

Full Length Research Paper

Linguistic game plays: A version for Hindi

Indira A. Gazieva*, Anna Zakharova and Ksenia Isaeva

Russian State University for the Humanities, Moscow, Russia.

Accepted 21 February, 2011

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

*Corresponding author. E-mail: i_gazieva@yahoo.com.

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:

| | क | ख | ग | घ | च | छ | ज | झ | ट |
|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| 1 | से | में | को | के पास | में से | के लिए | का /के / की | तक | पर |
| 2 | के लिए | के पास | तक | पर | का /के / की | को | से | में से | में |
| 3 | का /के / की | में से | पर | में | तक | से | को | के पास | के लिए |
| 4 | के पास | के लिए | में | का /के / की | से | पर | में से | को | तक |
| 5 | पर | तक | में से | के लिए | को | के पास | में | का /के / की | से |
| 6 | को | का /के / की | से | तक | में | में से | पर | के लिए | के पास |
| 7 | तक | को | के पास | में से | पर | में | के लिए | से | का /के / की |
| 8 | में | से | के लिए | को | के पास | का /के / की | तक | पर | में से |
| 9 | में से | पर | का /के / की | से | के लिए | तक | के पास | में | को |

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 बोलिए। *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:

शायद... shavad
 संभव है कि... sambhav he ki
 मुमकिन है कि... mumkin he ki
 ... अवश्य... avashya
 निश्चित है कि... nishchit he ki
 ... हो / ho
 ... होगा / hoga
 ... हो सकता है / ho sakta he
 ... लगता है / lagta he कि... lagta he ki

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:

1क) मैं यहाँ तीन साल ... काम करती हूँ। **(से)**
 | *main yahaan tiin saal ...kaam kartii huun (se) –*
 | “I have been working here since three years”.

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

| | क | ख | ग | घ | च | छ | ज | झ | ट |
|---|----|---|---|---|---|---|---|---|---|
| 1 | से | | | | | | | | |
| 2 | | | | | | | | | |
| 3 | | | | | | | | | |
| 4 | | | | | | | | | |
| 5 | | | | | | | | | |
| 6 | | | | | | | | | |
| 7 | | | | | | | | | |
| 8 | | | | | | | | | |
| 9 | | | | | | | | | |

Before the students started filling the grid, this example was given to them, after which they were asked to do the

following sentences:

1ट) जमीन ... कुछ पड़ा है। *zamiin ... kuchh paRaa hei* – “Something was laying **on** the earth”.

1ख) घर ... सामान है। *Ghar ... saamaan hei* – “There is a furniture **in** the house”.

1ग) इस किताब ... रखो। *Is kitaab ... rakho!* – “Put **this** book!”

1ज) मनोज इक्कीस साल ... है। *Manoj ikkiis saal ... hei* – Manoj is twenty one years old.

1घ) कुछ लोगों ... कुछ नहीं है। *Kuchh logon ... kuchh nahin hei* – “Some people **don't have** anything”.

1झ) वे लोग कल सुबह ... पहुँचेंगे। *Ve log kal subah ... pahunchenge* – “Those people will arrive **till** tomorrow”.

1च) मैं किताब अलमारी ... लेती हूँ। *Mein kitaab almaarii ... letii huun* – “I take the book from the bookcase”.

1छ) हमारे ... पहाड़ का मौसम सब से अच्छा मौसम होता है। *Hamaare ... pahaar kaa maosam sab se achchaa maosam hotaa hei* - “Mounting weather is the most convenient **for us**”.

2ग) 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”.

2ज) आगरे ... खत भेजना। *Agre ... hat bhejnaa!* – “Send the letters **from** Agra!”

2छ) उन लोगों ने चोर ... देखा। *Un logon ne chor ... dekhaa* – Those people have seen **the** thief”.

2च) आप ... कितने बहिनें हैं? *Aap ... kitne bahinen hen?* – “How many sisters do you **have**?”

2घ) 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”.

2ख) मेरे घर ... बहुत बड़ा बाग है। *Mere ghar ... bahut baRaa baG hei* – “There is a very big garden **near** my house”.

2झ) वह दर्राज ... बीरियों का पैकेट निकाल रहा है। *Vah daraaz ... biiriyon ka peiket nikaal rahaa hei* – “He is taking **of** the drawer the packet of biri”.

2क) वे लोग ये चीजें उन के लिए बनाते हैं, अपने ... नहीं। *Ve log ye chiizen un ke live banate hein, apne ... nahin* – “Those people make these things **for** those but not for themselves”.

2ट) 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 ... चशमा चाहिए। *Daadii jii ... chashmaa chahiye* – “Grandma needs glasses”.

3झ) अस्पताल स्कूल ... है। *Aspataal skuul ... hei* – “The hospital is **near** the school”.

3ग) दीवारों ... तस्वीरें हैं। *Diivaaron ... tasviiren hein* – “There are pictures **on** the walls”.

3घ) 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 reilgaaRii 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 jaata hun* – “I go to meet **with** Pinki every night”.

4च) मालूम होता है कि संगीता उस ... नफरत करती है। *Maalum 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”.

4ग) छुट्टियों ... उसको अमरीका जाना चाहिए। *ChhuTTiyon ... usko Amriikaa jaanaa chaahiye* – “He should go to America **on** the holiday”.

4ज) मैं डिब्बे ... बक्सा ले रही हूँ। *Mein Dibbe ... baksaa le rahii huun* – “I am taking the suitcase **from** the compartment”.

4ख) उनके पड़ोसी उन ... खाना बनाते हैं। *Unke paRosii un ... khaanaa banaate hein* – “Their neighbors prepare the meal **for** them”.

4घ) तरह तरह ... बीमारियाँ गाँव में फैल रही हैं। *Tarah tarah ... biimaariyaan ganv 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। *Vah vahaan billii ... baat kartaa hei* – “He talks **with** the cat there”.
- 5ज) हिंदी ... “house” को क्या कहते हैं? *Hindii ... “house”ko kyaa kehte hein ?* – “What is the “house” **on** Hindi ?”
- 5च) मनोज ... बाहर जाने दो। *Manoj ... baahar jane do!* – “Let’s give Manoj to go out”.
- 5ख) चाहता हूँ कि तुम शाम ... चुप रहो! *Chahataa huun ki tum shaam ... chuup raho!* – “I want you to keep silence **in** the evening”.
- 5झ) मीना दस साल ... है। *Meena das saal ... hei* - “Meena is 10 years old”.
- 5ग) उस ... चोर ने भी कुछ लिया। *Us ... chor ne bhii kuchh liyaa* - “The thief has also taken something **from** that (place)”.
- 5घ) मैं थैले को ले रहा हूँ कुछ चीजें निकालने ... । *Mein theile ko le rahaa hun kuchh chiizen nikaalne ...* – “I am taking now my purse **to** take some things out from there”.
- 5छ) पिताजी ... समय नहीं है। *Pitaaajii ... samay nahin hei* - “The father **has** not any time”.
- 5क) पिताजी अपने बच्चे ... गुस्से हैं। *Pitaaajii apne bachche ... gusse hein* - “The father is very angry **on** their children”.
- 6छ) इन कमरों ... एक बहुत बड़ा है। *In kamron... ek bahut baRaa hei* – “There is the one biggest room **among** others”.
- 6झ) अपने ... खाना लीजिए। *Apne ... khaana lijiye* – “Please take the food **for yourself**”.
- 6ग) वह बहुत ध्यान ... नहीं पढ़ता। *Vah bahut dhyaan ... nahin paRhtaa* –He doesn’t study **attentively**”.
- 6ज) पेड़ ... कुछ कच्चे संतरे हैं। *PeR ... kuchh kachche santre hein* – “There are some unripe oranges **on** the tree”.
- 6घ) मेरा भाई पहली दिसंबर ... घर लौटेगा। *Meraa bhaaii pehlii disambar ... ghar laoTegaa* – “My brother will come back home **on** the first of December”.
- 6क) समाचार पाने ... मैं हमेशा बाजार जाता हूँ। *Samaachaar hariidne ... mein hameshaa bazaar jaataa hun* – “I often go to the market **to** know news”.
- 6च) हिंदी ... बोलिए। *Hindi ... boliye!* – “Speak Hindi”.

- 7झ) मैं अध्यापक ... पूछता हूँ। *Mein adhyaapak ... puuchhtaa huun* – “I ask a teacher”.
- 7ट) किसी ... घर में कोई चूहा रहता था। *Kisii ... ghar men koi chuuhaa rehtaa thaa* – “A rat lived in someone's house”.
- 7ग) क्या आप ... साइकिल है? *Kyaa aap ... saaikil hei?* – “Do you have a sycle?”
- 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 baRii hei* – “Among these cities Delhi is the biggest one”.
- 7ज) वह दूसरों ... गाती है। *Vah duusron ... 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। *Sangiitaa Raaj ... lambii hei* – “Sangeeta is taller than Raj”.
- 8घ) मैं डाक्टर ... जाता हूँ। *Mein DaakTar ... jaataa huun* – “I go to the doctor”.
- 8छ) चीजों ... ब्योरे इस कागज में पता लीखिए। *Chiizon ... byore is kaagaz men pataa liikhiye* – “Please write the description of things on this paper!”
- 8झ) 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 खिड़की ... देख रही है। *Giitaa khiRkii ... dekh rahii hei* – “Geeta is looking out from the window”.
- 8ग) माताजी सीता ... सिर्फ चाय बनाती हैं। *Maataajii Sitaa ... 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 achchhaa kamraa haalii hei* – “The best our room is free from today till Friday”.

9घ) तुम हमेशा हम ... पैसा माँगते हो। *Tum hameshaa ham ... peisaa maangte ho* – “You always ask for money from us”.

9ख) खाली प्लेट मेज़ ... रखिए। *Haalii pleT mez ... rakhiye!* – “Please take the empty plate on the table!”.

9झ) वह स्कूल ... बहुत ध्यान से पढ़ता है। *Vah skuul ... bahut dhyaan se paRhtaa hei* – “He studies at school very zealously”.

9ट) वह अपने देश ... लौटता है। *Vah apne desh ... laoTta hei* – “He returns to his country”.

9ज) रावण ... दो चाबियाँ हैं। *RaavaN ... do chaabiyaan hein* – “Ravan has two keys”.

9ग) आज सुरेन्द्र ... पत्र मिला। *Aaj Surendra ... patra milaa* – “The letter of Surendra has come today”.

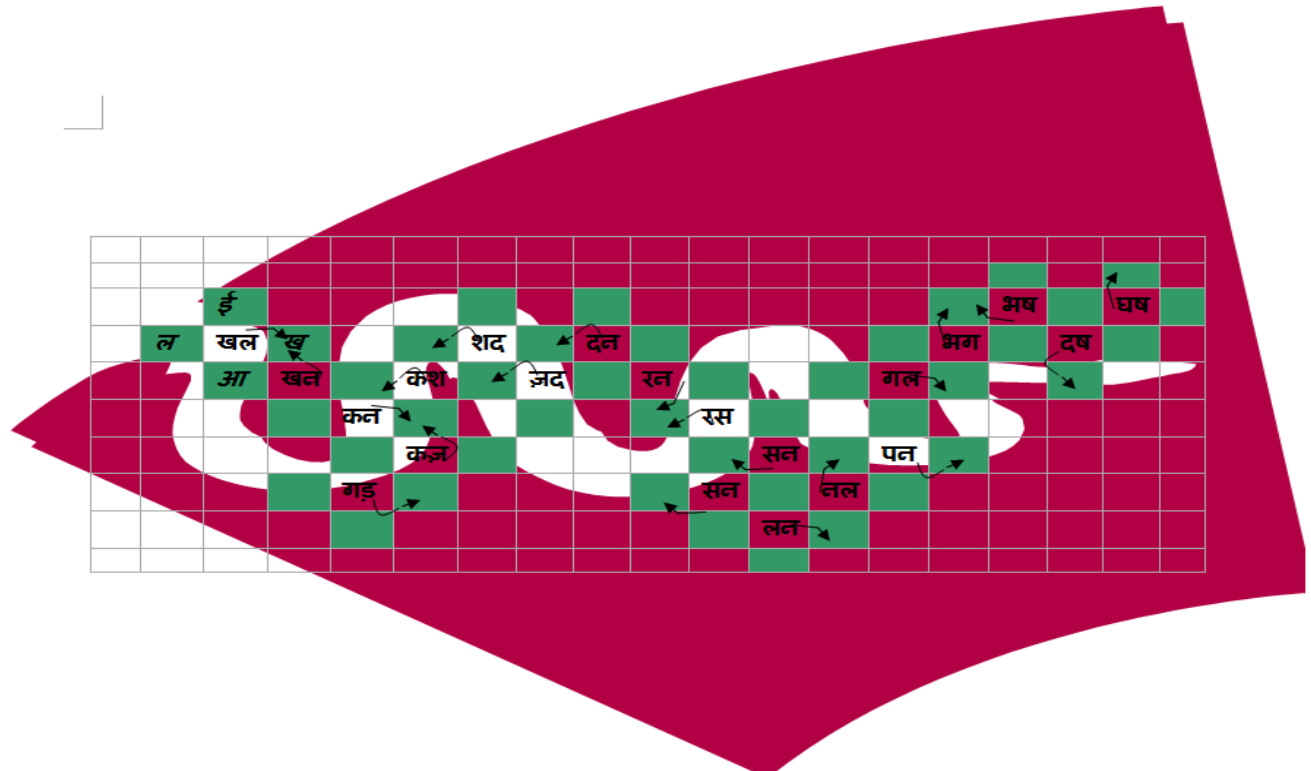
9छ) आज ... उस ने अपनी पुरानी गाड़ी चलायी। *Aaj ... usne apni puraanii gaaRii chalaayaaii* – “He drove his old car till today”.

9क) मेरे कमरों ... तीन काफ़ी हवादार हैं। *Mere kamron ... tiin kaafii havadaar hein* – “Three rooms are enough ventilated among all my rooms”.

9च) तुम किस के ... यह काम कर रहे हो? *Tum kis ke ... yah kaam kar rahe ho?* – “Whom you are doing this work for?”.

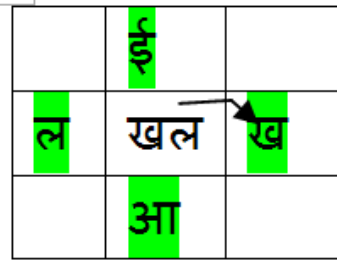
During the Hindi lessons, teachers also suggested to the students another interesting game known as “Find the

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.

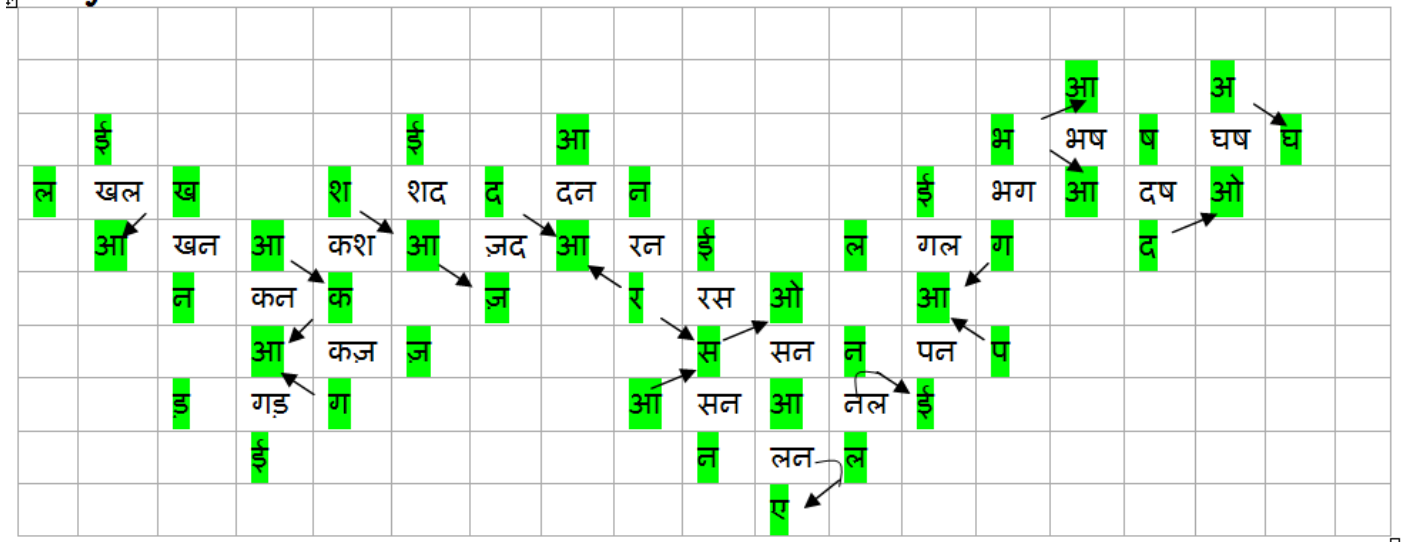
After they find the word, they write its letters at the beginning of the square where the arrowhead points. The direction is also shown by the arrow, that is, clockwise or anticlockwise. An example is shown as follows:



Here, we find the word **खाली** *khaalii* – and then write it down beginning with the first letter **ख** *kha* and putting

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

Snell R, Weightman S (1989). Teach Yourself Hindi, Hodder & Stoughton. pp. 67-74, 79-83, 114-165.
 Ting T (2009). Learning to Hypothesize with Confidence through Sudoku Game Play, English Teaching Forum, 1(47): 26-30.