Linguistic game plays
(version for Hindi)

Indira A. Gazieva, Anna Zakharova, Ksenia Isaeva

RUSSIAN STATE UNIVERSITY FOR THE HUMANITIES (MOSCOW)

indira_gazieva@mail.ru

Abstract

This article describes how teachers of Hindi language can diversify their lessons teaching language for one or two-year students. The research concerns the usage of linguistic game Sudoku on Hindi lessons. The article from which we have made a start is called “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 Hindi language, especially mastering the skills for using postpositions, which are not in their native language. This game is suitable both for self-study student, and to conduct a linguistic group.

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

This article deals with a linguistic game which involves both the first and the 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 called “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 – one can play Sudoku in the language group mastering the skills for using modal verbs. The students are divided into teams and together agreeing or disagreeing with versions answering the teacher’s questions and one another’s are using phrases from a hand-out which had been dealt with earlier. In other words the stress was not made on the game itself, not its conception but mainly on the discussion. We have found the other way and the accentuation was made on the game as it is.

1 Hindi linguistic games in the process of activating vocabulary

The advantage of the linguistic games in the process of teaching foreign languages is obvious: it allows in a natural game environment to train language skills of the students, activates a prompt reaction and helps 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 the contact with classmates.

2 The game conception:

Let’s recall the way the classic Sudoku is played. The rules of the game are simple:

- first, the most important numbers of Sudoku is 9;
- the second, the field contains 9 section: 3x3 squares separated by straight lines;
- thus, 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 only once in the section, once horizontally and once vertically.

We are suggesting a modified version of the Sudoku game intended for the students who start to learn Hindi language. One of the main problems arising at the beginning of teaching Hindi is the introduction of a great relating numbers of postpositions into the active vocabulary. We have made a game 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 one consists of a word and they are 5: ko – to, se – from, men – in, par – on, at, tak – up to, as far as, until.

The compound one involves 2 words and more. We use in this game the simpliest and frequently postpositions: ke lie – for, ke paas – close, near
3 Game rule

Compared to the classical Sudoku our game is as follows: the students must arrange 9 postpositions (not the digits) in the field of 81 squares (the square is 9x9):

| को  (1) | (1) ko to(etc.) |
| का / के / की  (2) | (2) kaa\ke\kii  (*postposition expressing possession*) |
| से  (3) | (3) se from |
| में  (4) | (4) men in |
| पर  (5) | (5) par on, at |
| में से  (6) | (6) men se *from amongst, out of* |
| तक  (7) | (7) tak up to, as far as, until |
| के लिए  (8) | (8) ke lie for |
| के पास  (9) | (9) ke paas close, near to |

In our version the main rules of the Sudoku game are preserved which are to be strictly observed by the participants. Here they are:

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

All the squares numbered in such a way that the example of the given specific square can be calculated according to its “coordinates” (the digits are arranged vertically and the letters of Hindi alphabet are arranged horizontally):

Grid 1:

| 1क़:  (1ka) |
What remains to the student is to look through the examples and if he knows what postposition must be at the place of dots in the given specific sentence, he 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 that means we need to check our answers again. In addition if a student is not able to find out all the getting in of the postpositions in the examples he/she has got an opportunity “to start from the contraries” and try to solve logically on which square which preposition can be best inserted. Then he/she checks whether the answer fits the corresponding example (the textbook can be used or ask the teacher). As a result a student receives the completed field of answers:

**Grid 2:**

<table>
<thead>
<tr>
<th>क</th>
<th>ख</th>
<th>ग</th>
<th>घ</th>
<th>घ</th>
<th>छ</th>
<th>ज</th>
<th>झ</th>
<th>ट</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>से</td>
<td>इं</td>
<td>को</td>
<td>के पास</td>
<td>मे से</td>
<td>के लिए</td>
<td>का/के/की</td>
<td>तक</td>
</tr>
<tr>
<td>2</td>
<td>के लिए</td>
<td>के पास</td>
<td>तक</td>
<td>पर</td>
<td>का/के/की</td>
<td>को</td>
<td>से</td>
<td>मे से</td>
</tr>
<tr>
<td>3</td>
<td>का/के/की</td>
<td>मे से</td>
<td>पर</td>
<td>मे</td>
<td>तक</td>
<td>से</td>
<td>को</td>
<td>के पास</td>
</tr>
<tr>
<td>4</td>
<td>के पास</td>
<td>के लिए</td>
<td>मे</td>
<td>का/के/की</td>
<td>से</td>
<td>पर</td>
<td>मे से</td>
<td>को</td>
</tr>
<tr>
<td>5</td>
<td>पर</td>
<td>तक</td>
<td>मे से</td>
<td>के लिए</td>
<td>को</td>
<td>के पास</td>
<td>मे</td>
<td>का/के/की</td>
</tr>
<tr>
<td>6</td>
<td>को</td>
<td>का/के/की</td>
<td>से</td>
<td>तक</td>
<td>मे</td>
<td>मे से</td>
<td>पर</td>
<td>के लिए</td>
</tr>
<tr>
<td>7</td>
<td>तक</td>
<td>को</td>
<td>के पास</td>
<td>मे से</td>
<td>पर</td>
<td>मे</td>
<td>के लिए</td>
<td>मे</td>
</tr>
<tr>
<td>8</td>
<td>मे</td>
<td>से</td>
<td>के लिए</td>
<td>को</td>
<td>के पास</td>
<td>का/के/की</td>
<td>तक</td>
<td>पर</td>
</tr>
<tr>
<td>9</td>
<td>मे से</td>
<td>पर</td>
<td>का/के/की</td>
<td>से</td>
<td>के लिए</td>
<td>तक</td>
<td>के पास</td>
<td>मे</td>
</tr>
</tbody>
</table>
The use of this advantage of the game (we mean the opportunities for the students that they can calculate on the basis of the rules 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 examples, the most obvious meaning of the preposition में men – “in, inside of smth.” The students will easily find out the contexts and transfer in the grid. The great complexity can be examples when the postposition में men – “in, inside of smth.” is not used in its first obvious meaning: हिंदी में बोलें Hindii men bolie – “Speak Hindi”. This example illustrates the rule according to which the expression “in some language is translated into Hindi” literally like “in some (any) language”. Let’s talk about the postposition पर par with his first meaning “on something”, but it also forms the part of the stable and a very common expression आम तौर पर – aam taor par “usually, as usual”. So if a student is not aware of it he logically, solving a puzzle, will start solving it from 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.

More over the game can be undoubtedly conducted in the group for consolidation of the material passed: on this case the examples are taken from the text-book in use (the way ahs been done in our pattern using self-study books by Rupert Snell). Should we divide the group 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 our game is far from a certain number of participants involved. We have already said that it suits both the individual work and the group one. In the last case it would be of interest to organize a game the way Y.L.Teresa Ting suggested in her article: e.g. hand-outs can be prepared beforehand and the students will find standard phrases for expression of certainly or uncertainly in their guess. For examples,

शायद… shayad
संभव है कि… sambhay he ki
मुश्किल है कि… mukhin he ki
... अंशय… avashya
निश्चित है कि… nischit he ki
We demonstrate below how the students can play the Sudocu game on Hindi. The teacher’s task includes many Hindi sentences with gaps where they can fill them with appropriate postpositions. The English sentences translate the Hindi ones and demonstrate right equivalents in bold-underlined-italic. The students fill the grid with right postpositions. All answers are given on Grid 2 (cited above). For example:

Grid 3:
10) जमीन ... कुछ पड़ा है। *zamiin ... kuchh paraa hai* – “Something was laying on the earth”.
11) घर ... सामान है। *Ghar ... saamaan hai* – “There is a furniture in the house”.
12) इस किताब ... रखो। *Is kitaab ... rakho!* – “Put this book!”
13) मनोज इक्कीस साल ...) है। *Manoj ikkis saal ...) hai* – Manoj is twenty one years old.
14) कुछ लोगों ... कुछ नहीं है। *Kuchh logon ... kuchh nahn hai* – “Some people don’t have anything”.
15) ये लोग कल सुबह ... पहुँचेंगे। *Ye log kal subah ... pahunchenge* – “Those people will arrive till tomorrow”.
16) मैं किताब अलमारी ... लेती हूँ। *Mein kitaab almaari ... leti huun* – “I take the book from the bookcase”.
17) हमारे ... पहाड़ का मौसम सब से अच्छा मौसम होता है। *Hamaare ... pahaar kaa maosam sab se achcha maosam hota hai* – “Mounting weather is the most convenient for us”.

20) अगस्त के आखिर ... मैं अपने दोस्त के यहाँ रुंदेगा। *Agast ke aahir ... mein apne dost ke yahaan rahunega* – “I will stay at my friend’s place till the end of August”.
21) आगे ... खत भेजना। *Agra ... hat bhejnaa!* – “Send the letters from Agra!”
22) उन लोगों ने चोर ... देखा। *Un logon ne chor ... dekhaa* – Those people have seen the thief’.
23) आप ... कितनी बहिनें हैं? *Aap ... kisme bahinen hen?* – “How many sisters do you have?”
24) हम अपने बच्चों को सड़क ... खेलने नहीं देते। *Ham apne bachchon ko sarak ... khelne nahn dete* – “We don’t allow our children to play on the street”.
25) मेरे घर ... बड़ा बाग बाग है। *Mere ghar ... bahut baraa bag hai* – “There is a very big garden near my house”.
26) वह दराज ... बीरियों का पैकेट लिनकाल रहा है। *Vah daraaz ... biiriyon ka peacket nikalaal rahaa hai* – “He is taking of the drawer the packet of biri”.
27) ये लोग वे चीज़ें उन के लिये भले हैं, अपने ... नहीं। *Ye log ye chitzen un ke liye banate hein. apne ... nahn* – “Those people make these things for those but not for themselves”.
28) वह अस्पताल ... काम करती है। *Ve aspaataal ... kaam kartii hai* – “She works at the hospital”.

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3б) उन ... वह सब से ऊँची है। Un ... yah sab se uunchii hei – “He is the tallest among all people”.
3ट) वह चपातियाँ भरे ... 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 ...chashma chaahiye – “Grandma needs glasses”.
3झ) अस्पताल स्कूल … है। Aspataal skul ... 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 कलकत्ता … जाते हैं। Ham aksar reilgaarri se Kalkattee... 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 Pinky every night”.

4च) मालूम होता है कि संगीता उस ... लक्षण करती हैं। Maaluum hotaa hei ki Sangiittaa us ... nafrat kartii hei – “It seems Sangita hates him”.
4छ) आम वीर ... हम बगीचे में घूमते हैं। Aam toe ... ham bagiche men ghumte hein – “We usually go for a walk in the garden”.
4ज) चूहीं ... उसको अमरीका जाना चाहिए। Chhutiyyon ...usko Amriikaa jaanaa chaahiye – “He should go to America on the holiday”.
4झ) मैं डिब्बे ... बक्सा से रही हूँ। Mein dibbe ... baksaa le rahii hun – “I am taking the suitcase from the compartment”.
4ञ) उनके पड़ोसी 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 ...biimariyaan gav 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 hoon – “I finish my work until 4 o’clock”
58) वह वहाँ बिल्ली ... बात करता है। Vah vahaan billii ...baat kartaa hei – “He talks with the cat there”.
59) हिंदी “house” का क्या कहते हैं? Hindii “house”ko kyaa kehte hein? – “What is the “house” on Hindi?”
60) मनोज ... बाहर जाने दो। Manoj ... baahar jaane do! – “Let’s give Manoj to go out”.
61) चाहता हूँ कि तुम शाम ... चुप रहो। Chahataa hun ki tum shaam ... chup raho! – “I want you to keep silence in the evening”.
62) मीना दस साल ... है। Meena das saal ... hei - “Meena is 10 years old”.
63) उस ... चोर ने भी कुछ लिया। Us ... chor ne bhi kuchh liyaa - “The thief has also taken something from that (place)”.
64) मैं वैसे को ले रहा हूँ ताकि कुछ चीजें निकालने ...। Mein theile ko le raaha huun taaki kuchh chitzen nikaalne ... – “I am taking now my purse to take some things out from there”.
65) पिताजी ... समय नहीं है। Pitaajii ... samay nahin hei - “The father has not any time”.
66) पिताजी अपने बच्चे ... गुस्से हैं। Pitaajii apne bachche ... gusse hei - “The father is very angry on their children”.

67) इन कमरों ... एक बड़ा बड़ा है। In kamron... ek bahut baraa hei – “There is the biggest room among others”.
68) अपने ... खाना लेजिए। Apne ... khaana lijiye – “Please take the food for yourself”.
69) वह बहुत ध्यान ... नहीं पड़ता। Vah bahut dhyaan ... nahiin parhtaa – He doesn’t study attentively”.
70) पेड ... कुछ कच्चे संतरे हैं। Per ... kuchh kachche santre hein – “There are some unripe oranges on the tree”.
71) मेरा भाई पहली दिसंबर ... घर लौटेगा। Meraa bhaaii pehlih disambar ... ghar laotega – “My brother will come back home on the first of December”.
72) समाचार ख़रीदने ... मैं इमेशा बाज़ार जाता हूँ। Samaachaar hariidene ...mein hameshaa baazaar jaataa hun – “I often go to the market to know news”.
73) हिंदी ... बोलिए। Hindi ...boliye! – “Speak Hindi”
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78) मैं अध्यापक … पूछता हूँ। Mein adhyaapak … puuchhta huu – “I ask a teacher”.
77) किसी … घर में कोई चूहा रहता था। Kisii … ghar men koii chuuhaa rehtaa thaa – “A rat lived in someone’s house”.
76) क्या आप … साइकिल है? Kyaa aap … saaikil heii? – “Do you have a cycle?”
75) बच्चे बच्चे … खेलते हैं। Bachche bagiche … kheelte hein – “The children play in the garden”.
74) प्रताप अगले हफ्ते … दिल्ली से लौटेगा। Pratap agle hafte … Dillii se laotega – “Pratap will return from Delhi till next week”.
73) इन नगरों … दिल्ली सब से बड़ी है। In nagaron … Dillii sab se barit heii – “Among these cities Delhi is the biggest one”.
72) वह दूसरी … गाती है। Vah duusron … gaaiti heii – “She sings for other people”.
71) राज हमेशा घर … क्यों रहता है? Raaj hameshaa ghar … kyon rehtaa heii? – “Why Raj always stay at home?”

88) संगीता राज … लघु है। Sangiiata Raaj … lambii heii – “Sangeeta is taller than Raj”.
87) मैं डॉक्टर … जाता हूँ। Mein daaktar … jaataa huu – “I go to the doctor”.
86) चीज़ों … व्यवहार इस कागज में पता लोखिये। Chiizon … byore is kaagaz men pataa liikhiye – “Please write the description of things on this paper!”
85) मोहन कैसे काम … जाता है? Mohan keise kaam … jaataa heii? – “Which job does Mohan go to?”
84) इस दुकान … अच्छे जूते जिलते हैं। Is dukaaan … achchhe juunte milte hein – “There are very nice shoes in this shop”.
83) गीता खिड़की … देख रही है। Gitaaa khirkii … dekh rahii heii – “Geeta is looking out from the window”.
82) माताजी सीता … सिर्फ चाय बनाती है। Maataaaji Sitaaa … sirf chaay banaatii hein – “Mother makes only tea for Seeta”.
81) आज से शुरुवार … हमारा एक बहुत अच्छा कमरा खाली है। Aaj se shukravaar … hamaaraa ek bahut achchhaa kamraa haalii heii – “The best our room is free from today till Friday”
During the Hindi lessons teachers can also suggest to student another interesting game – “Find the vowels!” – based on studying, repeating and learning vocabulary by heart.

Here it is:
“Find the vowels!”
This snake is made of many codified words. Every one of them consists of 4 letters in Devanagary script. In the central square you see only consonants. Your task is to find out the vowels in order to create the whole word. After you got the word, write its letters beginning with the square, where the arrowhead points. The direction is also shown by the arrow – clockwise or anticlockwise. For example:

Here we got the word खाली khaalii - and we wrote 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 are written from left to right.

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 the approaches to learning works on lessons of foreign languages must be various.
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References