
TCU Department of Modern Language Studies

Chinese Learning Platform Project Glossary

Version 1.1

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Revision History

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10/04/2021	1.0	Initial Glossary Document	Dominick Cartagena, Quang Truong
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Glossary

1. Introduction

*[The introduction of the **Glossary** provides an overview of the entire document. Present any information the reader might need to understand the document in this section. This document is used to define terminology specific to the problem domain, explaining terms that may be unfamiliar to the reader of the use-case descriptions or other project documents. Often, this document can be used as an informal data dictionary, capturing data definitions so that use-case descriptions and other project documents can focus on what the system must do with the information. This document should be saved in a file called Glossary.]*

1.1 Purpose

This glossary is used to define terms used throughout the planning, design, and software of this project. To be used by current and future software engineers as well as stakeholders to reference key terms that may cause confusion or any terms that need clarification. The glossary allows everyone involved in the project to have a standard definition of vocabulary, terms, or phrases. Also, this glossary will help define complex concepts and various abbreviations used throughout the project.

1.2 Scope

*[A brief description of the scope of this **Glossary**; what Project(s) it is associated with and anything else that is affected or influenced by this document.]*

This glossary is associated with the STARTALK: Chinese Learning Platform project started in 2021 by the TCU Senior Design team.

1.3 References

*[This subsection provides a complete list of all documents referenced elsewhere in the **Glossary**. Identify each document by title, report number (if applicable), date, and publishing organization. Specify the sources from which the references can be obtained. This information may be provided by reference to an appendix or to another document.]*

The complete list of referenced materials is as follows:

- STARTALK Textbook by Guangyan Chen and Junyu Zhang (reference number, date, publisher).

1.4 Overview

This document contains Definitions and Unified Modeling Language (UML) stereotypes that are used in the project. Specifically, the Definitions Section consists of both layman terms and technological terms, while the UML Section contains the semantic implications of the UML stereotypes that are critical to system architecture.

2. Definitions

2.1 STARTALK

STARTALK is a federal grant program funded by the National Security Agency and administered by the National Foreign Language Center at the University of Maryland. STARTALK grants support programs that cover the 8 critical languages Arabic, Chinese, Hindi, Korean, Persian, Russian, Turkish, Urdu.

2.2 Pinyin

The standard system of Romanized spelling for transliterating Chinese. It is often used to teach Standard Mandarin, which is normally written using Chinese characters.

2.3 Text-To-Speech

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Also referred to as TTS. This is a service that allows text to be transferred to audio that a user will be able to listen to.

2.4 Textbook Word

A textbook word can either be a grammar word, vocab word, or a basic word. See below for their definitions.

2.4.1 Grammar Word

A grammar word in the textbook section is highlighted as red. These words provide the users with information such as how the grammar word is used and scenarios of when to use the specific grammar word.

2.4.2 Vocab Word

A vocab word in the textbook section is highlighted as blue. These words provide the users with information such as definitions of the word, an audio player of how the word is pronounced, and the associated Pinyin of the vocab word.

2.4.3 Basic Word

A basic word is neither a grammar or vocab word. In the textbook section, these are the unhighlighted, black words. These words are the generic words that the students should have prior knowledge on and thus do not need to be defined.

2.5 Tokenization

An algorithm to split a long sentence into separate words in order to match those words with dictionary. Different from English sentences, Chinese sentences are not tokenized by spaces.

2.6 <aSecondGroupofTerms>

[Sometimes it is useful to organize terms into groups to improve readability. For example, if the problem domain contains terms related to both accounting and building construction (as would be the case if we were developing a system to manage construction projects), presenting the terms from the two different sub-domains might prove confusing to the reader. To solve this problem, we use groupings of terms. In presenting the grouping of terms, provide a short description that helps the reader understand what <aGroupofTerms> represents. Terms presented within the group should be organized alphabetically for easy access.]

2.6.1 <yetAnotherGroupTerm>

[The definition for the term is presented here. Present as much information as the reader needs to understand the concept.]

2.6.2 <andAnotherGroupTerm>

[The definition for the term is presented here. Present as much information as the reader needs to understand the concept.]

3. UML Stereotypes

[This section contains or references specifications of Unified Modeling Language (UML) stereotypes and their semantic implications—a textual description of the meaning and significance of the stereotype and any limitations on its use—for stereotypes already known or discovered to be important for the system being modeled. The use of these stereotypes may be simply recommended or perhaps even made mandatory; for example, when their use is required by an imposed standard or when it is felt that their use makes models significantly easier to understand. This section may be empty if no additional stereotypes,

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other than those predefined by the UML and the Rational Unified Process, are considered necessary.]