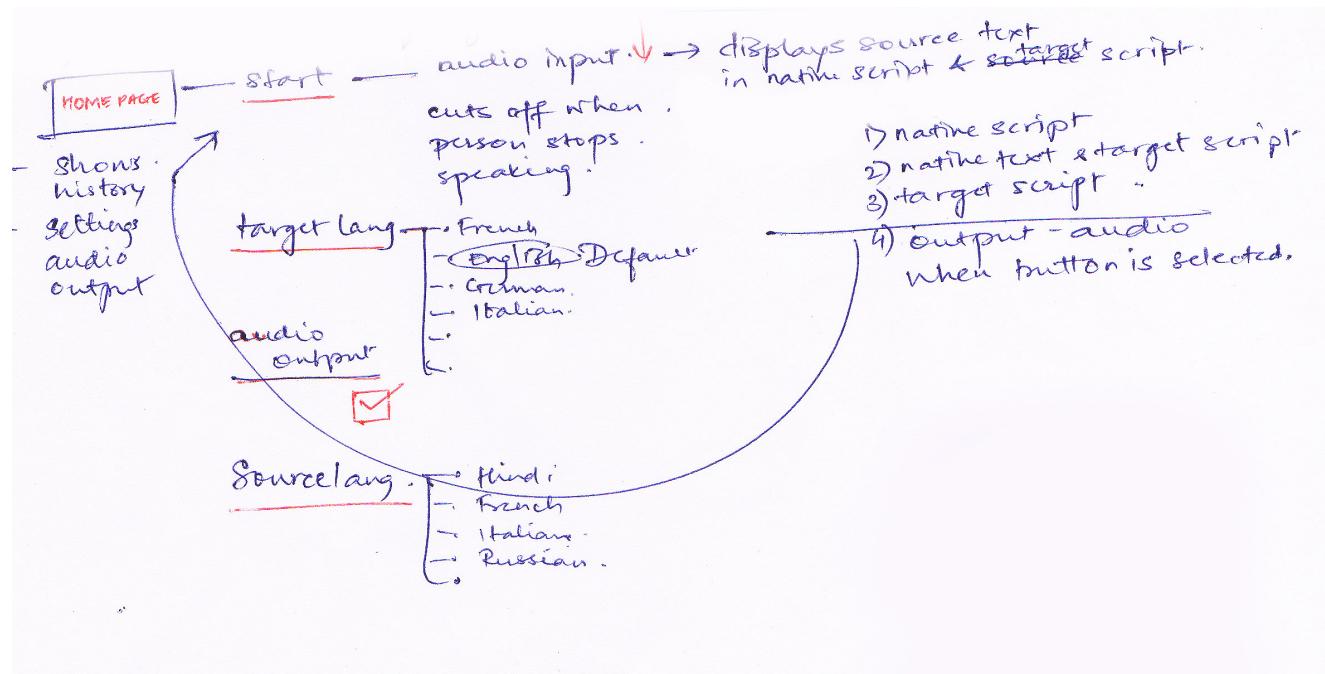
1. Simple interface.
2. Function oriented.
3. Records audio input and converts to source script, target script and source text in target script.

Disadvantages:

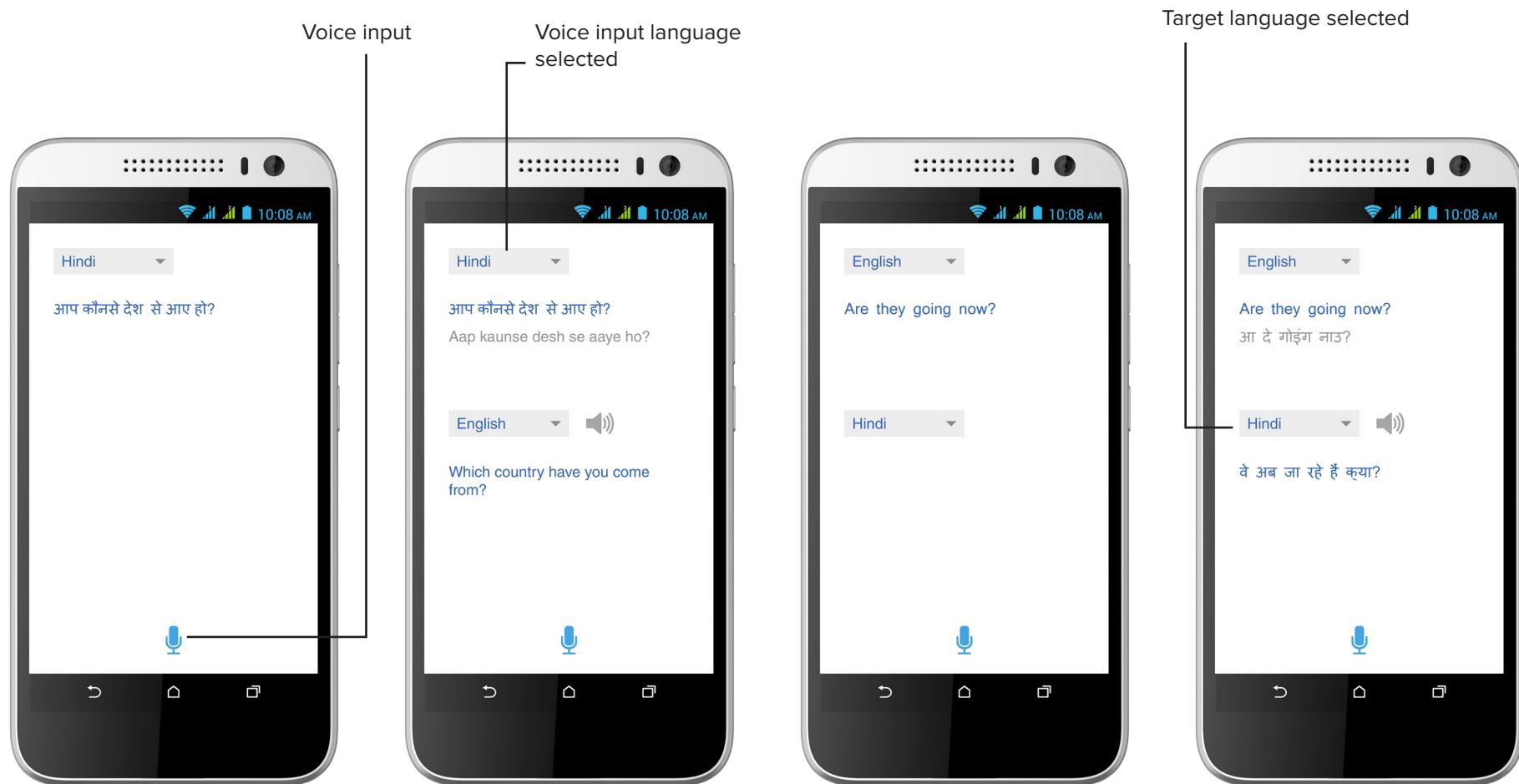
1. Does not show live conversation onscreen.
2. Absence of handwriting or keyboard input.
3. Cannot differentiate voice patterns.
4. Does not detect language, user needs to give language input.

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.



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.



Advantages:

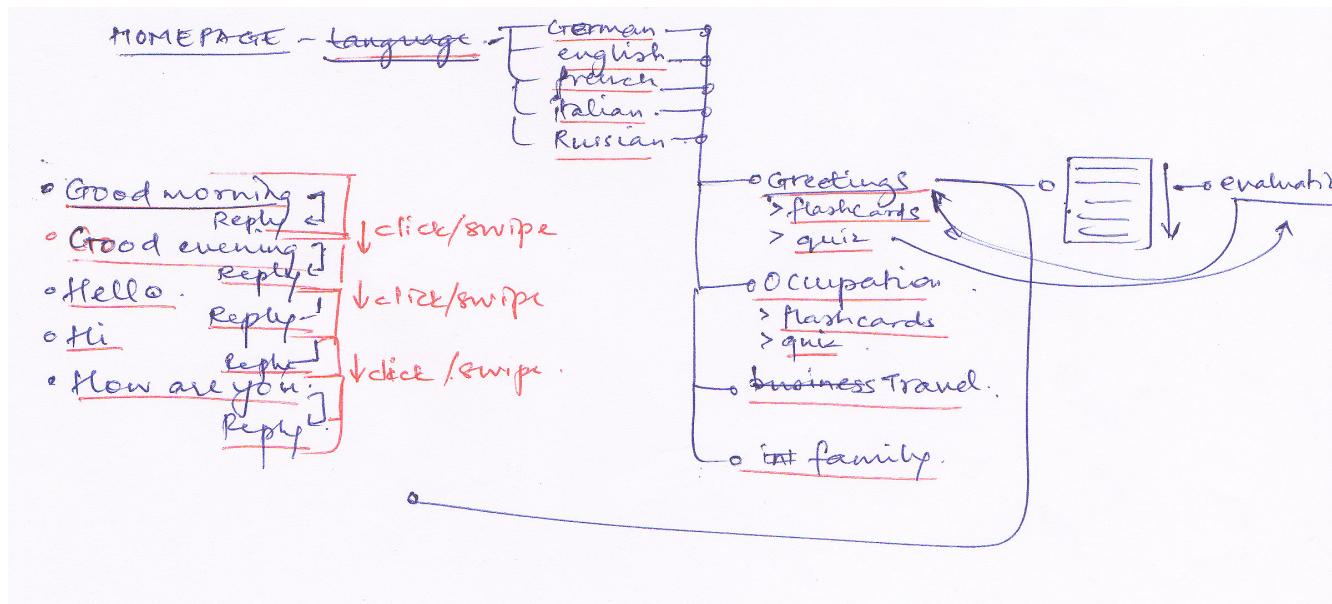
1. Helps user to learn the language beforehand.
2. Incentives such as star scoring system engage the user to continue learning all categories.
3. Does not require data connection once the database is stored with the required conversations.

Disadvantages:

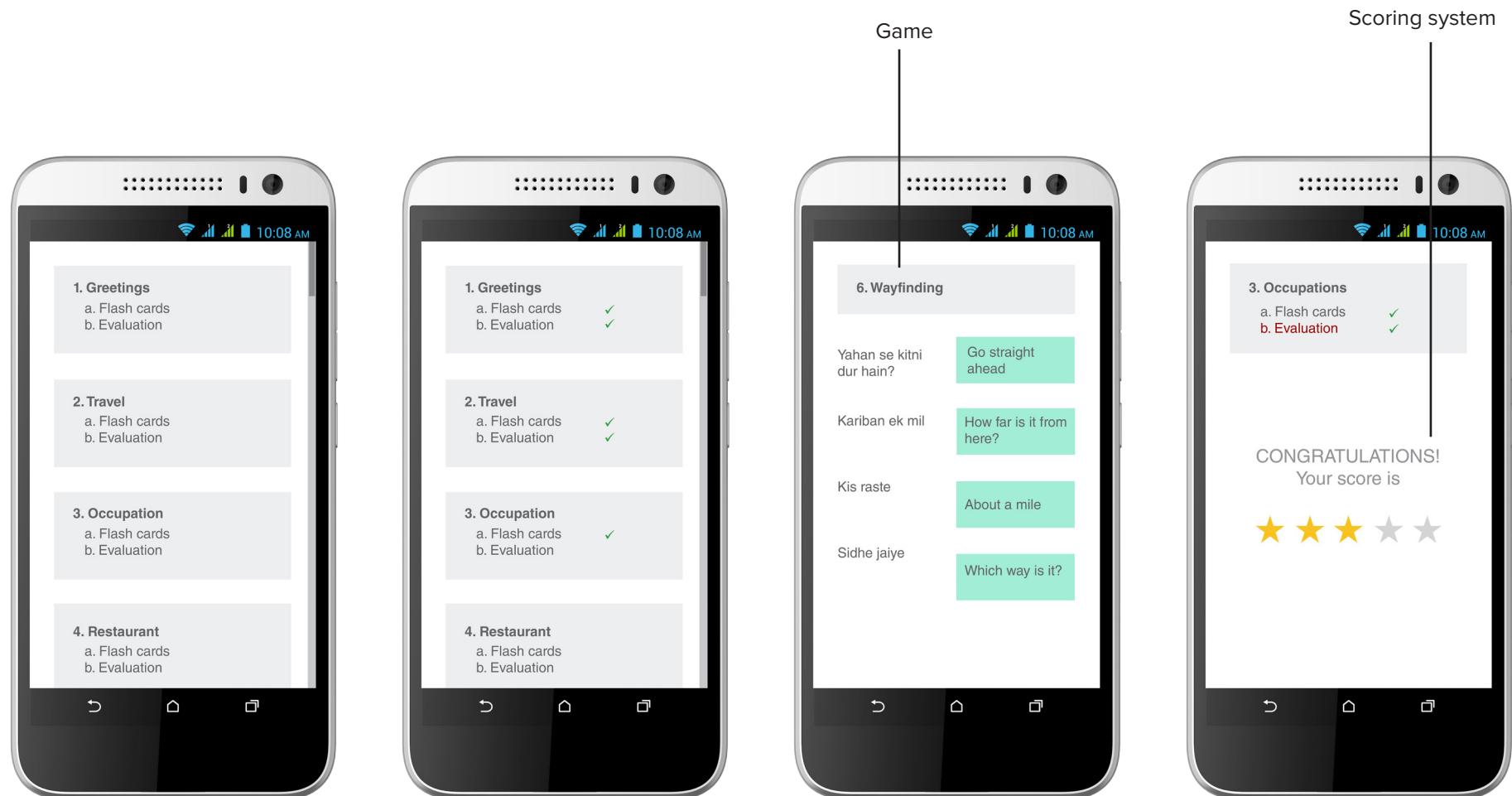
1. Acts as a passive app since it works on stored data.
2. The stored conversations may not be applicable exactly in the real world.

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.



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:

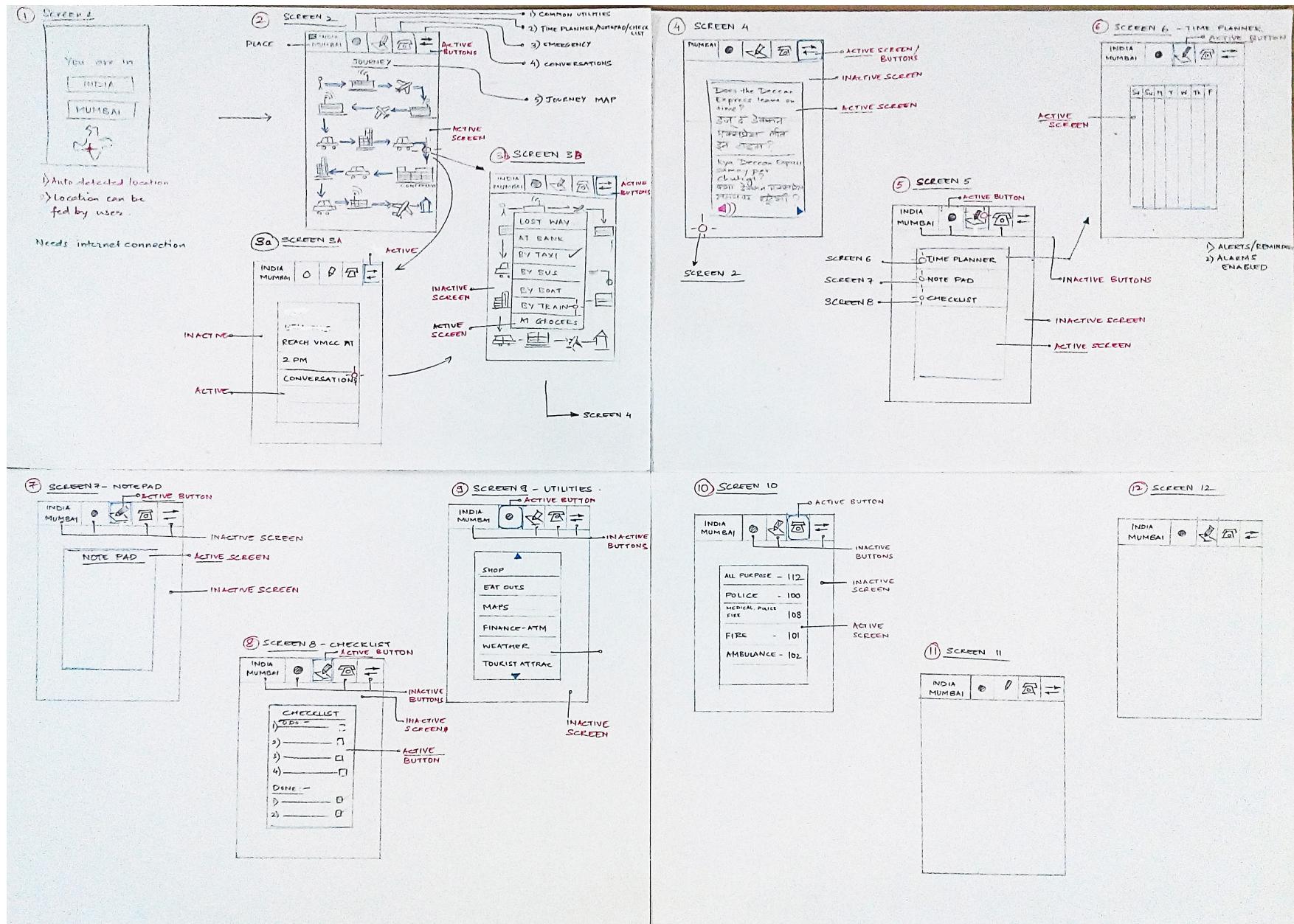
1. Contains stored conversations for various situations.
2. Responsive design - Works on mobile, tablet and PC.
3. Provides calendar, checklist, emergency phone numbers for additional functionality in one application.

Advantages:

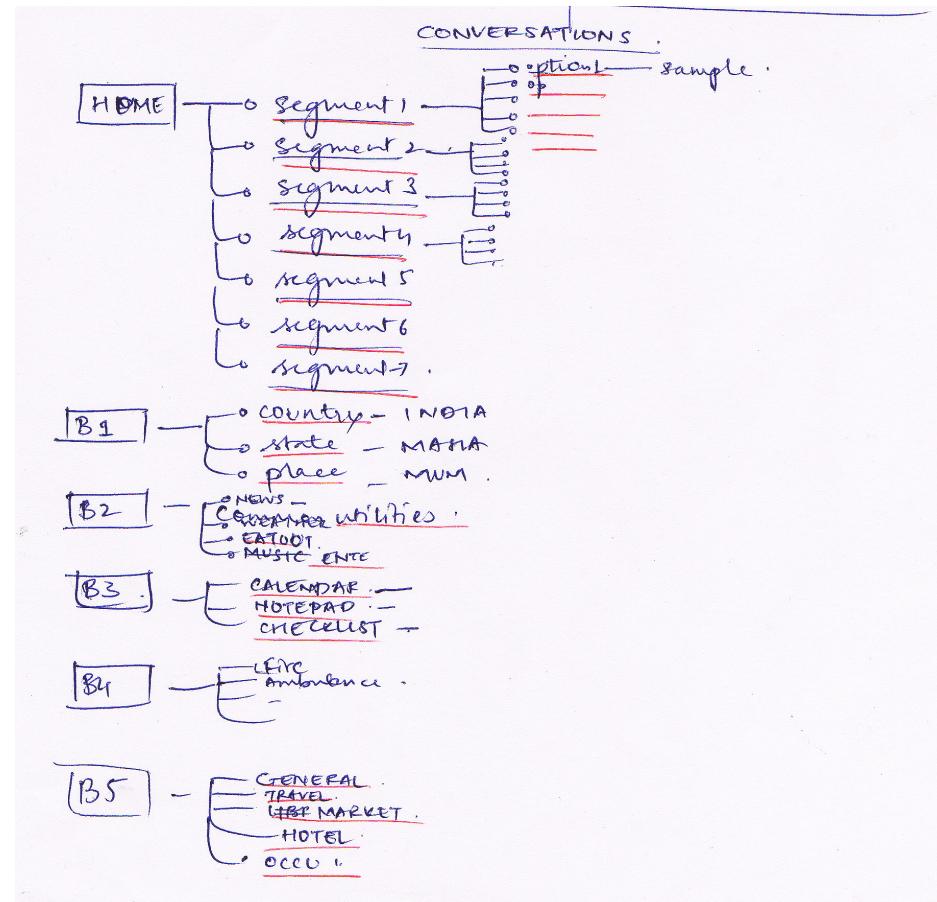
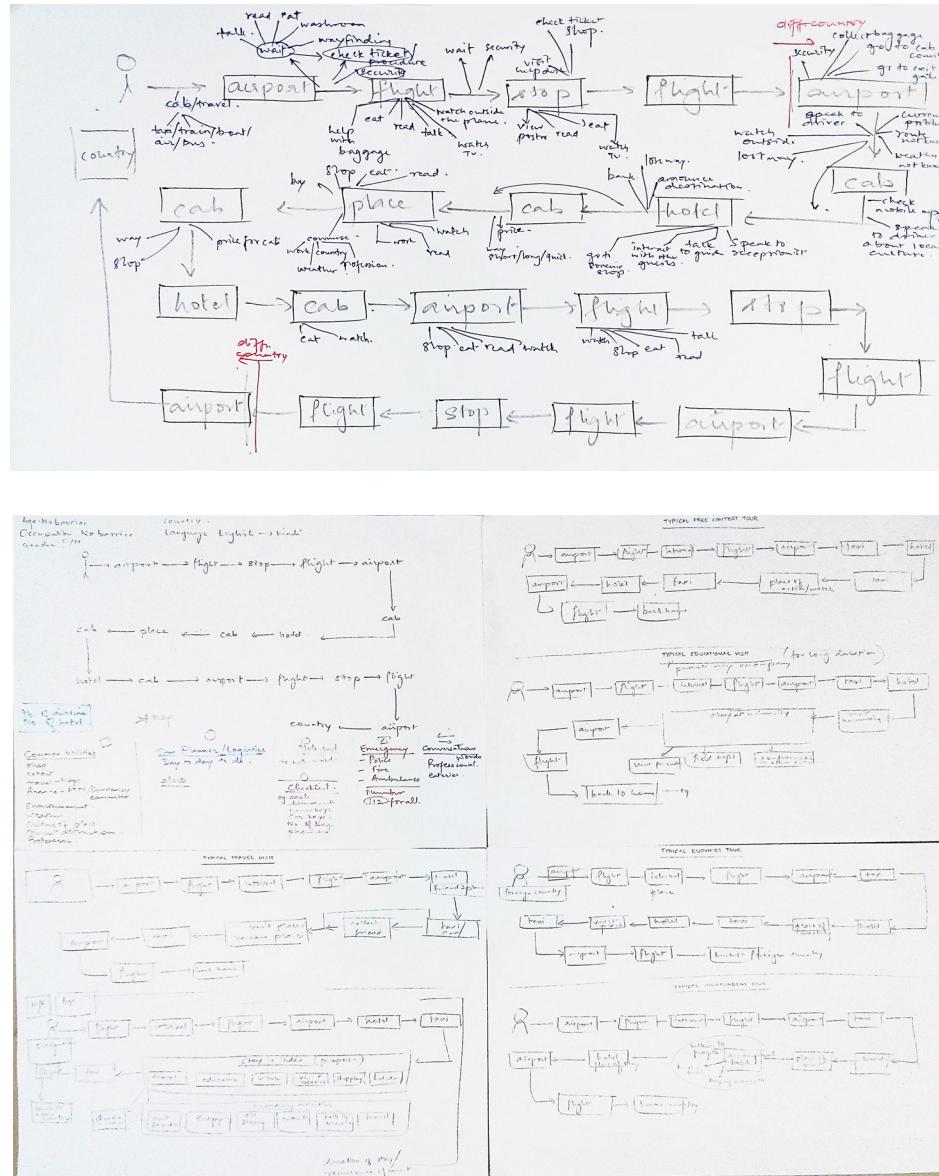
1. Acts as a utility application providing several features in one app.
2. The application can work offline if the conversations are already recorded.

Disadvantages:

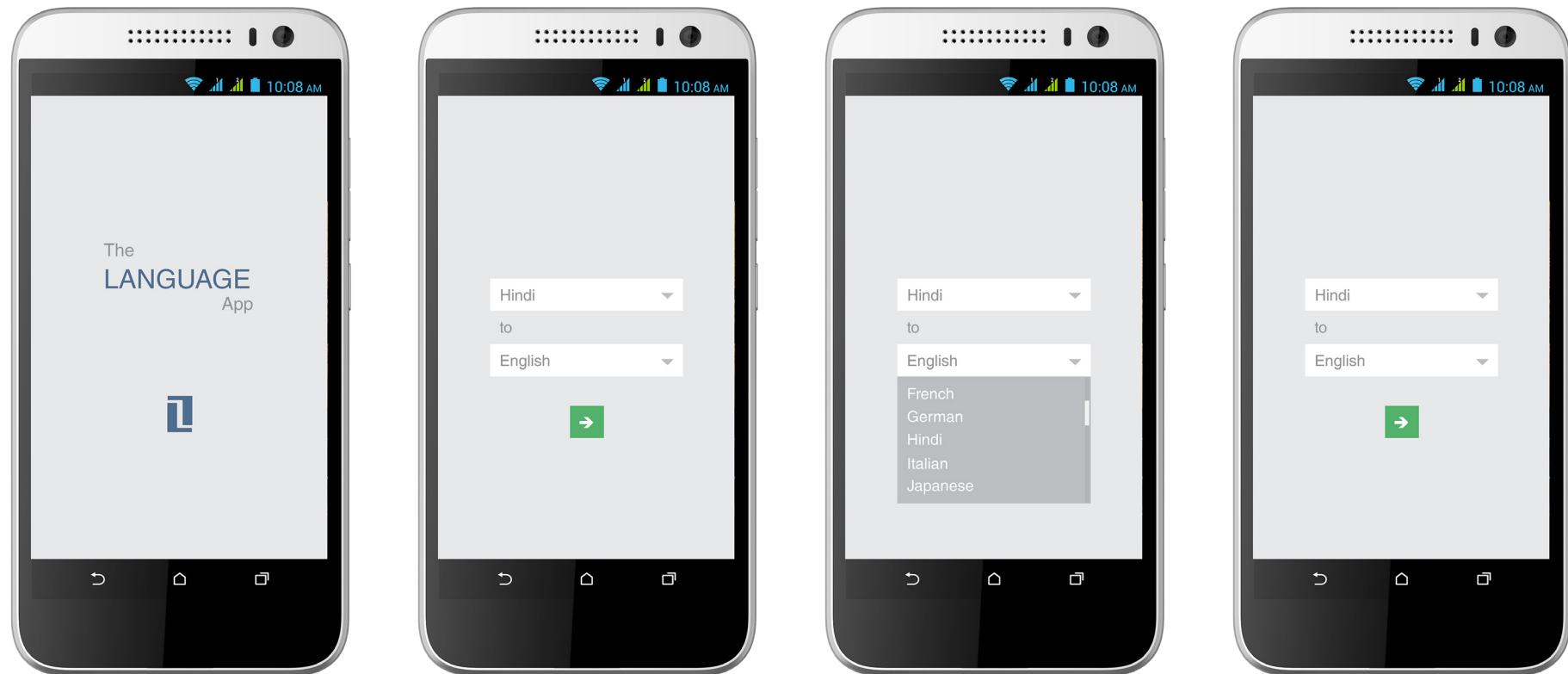
1. Does not focus on conversations.
2. Does not have the ability to translate a live conversation.



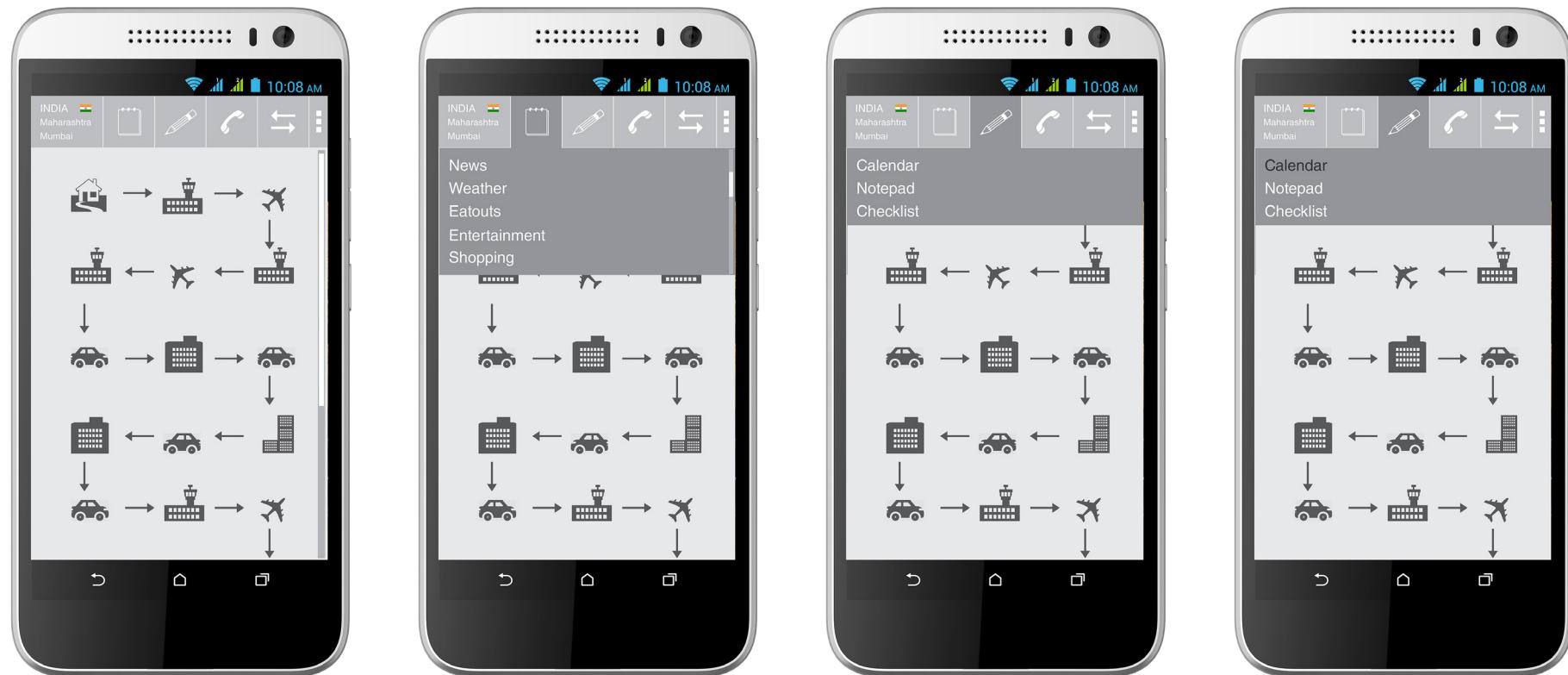
Rough Work of the workflow of the application showing the navigation, menus and content



Rough Work which shows the mapping of the actions of the foreigner at various points of time throughout the journey.



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.



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.

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 speller, 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

2. Preparation - Vowel signs - स्वर चिन्ह

3. Preparation - Consonants

4. Preparation - Consonants + Vowel signs

5. Preparation - Grammar Basic

6. Reference - Cardinal Numbers

7. Reference - Ordinal Numbers

8. Reference - Days of the Week

9. Reference - Months of the year

10. Reference - Basic words

<https://quizlet.com/82996448/10-reference-basic-words-vocabulary-flash-cards/alphabetical>

Flashcards Learn Speller Test Scatter Space Race

Edit Share
Add to Class Print
Add to Folder More

List Scores Info

Most Missed Original Alphabetical

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 x

https://quizlet.com/82998502/11a-reference-stationery-flash-cards/

Flashcards Learn Speller Test Scatter Space Race

List Scores Info

Original Alphabetical

पेसिल	Pencil	☆ ⓘ 🔍 🎵 🖊
कागज	Kaagaz	☆ ⓘ 🔍 🎵 🖊
कलम	Kalam	☆ ⓘ 🔍 🎵 🖊
स्याही	Syaahi	☆ ⓘ 🔍 🎵 🖊
किताब	Kitaab	☆ ⓘ 🔍 🎵 🖊

Add or Remove Terms

11a. Reference - Stationery

Q 11b. Reference - Relatives: x Pooja -

https://quizlet.com/83034666/11b-reference-relatives-flash-cards/ 

Flashcards Learn Speller Test Scatter Space Race

Edit Add to Class Print Add to Folder More

List Info

Relatives

Original Alphabetical

ଅମ୍ମା Amma	mamma	   
ପାପା Paapa	papa	   
ମାତା Maata	mother	   
ପିତା Pita	father	   
ପୁତ୍ରୀ Putri	daughter	   
ପୁତ୍ର Putra	son	   

11b. Reference - Relatives

11c. Reference - Metals and Minerals

Original	Alphabetical
अकीक Akeek	Cornelion
अभ्रक Abhrak	Mica
कस्तुर Kuskat	Bronze
काँसा Kaansaa	Bell metal
कुरान Kuran	Emery
कोयला Koyla	Coal

11d. Reference - Colour

Original	Alphabetical
लाल Laal	Red
हरा Haraa	Green
नीला Neela	Blue
पीला Peela	Yellow
सफेद Safed	White
काला Kaala	Black

11e. Reference - Professions

Original	Alphabetical
अखबारनवीस Akbarnabee	journalist
अध्यापक Adhyaapak	teacher
कारीगर Kaarigar	artisan
किसान Kisaan	farmer
कुली Coolie	coolie
कोठिवाल Kothiaval	banker

11f. Reference - Musical Instruments

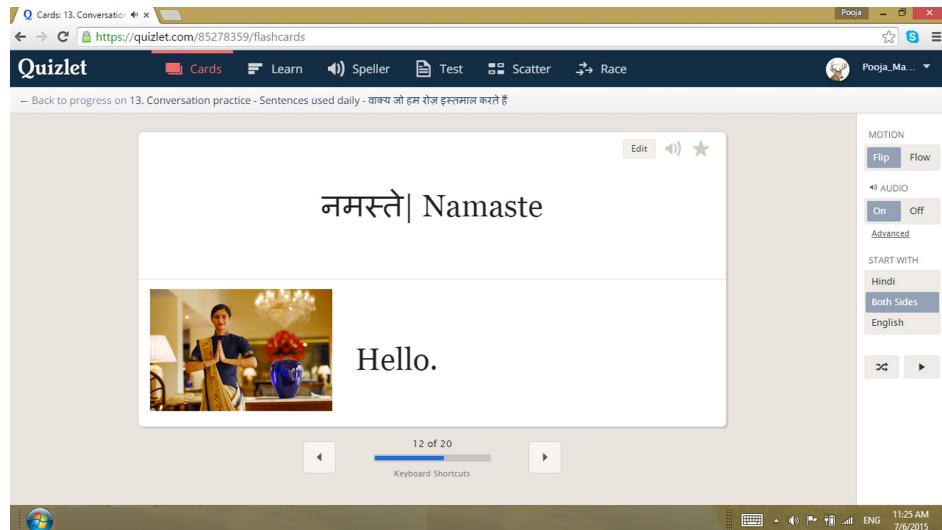
Original	Alphabetical
तबला Tabla	Tabla
बासुरी Baasuri	Flute
तुरही Turahi	Bugle
घंटा Ghanta	Bell
झांज Zhaanj	Cymbal
डुफ Duff	Tambourine

11g. Reference - Fruits, vegetables, etc.

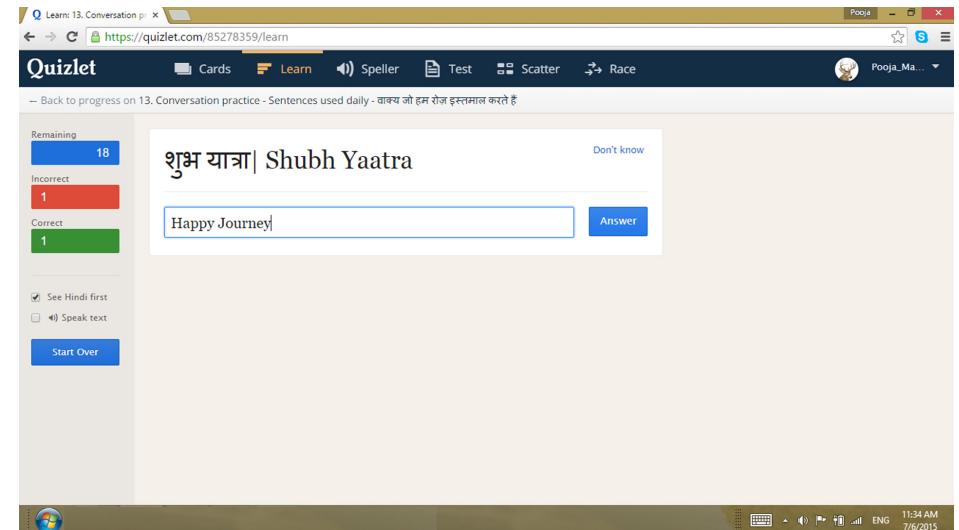
12. Conversation Practice - Questions and Answers

12. Conversation Practice - Daily use sentences

13. Conversation Practice - Daily use sentences



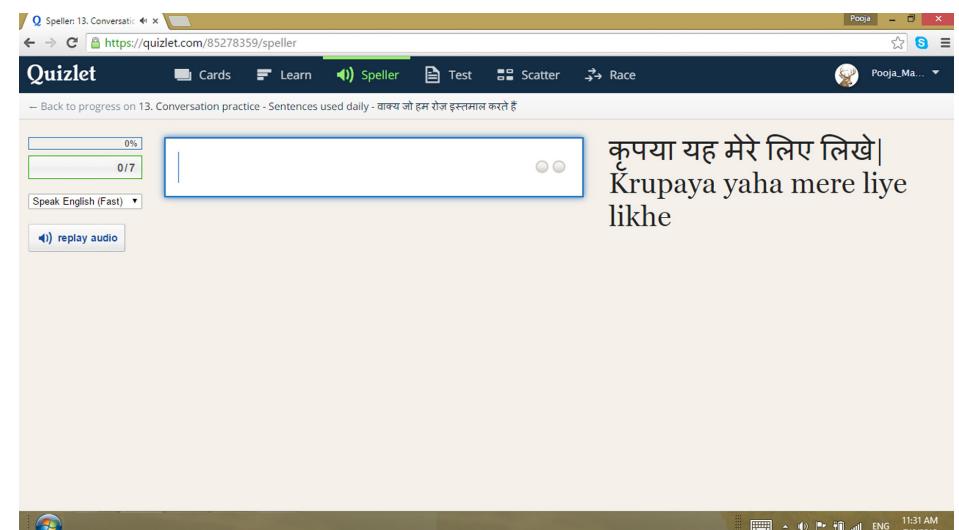
Learning method - Learning through flashcards



Learning evaluation method - Learning phase



Learning evaluation method - Spellar



Learning evaluation method - Spellar

Test 13: Conversation practice

https://quizlet.com/85278359/test

Start with: English

Question limit: 20 of 20 available terms

Create new test

2. I understood.

3. Do you speak Hindi?

4. Where are you from?

5. How much does this cost?

5 Matching questions

1. नमस्ते| Namaste a Please write this down for me.

2. कृपया यह मेरे लिए| Krupaya yaha mere liye likhe b I did not understand.

3. हैं, शौकी सी| haan, thodi si c I need help.

4. मुझे मदद की ज़रूरत है| Mujhe madad ki zaroorat hai d Hello.

5. मैं समझी (F) / समझा (M) नहीं| Main samjhii(F) / samjhaa(M) e Yes, a little bit.

7/6/2015 11:35 AM

Learning evaluation method - Test

Scatter 13: Conversation

https://quizlet.com/85278359/scatter

Quizlet

Back to progress on 13. Conversation practice - Sentences used daily - वाक्य जो हम रोज़ इस्तमाल करते हैं

कृपया यह मेरे लिए निखे| Krupaya yaha mere liye likhe

Pleased to meet you.

Please write this down for me.

0:25.7 Your Record 0:22.7

यह सेब कितने में दिए? yaha seb kitne main diye?

Hello.

What is your name?

क्या आप हिंदी बोलते हैं? Kya aap hindi bolte hain?

Do you speak Hindi?

How much do these apples cost?

आपका नाम क्या है? Aapka naam kya hain?

आप से मिलकर खुशी हुई। Aap se milkar khushi hui

नमस्ते| Namaste

7/6/2015 11:39 AM

Learning evaluation method - Scatter

Space Racer 10: Reference

https://quizlet.com/82996448/spacerace

Quizlet

Back to progress on 10. Reference - Basic words - Vocabulary - शब्दावली

High Scores Instructions Start Over Pause

why

भी Bhi

भ LEVEL: 1 SCORE: 0 CORRECT: 0 LIVES: 5

Show... Random Hide Symbols/Accents

7/6/2015 11:41 AM

Learning evaluation method - Race

Scatter 8. Reference - Days of the week - सप्ताह के दिन

Your Score
Yippee! Way to beat your previous record!
You are now the champion!

High Scores

#	Seconds	User
1	15.2	Pooja_Masurkar

0:15.2
Your Record 0:19.2

This Score: 15.2 seconds
Your Previous Record: 19.2 seconds (improved by 4.0 seconds)

Play Again

Learning Evaluation Method - Score card

Test 8. Reference - Days of the week - सप्ताह के दिन

3 Written questions

- मंगलवार Mangalvaar
CORRECT: Tuesday
- सोमवार Somvaar
CORRECT: Monday
- रविवार Ravivaar
CORRECT: Sunday

2 Multiple choice questions

- गुरुवार Guruvaar
 - Sunday
 - Friday
 - Tuesday
 - CORRECT:** Thursday

Print test

Question types
 Written
 Matching
 Multiple choice
 True/False

Start with
 Hindi
 English
 Both

Question limit
 7 of 7 available terms

Learning Evaluation Method - Score card

Speller 8. Reference - Days of the week - सप्ताह के दिन

Congratulations, you're done!

7 / 7 never missed
7 terms learned

Start Over »

You got 100% of your answers right! You rock!

Never missed (7 terms)

Sunday	रविवार
Monday	सोमवार
Tuesday	मंगलवार
Wednesday	बुधवार

Learning Evaluation Method - Score card

Learning Hindi | Quizlet

Quizlet Search Quizlet Create a Set Log In Sign Up Google Sign In

Learning Hindi
IDC, IIT Bombay - Mumbai, India

Class Sets Class Members Report a problem

This class has 20 sets

Learn Hindi

- Preparation - Vowels - स्वर 11 terms
- Preparation - Vowel signs - स्वर चिन्ह 14 terms
- Preparation - Consonants - स्वर्णन 33 terms
- Preparation - Consonants + vowel signs - माज्जायुक्त 13 terms
- Preparation - Grammar basic - आधारभूत व्याकरण 28 terms
- Reference - Cardinal Numbers - अंक 112 terms

Sign up free to join class

Report a problem

Search sets in class Latest Alphabetical

Advertisement Upgrade to remove ads

Quizlet For your phone

2:04 PM 6/9/2015

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

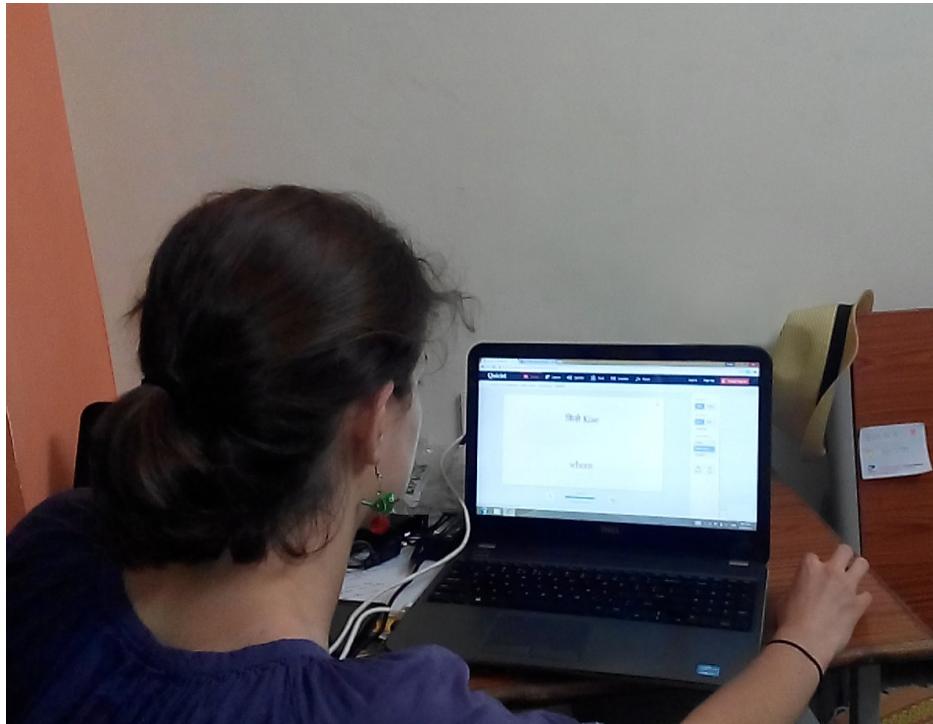
1. Works with data connection while using as a learning aid.
2. Contains Audio, visual and script based learning material.
3. Adheres to responsive design principles and hence works on tablet, smartphone and a PC.
4. Contains a comprehensive set of learning material which includes grammar basic, preparation 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:

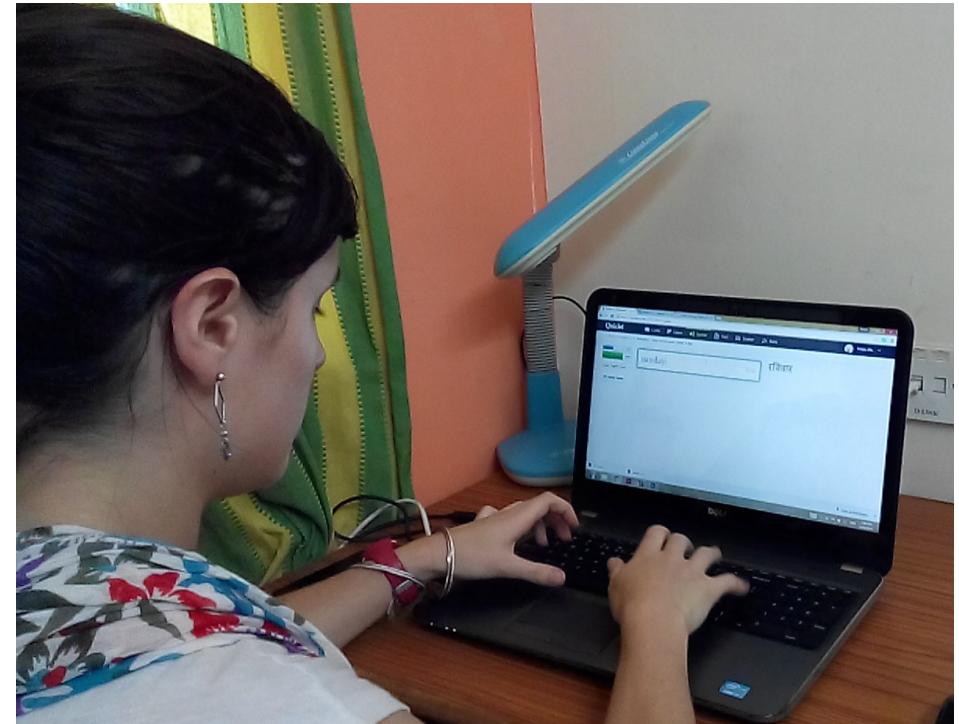
- While learning there is no compulsion to learn all sets or to learn a set in any particular order.
- One set has to be learnt completely with learning evaluation test at one time to accomplish the learning goal.
- On an average, a person would take atleast 20 minutes and maximum 30-40 minutes to complete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

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

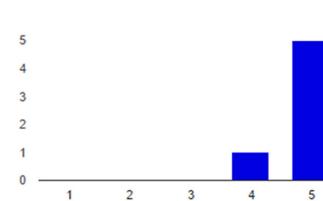
This content is neither created nor endorsed by Google.
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6 responses

[View all responses](#)

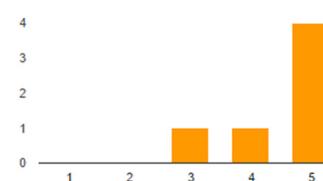
Summary

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



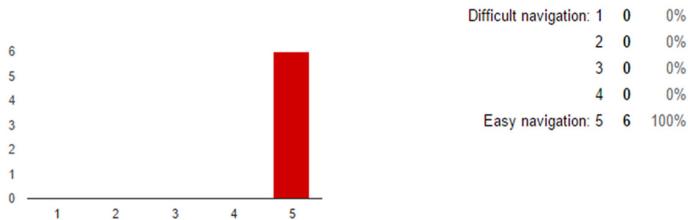
Least user-friendly:	1	0	0%
	2	0	0%
	3	0	0%
	4	1	16.7%
Extremely user-friendly:	5	5	83.3%

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

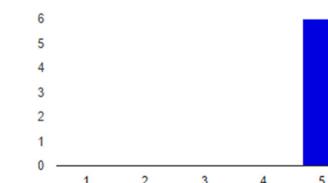


Extremely difficult:	1	0	0%
	2	0	0%
	3	1	16.7%
	4	1	16.7%
Extremely easy:	5	4	66.7%

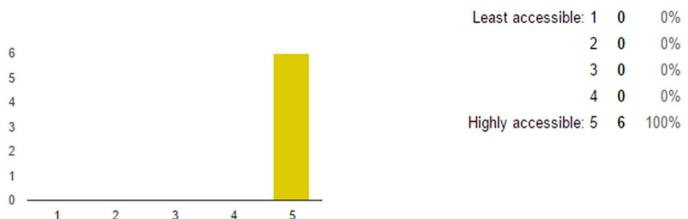
1c. Experience - How was the navigation of the website?



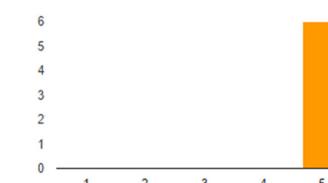
2b. Features - How clear was the audio?



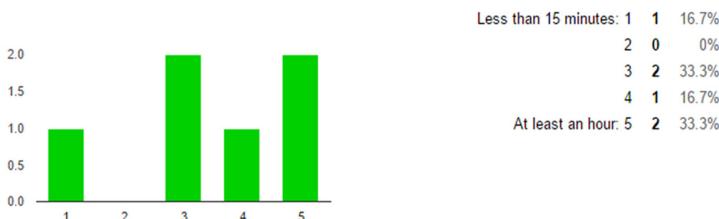
1d. Experience - How easy was it to access the class? (website on your PC, tablet and phone)



2c. Features - How clear was the translation?



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



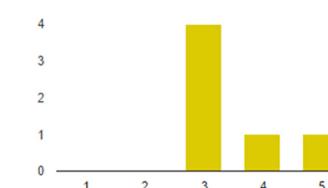
3a. Content - How relevant did you find the content in the context of daily conversation

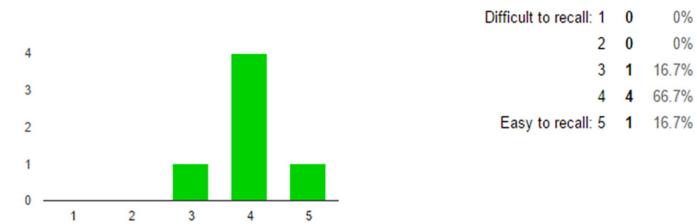
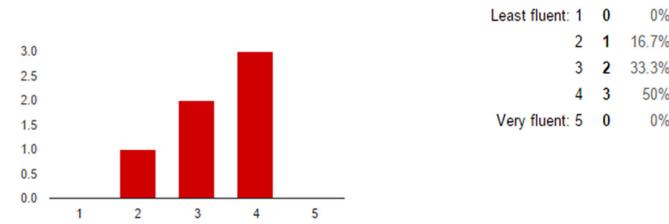
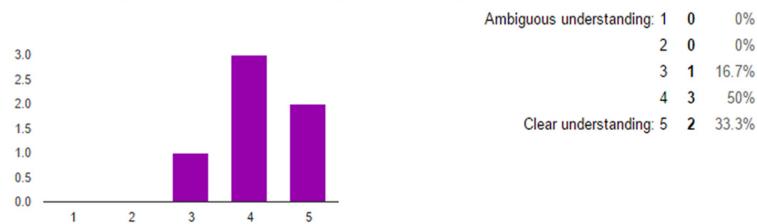
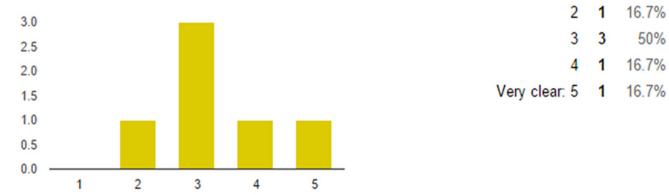
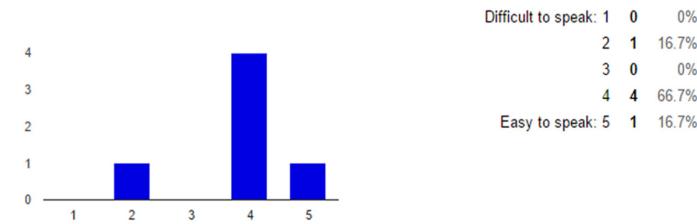
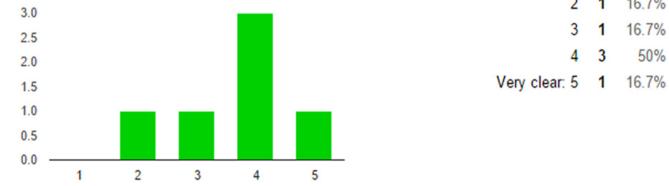
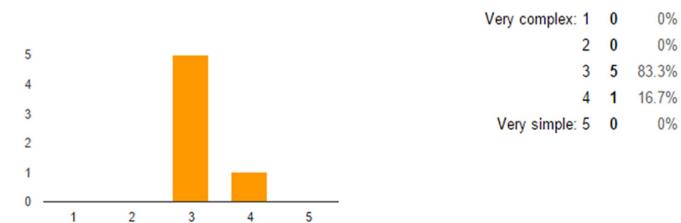


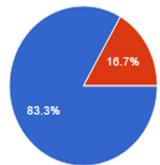
2a. Features - How readable was the text?



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



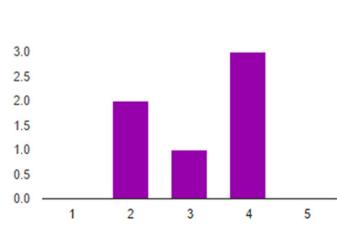
3c. Content - Could you recollect the numbers learnt?**4a. Language skill - How fluently can you speak the language after learning?****3d. Content - Could you understand the meaning of the learning material?****4b. Language skill - How clearly can you speak the language?****3e. Content - Were you able to frame sentences/ repeat practiced phrases?****4c. Language skill - How clearly can you pronounce the words?****3f. Content - How complex was the content?**

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

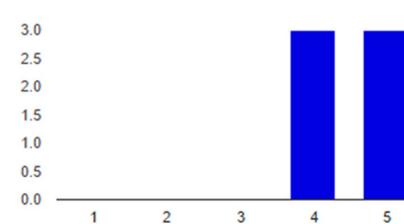
Yes 5 83.3%
No 1 16.7%

5d. Does the class serve its purpose?

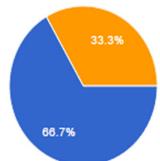
Yes 6 100%
No 0 0%
Partially 0 0%

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.

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- Studio d A1 Deutsch als Fremdsprache Vocabeltaschenbuch
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