Final Report

*Notes*

*Create a writing plan*

*Stay away from blank statements – remove sentences that aren’t needed*

*Don’t make assumptions – everything must be backed by evidence*

*Explain problem from various angles to explain why this is a project worth spending 6 months on*

*Can include diagrams and graphs but these should all be explained. If they are removed then the entire report should still make sense.*

*Tone of report needs to be neutral*

*Don’t just chuck numbers around, explain whether it is good or bad*

**Abstract – write last**

Introduction

Understanding the Japanese language

Modern Japanese is a partially logographic language that makes use of both its own two syllabaries and an adopted Chinese writing system. The adopted Chinese writing system in Japanese is known as Kanji and the two syllabaries are known as Hiragana and Katakana. All three of these systems combined make up the modern Japanese writing system. For this report, whenever Japanese text is used the corresponding Romanization (Romaji) of the characters will be shown too so that one can read the Japanese.

Japanese Kanji are often what learners of Japanese find the most difficult when it comes to learning the language. This is because the writing system is very complex with around 2000 common use Jōyō Kanji characters being used in printed texts and, although most of them are not in common use, over 50,000 other characters in the language according to The Great Chinese-Japanese Dictionary by Morohashi (2000).

Each Kanji character usually has 1 or more similar meanings and by combining characters together you can produce new words with similar or different meaning. For example 通, *meaning traffic; pass through; commute*, and 報, *meaning report; news; reward*, can be put together to make the word通報, *meaning report; notification; tip; bulletin*. Japanese Kana, Hiragana and Katakana, are two syllabaries that are made of characters that have 1 sound per character. For example あ is pronounced “ah” and written in Romaji as “A”. Unlike Kanji, the characters in Kana do not hold any meaning, much like most letters in English.

Hiragana is mainly used for words of Japanese origin or for Furigana. Furigana is Hiragana, and sometimes but more rarely Katakana, that is written above Kanji to tell the reader how a Chinese character is pronounced. 通報 is pronounced *tsūhō* (Hiragana:つうほう) and the Furigana version is:

Katakana is mainly used for loan words brought into Japanese from other languages, such as バイク, *lit. baiku, meaning bike*. Katakana is the same as Hiragana in terms of pronunciation, but each character is written differently. This means that each Hiragana has a counterpart Katakana. For example ア is pronounced “ah” and written in Romaji as “A” and has the Hiragana counterpart あ.

**Flashcard-based design and spaced repetition for language acquisition in Computer Aided Language Learning (CALL): a literature review**

Write up abstract and methodology of how I selected material

Include citations that agree/disagree with Krashen

Include citation for “boom in applications”

Finish app reviews

**Abstract**

This literature review’s purpose is to research language acquisition, flashcard design and spaced repetition to find the best way to implement these into the system. This literature review found that language acquisition is highly dependent on comprehensible input…

**Methodology**

*Search and selection strategy*

Google Scholar and the University of Portsmouth’s library Discovery and catalogue search where used to find articles and books to get a rough feel and overview of the topic areas, journals and research. All of the resources found had to be in English and relevant to the topic area.

Articles related to computer assisted learning where limited to articles from the past 15 years (2003 and onwards) to ensure relevancy.

Google search was used to find existing software that would be similar to the final product. The search query used to find the existing software was “free spaced repetition flashcard applications for language learning”. We then took the first 10 results and noted the amount of times a software was mentioned to choose 3 software which should be like the final artefact. We decided not to include FluentU in the final 3 software as the app was promoted by their own website and while the mobile versions for Anki are also mentioned on some sites, we decided to focus on the desktop application as it was mentioned heavily. See Table 2 in appendix.

The articles found in language and linguistics journals where limited to second language acquisition. The target end users are familiar with and use an immersion approach to learning languages. The majority are already familiar with research by linguist Stephen Krashen and as such his works will also be investigated.

The articles found in psychology journals where selected upon relevance to language acquisition and/or learning with technology.

Research was also limited to what was available online and in the University of Portsmouth library. Many articles that appeared relevant to the topic at hand where inaccessible through the University of Portsmouth on some research database websites.

The main subject areas searched include:

* Language learning
* Language acquisition
* Spaced repetition and the Spacing effect
* Mnemonics in language learning
* Japanese Written Language
* Flashcards and existing flashcard software

Introduction

This literature review uses a combination of academic articles, books, internet webpages and existing systems to answer some important questions that will have a large impact on the design of the application. These questions include: How do we acquire language? How does the design of a flashcard-based Computer Aided Language Learning (CALL) application affect a user’s ability to acquire and retain language? What effect does spaced repetition have on the acquisition and retention of language in CALL applications? What other learning techniques can be used with such CALL applications to increase the efficiency of language acquisition and retention?

Language learning has dramatically increased in accessibility to the public in recent years due to the advancement in technology and software development. Before the huge step in functionality with the Apple iPhone in 2007, many language learning projects where constrained by poor audio quality, limited storage capacity, poor internet connectivity, difficult text entry and low-resolution screens on older handheld devices, Godwin-Jones (2011, p. 2).

However nowadays we have an abundance of language learning software, a lot of which are just simple apps with no real research on language acquisition to back up their teaching and learning methods. This literature review aims to look at the research behind language acquisition, as well as existing systems, to draw up requirements for an efficient language learning web app.

Second Language Learning and Acquisition

There are a variety of different approaches currently being used to learn second languages and while often these are intertwined together in a variety of ways, there are two main approaches that learners tend to choose.

The first is where the learner learns the “building blocks” of a language with a bottom-up approach, starting from the basics of the language’s grammar and vocabulary, learning how to string sentences together and how the language’s alphabet is pronounced. A good example of this would be standard language classes that uses a textbook as the main material and where a teacher takes the learner step by step through different structures. According to Krashen (1982, p. 10) this is language *learning* and refers to conscious knowledge of a second language, i.e. knowing the rules and being able to talk about them and that this is independent from language *acquisition.*

The second is to use a top-down approach where the learner spends as much time exposed to the foreign language as possible. The idea being that the longer and more time you spend with the language, the more you will become able to understand and eventually output. This type of approach is common in immersion or bilingual programs used at schools in countries where there are one or more official languages, for example in Canada where both English and French are official languages (Central Intelligence Agency, n.d.). Immersion-based strategies work better than standard classes and going abroad to a country which speaks the target language according to research by Freed, B. F., Segalowitz, N., & Dewey, D. P. (2004, p. 276).

Krashen (1982, p. 10) says that these two approaches are in fact two distinct and independent ways of developing second language competence. He states language *acquisition* to be “a process similar, if not identical, to the way children develop ability in their first language” and that conscious language *learning* helps us only as a “Monitor”, which can change the output, speaking/writing, of the language *acquisition* system before or after output, Krashen (1982, p. 15). This implies that conscious learning plays a limited role in second language performance therefore language acquisition is the more important to focus on in order to gain language ability.

The Input Hypothesis, Krashen (1982, p. 21), states that “We acquire by understanding language that contains a structure that’s just beyond our current level of competence *(i + 1)*. This is done with the help of context or extra-linguistic information.” This is something that immersion learners will experience due to the massive exposure they get to the second language. The more exposure the learner gets to the second language, the more chances there are of being exposed to *(i + 1)* comprehensible input which can explain why immersion-based programs work better than study abroad and standard classes. The concept of comprehensible input is now widely accepted by most applied linguists to be necessary for language acquisition, Cummins (2000, p. 8). Learning from comprehensible input would imply that language learning software should focus less on trying to teach the language and instead simply provide language learners with comprehensible language aimed towards their current level.

Learning vocabulary

There are a variety of different approaches that people use when trying to learn vocabulary in Japanese. Kanji make up the building blocks of a big part of Japanese vocabulary, but a lot of the approaches are used for both Kanji and Japanese words.

**Rote repetition**

Rote memorisation tends to be a go to approach for Japanese learners particularly when it comes to learning Kanji. Japanese children are taught to repetitively write out Kanji by hand until they know how to write them, and this approach makes its way to Japanese learners from textbooks and native Japanese teachers as rote learning is one of the most common strategies for teaching Kanji, Green & Shimizu (2002, p. 235). However, not only is rote repetition less efficient than spaced recall, Atkinson (1972, p. 126) but learners of Japanese that have no previously knowledge of Kanji will find it harder using this approach than a Japanese child learning Kanji in Japan that already has seen plenty of Kanji in daily life.

**Word lists**

Vocabulary lists of words out of context have been one of the more popular approaches to teaching and learning vocabulary in second language learning. While word lists provide an efficient study method where students can quickly learn a large amount of words in a short period of time, Dolch (1949, p. 142) points out that, as an example, just because a child might understand all the meanings of all words, it doesn’t mean that they can fully understand what they read. Word lists lack contextual information to help produce vocabulary acquisition. However, word lists can be used in conjunction with other techniques such as using imagery or an example sentence to provide context and word usage.

**Mnemonics**

Using memory techniques can be effective when learning Japanese vocabulary, particularly when it comes to Kanji. Parts of, or whole, Kanji can be combined to form new Kanji and whole words. Remembering the Kanji, a book by Heisig (2001), teaches learners a Kanji’s meaning and its stroke order by using mnemonic stories and keywords for each character. In the example below we have the character 泊, meaning *overnight,* which is built up of the components ⺡, meaning *water*, and 白, meaning *white*.



Figure 1: Example of Heisig’s (2001, p. 74) method.

By combining keywords from the components that build up a character, and the characters keyword, the learner can create mnemonic stories that allow them to remember a character for when they need to write it. This method is extremely fast in allowing learners to learn the meanings and how to write Kanji characters, but it doesn’t teach the learner how to read each of the characters. Learning lists of vocabulary using mnemonic devices show considerably better results over other strategies when building vocabulary according to Meara (1980, p. 225) and Cohen (1987, p. 59) and while Meara (1980, p. 225) does point out that research on mnemonics often "completely ignore the complex patterns of meaning relationships that characterise a proper, fully formed lexicon, as opposed to a mere word list”, if a learner already associates a word or Kanji with a particular meaning then learning its pronunciation afterwards might be easier in the long-term.

**Vocabulary acquisition by reading**

There is extensive research that demonstrates that vocabulary acquisition through reading is possible (Krashen, 1989, p. 454; Ponniah, 2011, p. 138; Hafiz, 1989, p. 10). Beheydt (1987, p. 63) states that we need context when learning vocabulary: “From a psychological as well as a linguistic point of view, undeniably the first guideline would be that vocabulary must be learned in context. The meanings of words are more easily somaticized if they are embedded in a meaningful context”. With that all being said, there is a major issue with vocabulary acquisition via reading. This being that vocabulary acquisition via reading assumes that the learner already has a basic level of reading skill in the L2. Learning a language with a different orthography, such as English-speaking natives learning Japanese, can be particularly difficult (Bhide, 1990, p. 9). In fact, according to Laufer (1989, p. 319), the reader must be able to understand around 95% of words in a text to be able to acquire the words in the text they do not know. As a result, a means for making texts more comprehensible to lower this percentage is required if reading is to be used for vocabulary acquisition with beginners.

**Learning vocabulary with sentences**

This type of vocabulary learning is recommended by Antimoon (n.d.), a website about learning English written by two Polish men who learnt English as a second language. They recommend using sentence flashcards in conjunction with a spaced repetition software, such as Anki (n.d.) or SuperMemo (n.d.).

As with learning vocabulary by reading, it’s much more likely that a better understanding of a word’s correct usage will be gained by seeing the word used in a variety of contexts than by seeing it in a single dialog or in a list as noted by Godwin-jones (2010, p. 4).

There’s also a couple of other reasons why sentence flashcards are favoured over other card types to learn vocabulary. These include being easier to make and review than standard L2 to L1 vocabulary cards. This is because the learner can take sentences from native sources by copying and pasting them into their flashcard program and they are easy to review because the goal is to simply understand and read the sentence correctly.

**Spaced repetition and the spacing effect**

Spacing out review sessions allows a person to consolidate their understanding of a subject, to learn partially missed or completely missed information on the previous run and to also give the learner feedback to allow them to test their correctness of the knowledge that they gained from the previous run, David P. & Mohamed (1965, p. 149). As such the learner will gain a deeper understanding of the topic with each review. The spacing effect appears to have huge potential for improving classroom learning, Dempster (1988, p. 632), as well as in second language acquisition, Godwin-Jones (2010, p. 7).

An experiment by Bloom & Shuell (1981, p. 247) showed that distributed practice allowed learners to remember “substantially more words than those students who had studied under conditions of massed practice”, finding that the performance of the distributed practice group was 35% better.

Melton (1970, p. 603) and Seabrook, Brown, Solity (2005, p. 119) discuss a “lag effect” which causes learners to learn better when the spaces between study periods gradually increase each time and Pavlik & Anderson (2005, p. 567) also found that the spacing effect becomes cumulatively beneficial due to each spaced practice providing an additional advantage suggesting that as time goes on, and the period between reviews increases, the better an item is understood and stored in long term memory.

The results from Cepeda et al. (2009, p. 244) also suggest that the gaps between learning sessions should be increased to months, instead of days or weeks to “efficiently promote truly long-lasting memory” which coincides with the lag effect discussed by Melton (1970, p. 603) and Seabrook et al., (2005, p. 119).

**Flashcards**

Flashcards often have a front and a back where the user must recall the back of the card to get the flashcard correct. Flashcards are a great way of increasing second language vocabulary as they often make the learner retrieve and recall L2 vocabulary from memory, which facilitates learning as shown in research by Barcroft (2007, p. 48) and Karpicke & Roediger (2008, p. 967).

Phillips (2011, p. 61) suggests that using an intelligent and computer-controlled spaced repetition flashcard system, such as Anki (n.d.) or SuperMemo (n.d.), might be an effective way to improve scores in language tests and Kornell (2009, p. 1314) looked into optimising flashcards and found that “flashcards should be studied in relatively large stacks across multiple days.” as well as that spacing is more effective than cramming.

Analysing existing software

**Anki**

Anki (n.d.) is an example of a spaced repetition flashcard software that’s used by a range of students for many different subjects (AnkiWeb, n.d.). Anki (n.d.) claims that “it's a lot more efficient than traditional study methods, you can either greatly decrease your time spent studying, or greatly increase the amount you learn.”. According to Anki’s Manual (n.d.), “Anki’s spaced repetition algorithm is based on the SuperMemo 2 algorithm”. This is an older version of the algorithm that the flashcard app SuperMemo (n.d.) uses. Anki has a mobile, desktop and even a web version which all allow varying degrees of functionality. For this evaluation, we will be looking at the software designed to run on a Windows operating system.

Anki is a simple looking piece of software which allows users to create simple Front and Back flashcards, however, the software provides a flexible card and note creation system that allows users to make almost any type of flashcard they want by adding, removing and editing “Fields” on the cards.

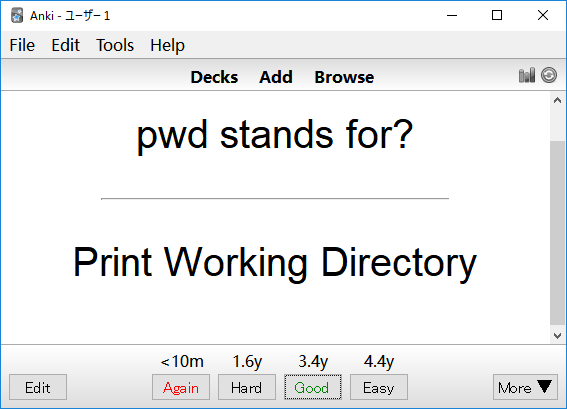
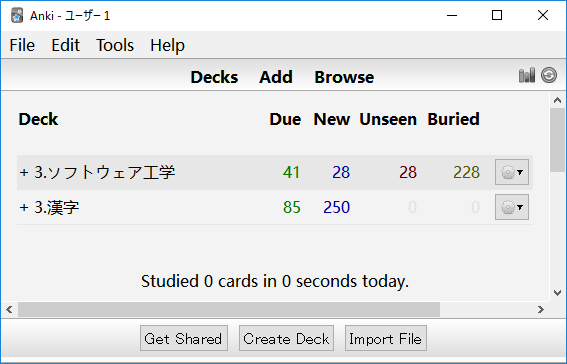


Figure 2. Anki’s home screen. Figure 3. An example of a flashcard in Anki.

The layout and style of cards can be changed very easily in Anki as the software uses HTML and CSS to display cards and this code can easily be changed by the user. Users can also create and share decks, note types and even addons to add extra functionality.　Creating cards is as simple as adding text, audio, photos etc. to text boxes for either side of the card.

Anki without addons supports Japanese characters but doesn’t allow the displaying of furigana. To get furigana functionality the learner must install a Japanese Support (n.d.) addon, which isn’t perfect in its furigana generation and makes simple mistakes like generating いちにん (ichninn) for the word 一人, which is more commonly pronounced as ひとり (hitori).

Anki has default learn and review settings that the developers believe is best for the user, however they do allow you to change these, along with a massive amount of other settings, to improve your experience. Some of the default settings are somewhat questionable though, and some users (Optimize your Anki, 2017) of the program have created addons and suggested better settings to increase your efficiency.

Anki doesn’t provide any content for the user besides other user created content and as such the user must either use this content or make their own flashcards. This can be seen as both good and bad as it gives the user freedom in creating flashcards, but the user may not know the best techniques for flashcard layout for what they are attempting to learn or may learn mistakes that are in another person’s content.

**Memrise**

Memrise (n.d.) is slightly different to Anki as it uses a variety of different card types when learning and reviewing information. Memrise has courses that are created by Memrise itself but also community made courses too which bring up the same issues just mentioned with Anki’s shared user content.

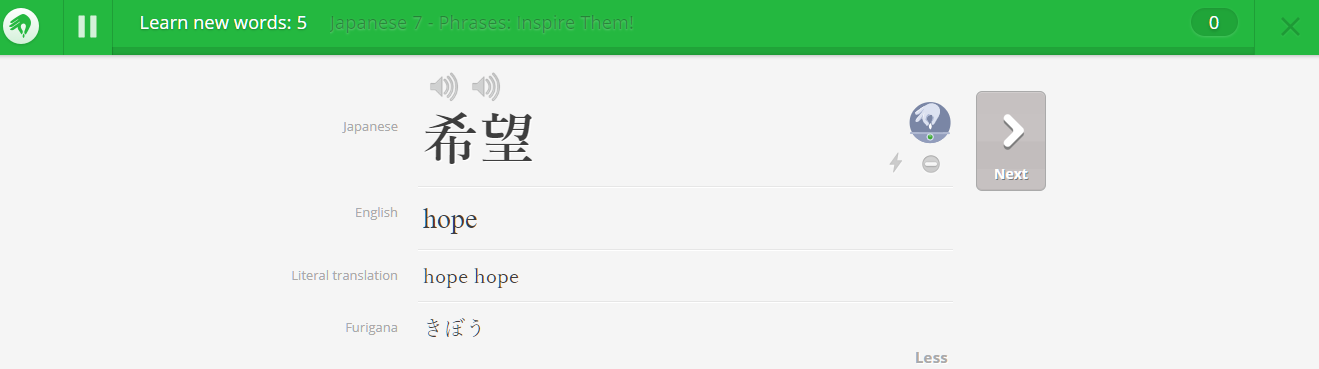


Figure 3. Example of a “Learn new” flashcard in Memrise.

The courses that are made by Memrise often come with native audio for words and sentences. Of course, users can create their own courses too so there is also a wide variety of different flashcards available.



Figure 4. Example of reviewing a flashcard after just learning it in Memrise.

Once a couple of new words are learnt, you are instantly tested on them by getting the English definition of the word and you are then tested to see if you know the correct Japanese, or vice-versa. Once the answer is selected, the native audio plays too. Having the audio on the back, after the user has thought about and answered the card appears to be better than having the audio said before the user answers as the latter gives away too much information to the user. Similarly having multiple answers may also be too easy for the student as this promotes recognition, which we know not to be as good as recall for long term memorisation **(insert citation about recall being better).**

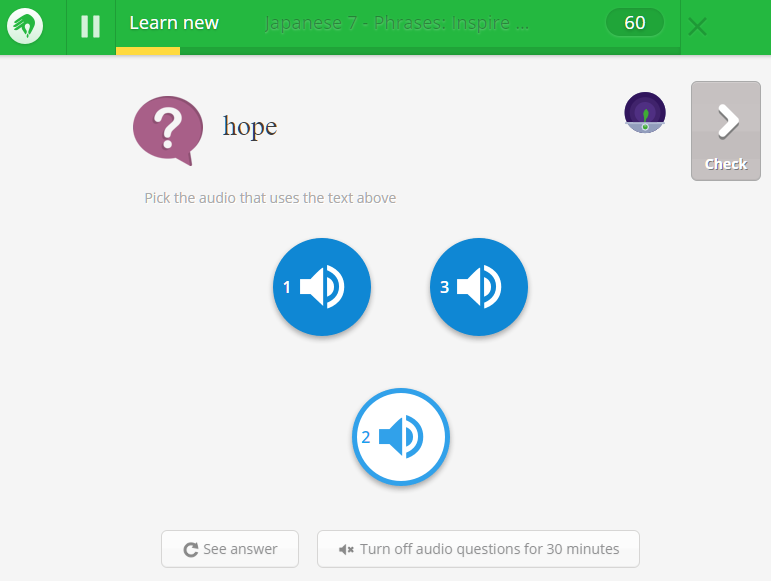


Figure 5. Example of an Audio review flashcard in Memrise.

Audio based flashcards is something to consider as this could be used to train the learners listening ability. In Memrise, they take the English translation and give 3 different audio clips of different words, one of the words being the Japanese translation. The user must select the right audio clip and click “Check” to see if they are correct.

The main issue that Memrise has is that it relies on English to teach learners. English and Japanese are languages that are very different and words in English can be translated to more than one word in Japanese that will have slightly different nuances and uses (e.g. “Hope” could be 希望, 見込み, 期待, 望み, 願う… etc.) and this could cause issues when trying to think of the correct answer as without context there can be multiple correct answers that may not be considered correct by Memrise. Instead of using translations, it might be best to have the learner acquire words by only using comprehensible sentences and without relying on English or another language. This also means that the application could be used by anyone of any language without having to translate the contents of flashcards, which would also save on costs.

There are also other types of flashcards that include having to type out the word, or sentence, based on the English translation with the letters on screen as well as listing to audio and then selecting the correct translation in English.

Memrise gives you points for learning and reviewing. By doing more activities on the site, you gain more points and go up the leader boards for different courses, putting you against other users. These points are also saved to your profile along with a rough estimation of the words that the system thinks you have learned. You also get a level, a “streak” which tracks daily goals and other learning stats. Presumably these are all to keep the user motivated by using gamification, which we know works well for learners (INSERT CITATION).



Figure 6. Memrise’s brief stats overview for your profile.

Memrise also allows users to set daily goals, to focus on one skill e.g. Listening Skills as well as a variety of other useful looking tools such as access to native speakers, chat bots and grammar bots which are available in their paid version. Many of the features available in Memrise appear to be useful, however, further research into the effectiveness of each feature would have to be considered before implementing them into the artefact.

Memrise also claim that they make learning 3x more efficient by spacing study reminders (Memrise Science, n.d.). However, they allow learners to repeatedly study the same content despite these remainders so it’s possible for learners to go against the benefits of spaced repetition which may not be efficient in the long term. They also force learners to repeatedly review items just after they have learnt them. This is often in the format of about 2-3 minutes of constant testing of Japanese to English, and vice-versa, multi-answer, typing and listening questions which could feel tedious for the user.

**Quizlet**

Another service that appears to be popular is Quizlet (n.d.). Quizlet allows users to create study “sets”, or use other users sets, and study them in the form of flashcards. They also have a lot of other features such as being able to upload and share diagrams to study, using multiple choice answer questions, writing questions, spelling questions, tests and even games, with all these exercises revolving around sets of flashcards.

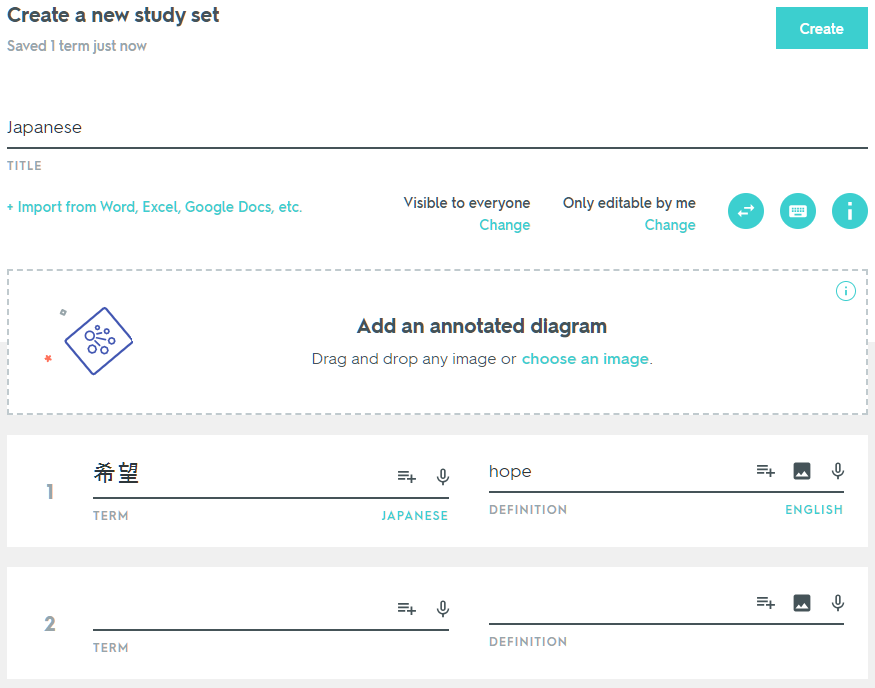
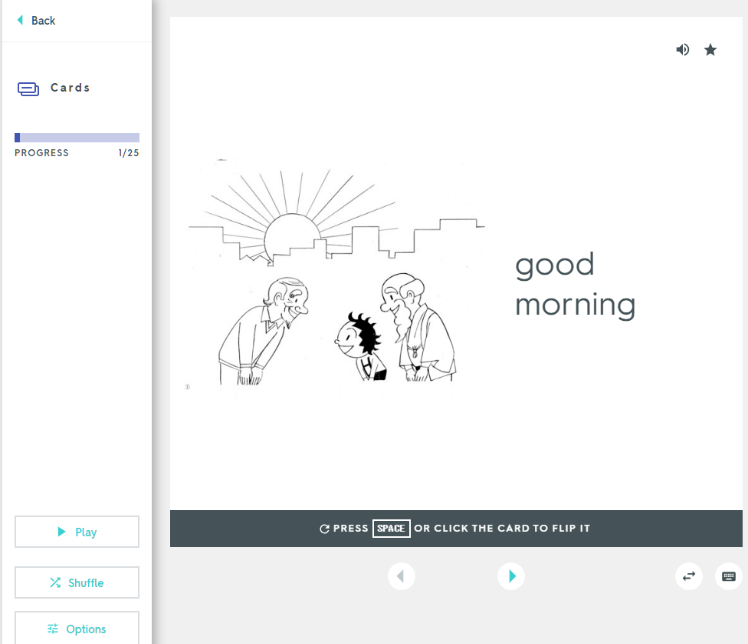
****

Figure 7. Quizlet’s “create a study set” page.

Sets consist of flashcards that have two sides, one being the term the other being the definition. If they are language cards you can choose which language the text is in although it’s unclear as to what functionality this adds to the cards. Each side can have images or audio on them as well. One of the things that really stands out as useful is the ability to import from Word, Excel, Google Docs and other programs, allowing students to potentially create sets straight from class notes and other teaching resources.

Figure 8. Front of a flashcard in Quizlet. 　　 Figure 9. Back of a flashcard in Quizlet.

Quizlet does use some form of spaced repetition for reviews but only in its paid for version, Quizlet Plus. According to their article, Studying with Long-Term Learning (n.d.) their Long-Term Learning is “based on the concept of spaced repetition”, with flashcards that the user doesn’t know well being showed up more often and well-known material not being shown to the user as often. However, how this is all done isn’t discussed in detail.

**Using Dictionaries**

Rahimi & Miri (2014, p. 1472) showed that students with access to a digital copy of a dictionary on their phones outperformed learners with a physical copy of the same dictionary. This study suggests that having easy access to a dictionary plays a vital role in a language learners success. The quick dictionary look-up Google Chrome extension rikaikun provides pop-up definitions for words and grammar and is very popular among Japanese learners with over 199,000 users, Speed (n.d.). A similar implementation of a hover over dictionary would be very useful for learners to have built-in to their language learning apps.

Conclusions and practical implications

Language acquisition relies on large amounts of input, often from an immersion environment, which exposes learners to plenty of “comprehensible input” which is essential for language acquisition to occur. Thus, the system to be developed should focus less on teaching learners about their L2 but instead provide a way of exposing the learner to i+1 comprehensible input to speed up language acquisition.

While a study that compares data of all the different learning strategies discussed in this literature review couldn’t be found, it appears that using comprehensible L2 sentence flashcards with spaced repetition is the most promising setup for learning vocabulary. When it comes to learning Kanji, it appears that flashcards based on mnemonics may also be advantageous when combined with another strategy to help learners cover all aspects of Kanji e.g. pronunciation. This strategy may work well with studying comprehensible L2 sentences flashcards given that the flashcards have native audio and furigana for teaching pronunciation but no evidence of such a strategy being used and being effective was found. Different layouts of these two types of flashcards need to be tested, however, and compared with results of other strategies.

The existing systems reviewed all had a variety of different features, some of the common ones being support for images and audio. They also all allowed users to create their own content as well as providing some way for users to share their created content with a community. It also appears that flashcard applications that use spaced repetition should allow users to adjust review settings and the underlying SRS algorithm to a certain extent to allow users to produce optimal results. The default settings for applications should also be considered by the developers in order to allow for efficient learning for even those users who do not wish to tweak settings.

**Things to add to lit rev?**

***Advantages and dis-advantages of flashcard-based interfaces***

***Flashcard design***

* *Note specifications for certain devices and operating systems*
* *Discuss any other design elements*

***Spaced repetition and the Leitner system***

* *Forgetting curve, Leitner algorithm*

***Spaced repetition algorithms***

* *Discuss the many different implementations of the SM2 algorithm and its flaws*
* *Discuss other algorithms*
* *Leitner system*

**Methodology**

Development Methodology

Due to the nature of the end goal of the software, it will need to be tested for learning efficiency. This means that a development methodology that allows multiple iterations is required and thus the Spiral methodology was chosen. This allows for quick production of a prototype and testing against itself and other systems to provide results which can allow insights into further improvements.

[DISCUSS Boehm B, "A Spiral Model of Software Development and Enhancement"]??

Software and Technology Decisions

The software developed will be a web application that can be access on most mobile and desktop machines. There are a few reasons why this was decided over a standard mobile or desktop application. One of these reasons is to allow for scalability and to save resources. In the future a desktop application may be developed a long with a progressive web application to go on major mobile app stores. Progressive web applications are starting to take off and as a result the system will take into consideration the requirements needed to convert the system over to a progressive web application which could be put on mobile app stores with very little effort and would prevent the need for developing an entirely new mobile app for both major mobile operating systems, OS and Android. While at this stage the web application will not be a progressive web application, there will be careful considerations during design to make it easier for scaling to the mobile app stores in the future. However, the web application should still be accessible by most commonly use mobile and desktop devices, changing in layout depending on screen size. The main reason the application won’t solely be developed as a standalone mobile application is because creating your own flashcards on a mobile device with a small screen is particularly difficult and frustrating.

Standard web technologies such as HTML, CSS, JavaScript and possibly some JavaScript Frameworks will be used to develop the system. SQL will also be used for database connection and querying. The reason for choosing these technologies is simply because the developer has experience using them in other projects.

I chose to develop a web app

* Discuss alternatives e.g. methodologies, languages etc.
* Justify choices and link back to project

Gathering Requirements

* Details matter – how many users, how did you pick users etc
* Identifying method of gathering requirements is not enough, describe in detail so that the reader of the report can replicate work
* Characteristics that don’t matter should be discussed but only focus on characteristics that are relevant.
* Ask if they have used similar apps before – then separate those who have used and haven’t used similar apps before as those who have used them are biased
* Don’t use just 1 method, use several and look for patterns between them

Requirements

* Use a template when specifying requirements and be consistent

Design

* Reference non-functional requirements in format (SR1), (SR2) etc.
* Explain every single diagram, summarise it and go into detail

Implementation

* What process did you go through, what decisions did you make?
* Choice of a language, IDE, framework, why, what problems did you have etc.
* If you spend 2 weeks fixing a bug, talk about etc
* If you define an algorithm, talk about how you designed the algorithm but other than that do not paste code here
* Version control, getting help etc.

User testing

* Discuss limitations, things that don’t work out, changes to methods etc. and are results still valid
* Have a plan B
* Use a combination of methods
* Results can be annexed
* Scenarios etc should be included and discussed

Evaluation

* Partially evaluating your system is okay as long as you explain why you evaluate that part of the system and not the rest

Project management

* Talk about how initial plan changed, how much was respected, why wasn’t certain parts respected etc.

Appendix

**References (NEED CHECKING THOROUGHLY)**

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**Appendix**

**Table 1**

|  |  |
| --- | --- |
| Search result | Software mentioned |
| <https://qz.com/1211561/how-to-learn-a-language-use-spaced-repetition/> | Anki, Tinycards, Memrise, iKnow and Pleco |
| <https://www.fluentin3months.com/spaced-repetition/> | Anki |
| <https://www.fluentu.com/blog/best-foreign-language-learning-flashcards-apps/> | FluentU, Anki, Brainscape, Voxy, British Council, StudyBlue |
| <https://www.fluentu.com/blog/srs-spaced-repetition-language-learning/> | Anki, FluentU, SuperMemo |
| <https://en.softonic.com/solutions/what-are-the-best-spaced-repetition-apps> | Quizlet, Memrise, AnkiDroid, VocApp |
| <https://www.iwillteachyoualanguage.com/blog/app-review-flashcards-the-best-app-for-learning-vocabulary> | Flashcards Deluxe, Quizlet, FlashcardExchange (Cram) |
| <https://fluent-forever.com/the-method/spaced-repetition/> | Anki, Anki for OS, AnkiDroid |
| <https://nihongoperapera.com/flashcards-insufficient.html> | *n/a* |
| <https://www.ankiapp.com/> | AnkiApp |

**Table 2**

|  |  |
| --- | --- |
| Software | Total mentions from Table 1 |
| Anki | 5 |
| AnkiApp (not associated with Anki) | 1 |
| AnkiDroid (Anki for Android) | 2 |
| Anki for OS | 1 |
| Brainscape | 1 |
| British Council | 1 |
| Cram (FlashcardExchange) | 1 |
| Flashcards Deluxe | 1 |
| FluentU | 2 |
| Memrise | 2 |
| Pleco | 1 |
| Quzilet | 2 |
| StudyBlue | 1 |
| SuperMemo | 1 |
| TinyCards | 1 |
| VocApp | 1 |
| Voxy | 1 |