Full Length Research Paper

Linguistic game plays: A version for Hindi

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This article describes how teachers of the Hindi language can diversify their lessons when teaching language to one or two-year students. The research is all about the usage of linguistic game, Sudoku, in Hindi lessons. The article from which we have made a start is titled “Learning to Hypothesize with Confidence through Sudoku Game Play”. It was written by Y.L. Teresa Ting, a teacher of the University of Calabria (Italy). The Hindi version of this game aims to stimulate interest among students in the study of complex grammar of the Hindi language, especially mastering the skills of using postpositions, which are not in their native language. This game is suitable both for a self-study student and a linguistic group.

**Key words:** Linguistic game, postpositions, active vocabulary, opportunities, non-trivial usage, relevant to Hindi teachers.

INTRODUCTION

Teaching of oriental language to Russian students is a very interesting process, but includes many difficulties and depends not only on students but on teachers and the language environment too. In our opinion, teaching Russian students any oriental language should be a captivating game. It is necessary to compose a teaching material so that teachers and students could turn their attention from one exercise to another. However, the educational process should join in a game element. Experienced teachers note that mechanical repetition of new words does not lead to stable memorization, but repetition based on associative thinking and visual accompaniment produces a good effect. Such teaching materials as riddles, jokes, painting of topic-related assignments, drawing up of cards and tables are convenient forms of recreation and new assignments. Collecting Hindi textbooks for students at the Russian State University for the Humanities (Moscow), the visual aspect of using associative thinking, exercises on attentiveness and variants of developing games, were also used for recreation and new assignments.

This article deals with a linguistic game which involves both the first and second category: it is quite fit for a single student and it can be well played both in a small and large group. The article from which we have made a start is titled “Learning to Hypothesize with Confidence through Sudoku Game Play”. It was written by Y.L. Teresa Ting, a teacher of the University of Calabria (Italy). The author gave a scenario – where one can play Sudoku in the language group by mastering the skills of using modal verbs. The students were divided into teams and together they agreed or disagreed with versions of the game and answered the teacher’s questions while using phrases from a hand-out which had been dealt with earlier. In other words, the stress was neither made on the game itself nor its conception, but mainly on the discussion. We have found the other way and the accentuation was made on the game as it is.

HINDI LINGUISTIC GAMES IN THE PROCESS OF ACTIVATING VOCABULARY

The advantage of linguistic games in the process of teaching foreign languages is obvious: it allows in a natural game an environment to train students on language skills, activates a prompt reaction and help to eliminate a language barrier. It refers to group or team games. There exist a host of varieties of rebuses, riddles, crosswords, puzzles, etc., for individual work without any intention of contact with class-mates.

THE GAME CONCEPTION

This study would like us to recall how the classic Sudoku

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is played. The rules of the game are simple:

- First, the most important numbers of Sudoku are digits 1 to 9.
- Secondly, the field contains 9 sections: 3×3 squares separated by straight lines.
- Each section consists of 9 squares, 3 columns and 3 lines.
- On the whole, the field is made up of 81 squares: 9 horizontally and 9 vertically.
- It is necessary to fill in squares with digits from 1 to 9. In doing so, a number must be filled only once in the section, that is, once horizontally and once vertically.

In this study, a modified version of the Sudoku game is suggested for students who intend to start learning Hindi language. One of the main problems encountered at the beginning of teaching Hindi is the introduction of a great number of relating postpositions into the active vocabulary. A game was made for the students who will easily and quickly master postpositions forming the basis of the Hindi grammar.

Postpositions are the prepositions in Russian language, but in Hindi they stand not in front of the depending word but after it. There are simple and compound postpositions in Hindi. The simple ones consist of a word and they are five in numbers: ko (to), se (from), men (in), par (on, at) and tak (up to, as far as, until). The compound ones consist of two words and more than two words. In this game, the simplest and frequent postpositions were used: ke lie (for), ke paas (close, near to) and men se (from amongst, out of). All these are very common in speech in various contexts, such as stable combinations and proverbs.

GAME RULE

When this study’s game was compared to the classical Sudoku, it was observed that the students must arrange 9 postpositions (not the digits) in the field of 81 squares (the square is 9×9) as shown thus:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>4</td>
<td>5</td>
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</table>

In this study’s version, the main rules of the Sudoku game were preserved and were strictly observed by the participants. The rules are as follows:

- In any of the 3x3 squares, postpositions can not be repeated.
- Postpositions can not be repeated both in the corresponding horizontal and vertical rows.

All the squares are numbered in such a way that a given specific square can be calculated according to its "coordinates" (the digits are arranged vertically and the letters of the Hindi alphabet are arranged horizontally) as shown in the following example in Grid 1:
What is expected of the students is for them to look through the examples, and if they know what postposition must be at the place of the dots in the given specific sentence, they must insert it in the corresponding square in the field. The peculiar criterion for testing the answers is just the rules: if two similar postpositions happen to be in one row, it means we need to check our answers again. In addition, if a student is not able to find out all the postpositions in the examples, he/she has got an opportunity “to start from the contraries” and try to solve logically on which square a particular postposition can be best inserted. Then, he/she checks whether or not the answer fits the corresponding example (the text-book can be used or he/she can ask the teacher). As a result, a student receives the completed field of answers as shown in Grid 2:

<table>
<thead>
<tr>
<th>1</th>
<th>से</th>
<th>वेढ़े</th>
<th>के पास</th>
<th>में</th>
<th>के लिए</th>
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<td>2</td>
<td>के लिए</td>
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<td>3</td>
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<td>9</td>
<td>में</td>
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<td>के पास</td>
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</tbody>
</table>

The essence of this advantage of the game (we mean the opportunities the students have, on the basis of the rules, to calculate the correct answer without knowing it) is to enable the teacher during the preparation of materials for this game to include the examples of various levels of complexity in the tasks. For example, the most obvious meaning of the preposition "में men" is "in, inside of smth." The students will easily find out the contexts and transfer it into the grid. Great complexity can be observed in examples when the postposition "में men" meaning "in, inside of smth" is not used in its first obvious meaning: हिंदी में बोलियाँ। Hindii men bolie – “Speak Hindi”. This example illustrates the rule according to which the expression in some languages is translated into “Hindi” literally like “in some (any) language”. In considering the postposition पर par, its first meaning is “on something”, but it also forms a part of the stable in a very common expression as आम तौर पर – aam taor par meaning “usually”, or “as usual”. So if a student is not aware of it, when solving a puzzle, he logically starts solving it from the other side. He will calculate that in a certain square, there must be just this postposition and later during the checking of the solution, the teacher will just accentuate the attention of the students on this non-trivial usage of postpositions. The game can be undoubtedly conducted in the group for consolidation of the material passed; in this case, the examples are taken from the text-book in use (the way it has been done in our pattern using self-study books by Rupert Snell). Supposing in this case, the group is divided into two teams, then there is a sense of trying to play the set time (the students are well aware of the details of the task), but this study’s game is far from a
certain number of participants involved, since it has already been reported that it suits both individual and group work. In the last case, it would be of interest to organize a game the way Y.L. Teresa Ting suggested in her article, which she said that hand-outs can be prepared beforehand and the students will find out the standard phrases for expression of “certainly” or “uncertainly” in their guess. This is exemplified in the following example:

\[
\begin{align*}
\text{शायद...} & \quad shayad \\
\text{संभव है कि...} & \quad sambhav he ki \\
\text{मुंकिन है कि...} & \quad munkin he ki \\
\text{... अवश्य...} & \quad avashya \\
\text{निश्चित है कि...} & \quad nishchit he ki \\
\text{... हो /} & \quad ho \\
\text{... होगा/} & \quad hoga \\
\text{... हो सकता है /} & \quad ho sakta he \\
\text{... लगता है /} & \quad laga he / laga he ki
\end{align*}
\]

We subsequently demonstrate how the students can play the Sudoku game in Hindi. The teacher’s task includes providing many Hindi sentences with gaps for the students to fill them with appropriate postpositions. The English sentences are a translation of the Hindi ones and they demonstrate the right equivalents in bold-underlined-italic. The students were then asked to fill Grid 3 with the right postpositions. All answers are exemplified in Grid 2 (as shown previously). The following sentence is the teacher’s example:

\[
1\text{क) मैं यहाँ तीन साल }\ldots\text{ काम करती हूँ। (से)}
\]

"I have been working here since three years".

The teacher then fills the grid with the right postposition as shown in Grid 3:

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Before the students started filling the grid, this example was given to them, after which they were asked to do the following sentences:
17) जमीन ... कुछ पड़ा है। zamīn ... kuchh paRaa hei – "Something was laying on the earth".
18) घर ... सामान है। Ghar ... saamaan hei – "There is a furniture in the house".
19) इस किताब ... रखो। Is kitaab ... rakho! – "Put this book!"
20) मनोज इक्कीस साल ... है। Manoj ikkiis saal ... hei – Manoj is twenty one years old.
21) कुछ लोगों ... कुछ नहीं है। Kuchh logon ... kuchh nahin hei – "Some people don't have anything".
22) वे लोग कल सुबह ... पहुँचेंगे। Ve log kal subah ... pahunchenge – "Those people will arrive till tomorrow".
23) मैं किताब अलमारी ... लेती हूँ। Mein kitaab almaartii ... letii huun – "I take the book from the bookcase".
24) हमारे ... पहाड़ का मौसम सब से अच्छा मौसम होता है। Hamaare ... pahaard kaa maosam sab se achcha maosam hotaa hei - "Mounting weather is the most convenient for us".

20) अगस्त के आखिर ... मैं अपने दोस्त के यहाँ रहूँगा। Agast ke aahir ... mein apne dost ke yahaan rahuunga – "I will stay at my friend's place till the end of August".
21) आगरे ... खत भेजना। Agra ... hat bhejna! – "Send the letters from Agra!"
22) उन लोगों ने चोर ... देखा। Un logon ne chor ... dekhaa – Those people have seen the thief".
23) आप ... कितने बहिनें हैं? Aap ... kitne bahinen hen? – "How many sisters do you have?"
24) हम अपने बच्चों को सड़क ... खेलने नहीं देते। Ham apne bachchon ko sarak ... khelne nahin dete – "We don’t allow our children to play on the street".
25) मेरे घर ... बहुत बड़ा बाग है। Mere ghar ... bahut baRaa baG hei – “There is a very big garden near my house”.
26) वह दराज ... बीरियों का पैकेट निकाल रहा है। Vah daraaz ... biiryon ka peiket nikaal raha hei – “He is taking of the drawer the packet of biri”.
27) वे लोग ये चीजें उन के लिए बनाते हैं, अपने ... नहीं। Ve log ye chiiZen un ke liye banate hein, apne ... nahin – "Those people make these things for those but not for themselves".
28) वह अस्पताल ... काम करती है। Ve aspataal ... kaam kartii hei – “She works at the hospital”.
3ख) उन ... वह सब से ऊँची है। Un ... vah sab se uunchii hei – “He is the tallest among all people”.
3ट) वह चपातियाँ मेरे ... लाता है। Vah chapaatiyan mere ... laata hei – “He brings the flat cakes for me”.
3क) ये उस आदमी ... कपड़े हैं। Ye us aadmi ... kapRe hein – “These clothes are of that man”.
3ज) दादीजी ... चश्मा चाहिए। Daadii jii ... chashmaa chaahive – “Grandma needs glasses”.
3झ) अस्पताल स्कूल ... है। Aspataal skuul ... hei – “The hospital is near the school”.
3ञ) दीवारों ... तस्वीरें हैं। Diivaron ... tasviiren hein – “There are pictures on the walls”.
3ण) परिवार ... पाँच लोग हैं। Parivaar ... paanch log hein – “There are five people in the family”.
3च) हम अक्सर रेलगाड़ी से कलकत्ते ... जाते हैं। Ham aksar reelgaaRii se Kalkatte ... jaate hein – “We often go to Kolkata by train”.
3छ) मैं हर रात को पिंकी ... मिलने जाता हूँ। Mein har raat ko Pinki ... milne jaanta hun – “I go to meet with Pinki every night”.

4च) मालूम होता है कि संगीता उस ... नफरत करती है। Maalhum hotaa hei ki Sangiitaa us ... nafrat kartii hei – “It seems Sangita hates him”.
4छ) आम तौर ... हम बगीचे में घूमते हैं। Aam taor ... ham bagiche men ghuumte hein – “We usually go for a walk in the garden”.
4ण) छुट्टियों ... उसको अमेरिका जाना चाहिए। ChhuTTiyon ... usko Amriikaa jaanaa chaahiiye – “He should go to America on the holiday”.
4च) मैं डिव्वे ... बक्सा ले रही हूँ। Mein Dibbe ... baksaa le rahii huun – “I am taking the suitcase from the compartment”.
4छ) उनके पाससे उन ... खाना बनाते हैं। Unke paRosii un ... khaanaa banaate hein – “Their neighbors prepare the meal for them”.
4ट) तरह तरह ... बीमारियाँ गाँव में फैल रही हैं। Tarah tarah ... biimaariyaan garm men pheil rahii hein – “A lot of various diseases are spreading in the village”.
4ट) मैं छह बजे ... काम खत्म करता हूँ। Mein chhah baje ... kaam hatm kartaa huun – “I finish my work until 4 o’clock”.

5ट) वह वहाँ बिल्ली ... बात करता है। \textit{Vah vahaan billii ... baat kartaa hei} – “He talks \textit{with} the cat there”.
5ज) हिंदी ... “house” को क्या कहते हैं? \textit{Hindii ... “house” ko kyaa kehte hein} ? – “What is the “house” \textit{on} Hindi ?”
5घ) मनोज ... बाहर जाने दो। \textit{Manoj ... baahar jane do!} – “Let’s give Manoj to go out”.
5ङ) चाहता हूँ कि तुम शाम ... चुप रहो। \textit{Chahataa hun ki tum shaam ... chuup raho!} – “I want you to keep silence \textit{in} the evening”.
5झ) मीना दस साल ... है। \textit{Meena das saal ... hei} - “Meena is 10 years old”.
5ञ) उस ... चोर ने बी कुछ लिया। \textit{Us ... chor ne bhi kuchh liyaa} - “The thief has also taken something \textit{from} that (place)”.
5घ) मैं शाले को ले रहा हूँ कुछ चीजें निकालने ... | \textit{Mein theile ko le raha hun kuchh chiizen nikaalne} ... – “I am taking now my purse \textit{to} take some things out from there”.
5छ) पिताजी ... समय नहीं है। \textit{Pitaajii ... samay nahn hei} - “The father \textit{has} not any time”.
5क) पिताजी अपने बच्चे ... गुस्से हैं। \textit{Pitaajii apne bachche ... gusse hein} - “The father is very angry \textit{on} their children”.
6छ) इन कमरों ... एक बहुत बड़ा है। \textit{In kamron... ek bahut baRaa hei} – “There is the one biggest room \textit{among} others”.
6ञ) अपने ... खाना लीजिए। \textit{Apne ... khaana lijiye} – “Please take the food \textit{for yourself}”.
6घ) वह बहुत ध्यान ... नहीं पढ़ता। \textit{Vah bahut dhyaan ... nahn paRhta} – He doesn’t study \textit{attentively}”.
6ज) फेड ... कुछ कच्चे संतरे हैं। \textit{PeR ... kuchh kachche santre hein} – “There are some unripe oranges \textit{on} the tree”.
6घ) मेरा भाई पहली दिसंबर ... घर लौटेगा। \textit{MeeRa bhaaii pehlii disambar ... ghar laoTegaa} – “My brother will come back home \textit{on} the first of December”.
6क) समाचार पाने ... मैं हमेशा बाजार जाता हूँ। \textit{Samaachaar haritdhane ... mein hameshaa bazaar jaataa hun} – “I often go to the market \textit{to} know news”.
6ञ) हिंदी ... बोलिए। \textit{Hindi ... bolive!} – “Speak Hindi”.
7ज) मैं अध्यापक … पूछता हूँ। Mein adhyaapak … puuchhtaa huun – “I ask a teacher”.
7ट) किसी … घर में कोई चूहा रहता था। Kisii … ghar men koi chhuhaa rehtaa thaa – “A rat lived in someone’s house”.
7ग) क्या आप … साइकिल है? Kyaa aap … saaikil hei? – “Do you have a cycle?”
7छ) बच्चे बगीचे … खेलते हैं। Bachche baGiiche … khelte hein – “The children play in the garden”.
7क) प्रताप अगले हफ्ते … दिल्ली से लौटेगा। Prataap agle hafte … Dillii se laotegaa – “Pratap will return from Delhi till next week”.
7घ) इन नगरों … दिल्ली सब से बड़ी है। In nagaron … Dillii sab se baktii hei – “Among these cities Delhi is the biggest one”.
7ज) वह दूसरों … गाती है। Vah duaaron … gaatii hei – “She sings for other people”.
7च) राज हमेशा घर … क्यों रहता है? Raaj hameshaa ghar ... kyon rehtaa hei? – “Why Raj always stay at home?”

8ख) संगीता राज … लम्बी है। Sangiita Raaj ... lambii hei – “Sangeeta is taller than Raj”.
8च) मैं डाक्टर … जाता हूँ। Mein DaakTar ... jaataa huun – “I go to the doctor”.
8छ) चीजों … व्योरे इस कागज में पता लीखिए। Chiizon ... byore is kaagaz men pataa liikhiye – “Please write the description of things on this paper!”
8ज) मोहन कैसे काम … जाता है? Mohan keise kaam ... jaataa hei? – “Which job does Mohan go to?”
8क) इस दुकान … अच्छे जूते मिलते हैं। Is dukaan ... achchhe juute milte hein – “There are very nice shoes in this shop”.
8ट) गीता खिडकी … देख रही है। Giitaa khirkii ... dekh rahii hei – “Geeta is looking out from the window”.
8ग) माताजी सीता … सिर्फ चाय बनाती हैं। Maataajii Sita ... sirf chaay banaatii hein – “Mother makes only tea for Seeta”.
8ज) आज से शुक्रवार … हमारा एक बहुत अच्छा कमरा खाली है। Aaj se shukravaar ... hamaaraa ek bahut achchha kamraa haalii hei – “The best our room is free from today till Friday”.
During the Hindi lessons, teachers also suggested to the students another interesting game known as “Find the vowels!”, based on studying, repeating and learning the vocabulary by heart. The structure of the game is as follows:
This snake is made of many codified words. Every one of them consists of 4 letters in Devanagary script. The central square consists of only consonants. The students' task is to find out the vowels to create the whole word. After they find the word, they write its letters at the beginning of the square where the arrowhead points. The direction is also shown by the arrow, that is, clockwise or anticlockwise. An example is shown as follows:

![Snake diagram](image)

Here, we find the word खाली khaalii – and then write it in the square, which was shown by the arrowhead. Its direction was clockwise, so other letters were written from left to right as shown thus:

**Keys:**

The vocabulary is one of the most important aspects in learning Hindi at the first stage. Successful memorization of new words enables any student to use them right in word-combinations and phrases. Thus, different approaches must be used in lessons designed for the learning of foreign languages.

REFERENCES
