Hindi Ki Duniya 1 A GUIDE FOR TEACHERS

For Course Book 1 & 2

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Hindi Ki Duniya A Guide for Teachers For Course Book 1 & 2

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Registered Office

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 $\ \, {\mathbb C}$ Rishi Valley Education Centre, Krishnamurti Foundation, India First published : 2013

ISBN: 978 0 10106 097 4

*Illustrator*Lenka Roth

Book Design Alok Mathur

Printed in India at Nitin Enterprise, New Delhi

Published by

Orient Blackswan Private Limited 1/24 Asaf Ali Road, New Delhi 110 002 e-mail: delhi@orientblackswan.com

ACKNOWLEDGEMENTS

I am deeply grateful to Radhika Herzberger, Director, Rishi Valley Education Centre, for initiating this project, giving space for its slow organic growth, and providing all the material and moral support. I am also indebted to Ahalya Chari for her keen interest and probing questions that helped clarify my thinking on the teaching and learning of language. Valuable critiques and suggestions from Neera Narang and Krishna Kumar of Central Institute of Education, Delhi University, helped me refine aspects of the learning programme. Vijay Gambhir, of the Department of South Asia Studies, University of Pennsylvania, gave precise and pertinent feedback which has been incorporated in the second edition of these books. I am deeply indebted to them and would like to thank them all for their considered inputs.

Many people have contributed to bringing this project to fruition—too many indeed to be all named. However, I would like to thank here colleagues in the Hindi and English departments of the Rishi Valley School, and the Junior Section at The School, Chennai, for their observations and comments. A special thanks is due to R.G. Mishra for his invaluable help in refining the rhymes that form the backbone of this level of the programme. I would also like to thank T.S. Seshadri and Mallika Taneja for all their help and support with the recording of the CD. I would like to express my thanks to B. Prabhakar and J.L. Sreekumari who created early versions of the illustrations that were essential to the development of the pedagogic process. G.V.R. Rajeshwar did the layout of these books. My sincere thank you goes to him. Many children have used these materials in their unpublished versions, appreciated them, critiqued them and offered me valuable suggestions for improving them. I would like to thank them all and specially Anand, Hasumi, Mukesh, Raj, Svadhvitha, Swati, Yoganand and Vishwambhara.

And, finally, my profuse thanks to my husband, Alok, without whose sustained support and active involvement this language learning-programme could not have taken shape.

Chandrika Mathur Rishi Valley, August 1, 2012

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Dear Teacher,

A warm welcome to the growing national and international family of the Hindi Ki Duniya series!

These books have been made to teach Hindi to non-Hindi-speaking children aged 5-10 years. But it has been seen that 5-6 year old Hindi-speaking children learn how to read and write Hindi in a playful way using the *Hindi Ki Duniya* 1 and 2 books. These books can also be used to begin teaching Hindi to older non-Hindi-speaking children aged 10-13 years. They are likely to complete these faster and learn this language.

These books and CDs have been designed keeping in mind the interests of young children and principles of teaching and learning a new language. But they are ultimately only a *means* to make the teaching-learning process enjoyable and effective. You alone can bring these books to life for your children and attract them towards this language.

You will find in this guide a description of how the lessons of *Hindi Ki Duniya 1* and 2 could be taught, how the activities could be completed. There are some differences in the way in which we teach Hindi to Hindi-speaking children and to non-Hindi-speaking children. At the end of this guide you will find a section that throws light on this from different perspectives. The more you understand these differences and the more you become familiar with the ways of doing the activities of this book, the more you will be able to use these books creatively with children and help specially the non-Hindispeaking children to learn Hindi.

Hence do take some time to read this guide. Keep in mind that the instructions given here are suggestions and not rigid inflexible rules. As you use these books, it is possible that you may change the sequence of some activities, add some new ones, or bring in some changes in the rules of some games. When parents and teachers use these books keeping in view the needs and difficulties of their children then they can take these suggestions much further and strengthen the process of teaching and learning.

I hope that with these books you and your children will enjoy teaching and learning Hindi and you will together experience a sense of achievement.

Chandrika Mathur

About the Hindi Ki Duniya Series

The **Hindi Ki Duniya series** is a complete and enjoyable method for teaching and learning Hindi as a second or third language for primary school-children who do not speak Hindi at home. This method:

- ✓ Develops spoken as well as written Hindi for non-Hindi-speaking learners
- ✓ Provides grammatical explanations and also develops spontaneity of response
- ✓ Develops comprehension skills as well as expressive abilities
- ✓ Offers activities that are enjoyable yet purposeful
- ✓ Includes games as well as structured written exercise
- ✓ Provides rich exposure to language as well as systematic language-building that is age-appropriate.

The **Hindi Ki Duniya series** comprises of textbooks, workbooks, CDs, flash-cards and charts. This activity-based teaching-learning material is made at three levels: Beginner, Intermediate and Advanced. These books, with rich illustrations, invite children to actively colour, draw and write in them, thereby making the books as well as the Hindi language their own. While the basic approach in the series remains the same, each level builds systematically on the previous one and brings in new areas of focus.

The areas of focus for each of the levels are as follows:

Beginner level: *Hindi Ki Duniya* 1 and 2 for classes 1 and 2

- Providing an exposure to sounds and script
- Building a memory bank of vocabulary with sensitization to gender of nouns
- ❖ Developing basic reading and writing abilities of the *Devanagari* script

Intermediate level: Hindi Ki Duniya 3 and 4 for classes 3 and 4

- ❖ Developing sentence structures for speaking and writing
- ❖ Expanding vocabulary related to daily-life situations
- Developing conversational ability

Advanced level: Hindi Ki Duniya 5 for class 5

- Enabling comprehension of different kinds of texts written for children
- Developing a grammatical understanding of Hindi
- Developing the ability to express oneself in informal contexts, orally and formally in writing

The **Hindi Ki Duniya series** lays a strong foundation, by the end of class 5, for meeting all the objectives laid out in the syllabi of the CBSE and the ICSE boards for learning Hindi as a second language. It enables non-Hindi-speaking students to handle with confidence the prescribed textbooks from class 6 onwards along with their Hindi-speaking friends.

Introducing Hindi Ki Duniya 1 and 2

Hindi Ki Duniya 1 and 2 constitute the beginner level of this language learning programme.

Hindi Ki Duniya 1 consists of a textbook, a workbook, a CD and flash-cards for the first three units or clusters. It is intended for children of class 1.

Hindi Ki Duniya 2 consists of a textbook, a workbook, a CD and flash-cards for the next four units or clusters. It is intended for children of class 2.

What will the children be able to do after completing these two levels?

- 1. Children will be able to read and write all the elements of the *Devanagari* script, which means:
 - a. They will be able to recognize all the *vyanjans, swars* and their *matras*, learn how to pronounce them as well as write them.
 - b. They will be able to recognize all the *sanyukta akshars*, half letters and other auxiliary symbols (such as *chandrabindu*, *bindu*, *nukta* etc.), and learn how to pronounce them as well as write them.
- 2. By listening to, repeating and singing the rhymes and dialogues presented in these books and CDs, children (especially non-Hindi-speaking children) will become familiar with all the sounds of the Hindi language.
- 3. Children learn around **250 nouns** and **75 verbs** in a contextualised manner.
- 4. Non-Hindi-speaking children become familiar with the **gender of each of the nouns**.
- 5. Children learn to read with comprehension, expression and intonation.

What is a cluster or a *samooha*?

- ❖ The *vyanjans* and *swars* have been divided into seven clusters called *samooha*.
- ❖ A cluster is a unit of teaching-learning, equivalent to a chapter. Activities of each cluster are presented in the textbook as well as the workbook.
- * Each cluster presents 4 to 6 consonants and 1 or 2 vowels along with their matras.
- ❖ Each consonant is introduced in the textbook through a 4-line rhyme and each vowel through a 2-line rhyme.
- ❖ These rhymes form the basis of all the games and exercises in the textbook and the workbook.
- ❖ By playing the games and doing the exercises systematically, children learn to read and write letters, learn and understand the words, especially the nouns and their gender.

Letters in each cluster

In *Hindi Ki Duniya 1* three clusters are presented with the following letters :

Cluster 1: न, क, ल, म, आ, ई Cluster 2: स, प, ह, च, ओ, औ Cluster 3: र, य, ग, ब, ड, ए, ऐ

In *Hindi Ki Duniya 2* four clusters are presented with the following letters :

Cluster 4: घ, द, त, भ, उ, इ

Cluster 5: ख, ट, फ, ज, छ, व, अ, ऊ

Cluster 6: थ, ठ, श, ध, झ, ढ, त्र, अं

Cluster 7: ष, क्ष, ज़, ऋ, श्र, ण, अः, ङ, ञ

Reasons for grouping letters in particular clusters

- Letters that share **similar sounds (ক ख) are kept in separate clusters** to prevent confusion for the child who is not a native speaker of Hindi. This child is sometimes unable to *distinguish* the difference in their pronunciation and is therefore not able to enunciate them correctly.
- Letters with similar shapes (भ म, य খ) are kept in separate clusters because they create confusion for the child when presented together, leading to mistakes in reading and writing.
- In the early clusters such consonants and vowels are chosen which combine to make **child-friendly words**, that can be **depicted through pictures**. These help the child who is not a native speaker of Hindi to understand the situations and words easily.
- Vowels along with their *matras* are introduced together in each cluster from the first cluster onwards. This makes it possible to introduce words relevant to the child's day-to-day world (नाक, कान, नाना, नानी) rather than words without *matras* which are often not commonly used (गज, खग).

Contents of each cluster

The Textbook

Rhymes: Each rhyme is intended to teach one letter (a consonant or a vowel) and some nouns beginning with that letter. Each rhyme is depicted through an illustration to facilitate comprehension. On the CD each rhyme is first recited and then sung. A gap is left on the CD after each line of the rhyme so that the child may recite or sing after it. At the end of each cluster all the rhymes are sung one after the other. Musical notes have been placed between the rhymes so that the child may sing a 'bridge tune' to find the first note of the next rhyme easily.



Poorampat games or Bingo games: These games are intended to develop the oral comprehension of the child. These are of 3 kinds:



Poorampat क is with letters. This helps the child practise sound—letter correspondence;

Poorampat ख is with pictures. This helps the child practise word—meaning correspondence;

 $Poorampat \ \ensuremath{\P}$ is with words. This helps the child practise sight-word recognition.

Reading text: These simple texts are linked to the family life of a young child. The comic-book style illustrations help the child who is not a native speaker of Hindi to understand the text while reading it. The text presented in speech bubbles is made up of only those letters and *matras* that the child has already learnt through the rhymes. The reading texts have been recorded on the CD.



Dialogue: This is intended to familiarise the child with spoken language. Expressions used in day-to-day conversations can be internalized through these dialogues and reused in appropriate situations. While these dialogues are not intended to *teach* sentence structure, they help the child absorb spoken Hindi.



Varnamala: Children see the letters they have learnt on the *Varnamala* (Hindi alphabet) and they see the sequence of letters in the alphabetical order.

The Flash-cards

Two kinds of flash-cards are presented along with these books: flash-cards with pictures and flash-cards with words. Children play many games with these to practise recognizing words, their meanings and their gender. Flash-card games prepare the child to do all the paper-pencil exercises with a greater degree of success.



The CD

All the rhymes, reading texts and dialogues of each cluster are presented on the CD. The CD can be used at home to hear Hindi being spoken and sung. The child also gets exposed to hearing the language in a voice other than the teacher's. This exposure helps him develop good pronunciation.



The Workbook

In the workbook there are two types of written exercises:

- I Letter-based written exercises
- II Cluster-based written exercises

I Letter-based written exercises

• The letter shape that the rhyme is intended to teach has been highlighted for them. Children have to find other occurences of this letter in the rest of the rhyme and highlight it. In doing this children apply their ability to recognize that particular letter.



• Children write the letter by joining the dots. The sequence of the strokes is shown to them.



• Children make word-word pairs and show their ability to recognize these as sight-words.



• They make picture-word pairs and show their understanding of the words.



• Children learn to look at the shape of the letter and write it on the grid. They also learn to write the consonants taught in the cluster with the *matra* of the vowels that were taught in that cluster.



• Children read the words that are given and illustrate these with their own drawings.



• Children search for the *matra* of the given vowel in the words of the rhymes that they have already learnt. They write these words and illustrate some of them.



II Cluster-based written exercises

• Children show their knowledge of the gender of nouns.



• Children recognize the pictures and complete the crossword puzzle recalling the spelling of that word.



• Children look at the picture and fill in the blanks with the appropriate consonant, vowel or *matra*.

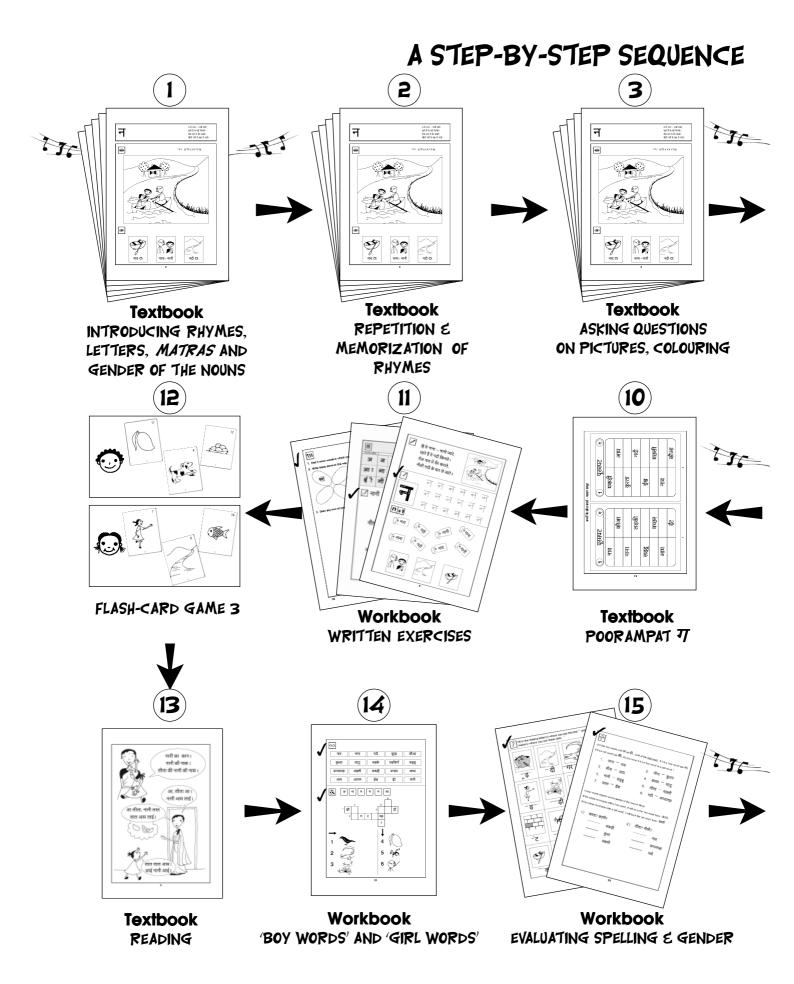


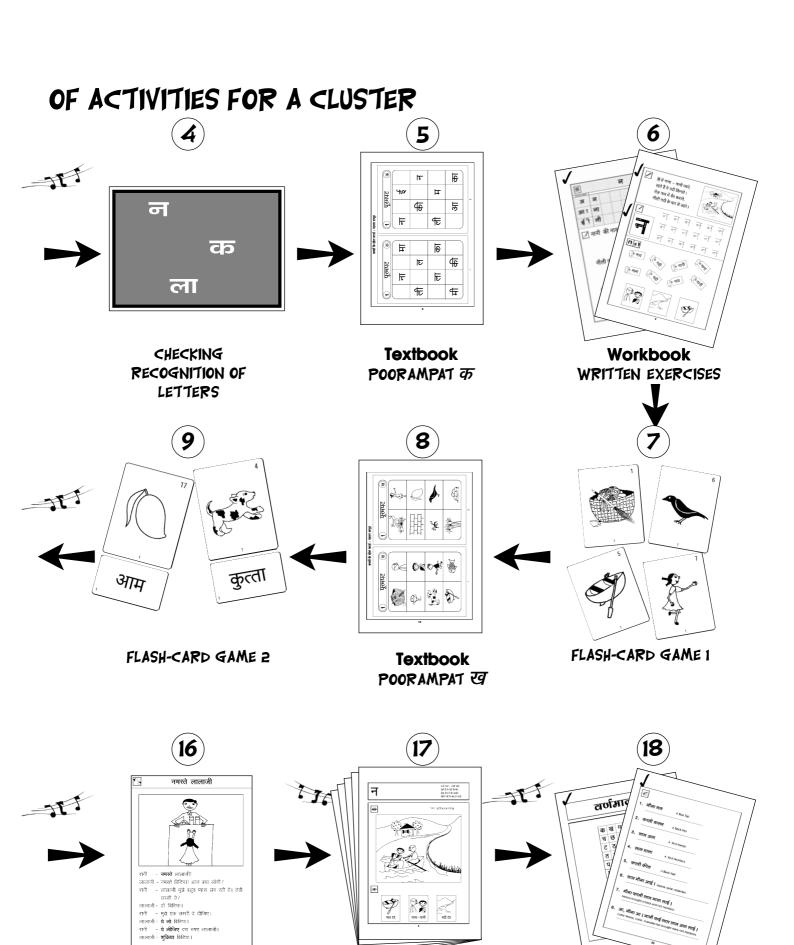
• Children fill in the blanks with the right form of the preposition or adjective depending on the gender of the nouns.



• Children read the sentences, understand the meaning through the English translation and copy out the sentences.







Textbook

ENACTING RHYMES

Textbook & Workbook

INTRODUCING VARNAMALA E
COPYWRITING

Textbook

DIALOGUE

1 Textbook

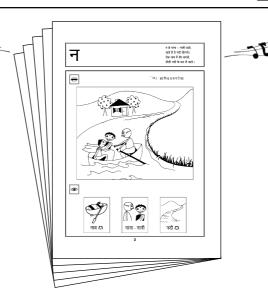
INTRODUCING RHYMES, LETTERS, MATRAS AND GENDER OF THE NOUNS

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Using the teacher's charts:

- Present all the letter-rhymes within a cluster in quick succession one after the other, along with the CD.
- Then explain each rhyme in detail with the help of the illustrations.
- After that, draw the attention of the child to the gender of the noun indicated by the logo.



Key features of the rhyme page for consonants

A letter in large font to familiarize the child with the shape of the letter.

The noun boxes contain:

- an illustration of a noun in the rhyme;
- spelling of the noun;
- gender of the noun indicated by the logo of a girl's face or a boy's face.

The noun boxes:

- enable the child to become clear about the meaning of the noun, its spelling and its gender.
- serve as a reference for the child to check spelling or gender.



A 4-line alliterative rhyme in a small font:

- helps you in presenting the rhyme to the child.
- presents many occurrences of the letter in the large font.

Through the rhyme:

- the sounds, letters and words of Hindi are presented in a meaningful context.
- the child's attention is focused on the sound that is being repeated.

The musical notation helps the child find the correct note to begin singing the next rhyme.

The illustration of the rhyme helps the child to make sense of what she hears by looking at the picture.

Stage 1 Presenting the rhyme

- Ask the child to look at the picture and simultaneously listen to the rhyme (either on the CD or recited/sung by you).
- Point to the appropriate part of the picture as you sing each rhyme. For example, as you sing the 'na' rhyme, point to 'na', to 'nana', to 'nani', to the house, to the 'naav', to the 'nadi.'
- Continue doing this for all the other rhymes of the cluster.

Note: Don't expect or encourage the child to try to read the rhyme printed in a small font. That is meant for your convenience only.

Stage 2 Inviting children's responses

Give the children an opportunity to link the poem to their own lives and talk about this.

For the Hindi-speaking child

- Encourage him to speak to you in Hindi about the rhyme or about any incident that this rhyme may remind him of.
- Encourage him to look at the picture closely and speak about what he likes, what he doesn't like, what he finds funny, what he finds strange and so on.

Why?

This helps children develop their expressive abilities and connect to the rhyme in a natural way.

For the non-Hindi-speaking child

• Encourage him to respond in his first language to what he has understood of the rhyme.

Why?

- This activity encourages the child to look closely at the picture.
- This will help you gauge what the child has understood and what he hasn't from the pictures and the intonation and see where more explanation is required. (This is however not the stage to start translating in the first language of the child.)

Stage 3 Explaining the rhyme to the non-Hindi-speaking child

- Repeat the rhyme, line by line, pointing to the various parts of the picture to clarify and bring out the meaning of the rhyme. Keep translations into the first language to a minimum.
- Link the **sound of the letter** (in the large font) to **its shape.**
- Draw the child's attention to the **multiple occurrences of this sound in the rhyme.**
- **Act out** how you row the boat across the river ('na' rhyme), how the crows fly away ('ka' rhyme), or how girls play hop and catch ('la' rhyme). Get the child to do the same.
- **Use any concrete materials** that may be available in the room to get the meaning across. For instance, if there are bricks, point to them, while explaining the 'ee' rhyme, break a chalk/a biscuit into half to show the meaning of 'aadha' (aa rhyme) etc.
- **Use the pictures** at the bottom of the page to explain the meanings of all the nouns.

™ Note:

- Act, point, show pictures etc. but don't try to give lengthy explanations in Hindi! The child doesn't know the language as yet!
- Children are adept at 'training' their parents and teachers to translate everything for them! Watch out that this is not happening to you!

Stage 4 Explanation of the words

- Draw the child's attention to the pictures in the boxes at the bottom of the page.
- Show the child the picture. Ask him what it is.
- Slowly and deliberately, write the word on a paper or on the chalkboard and sound it out as you write it : न-दी.
- Now point to the word. Ask him, what it is.

Stage 5 Explanation of the gender

- Point to the gender logo of the noun.
- Explain in the child's first language that all nouns in Hindi are either 'boy words' or 'girl words'.
- Show them the logos of 'girl word' and 'boy word' that are in the box.
- Tell them that to form sentences it is very important to know whether the noun is a 'girl word' or 'boy word'. So they must always look at this logo.
- You could now have the following series of question-answers:
 - 1. You: (pointing to the picture of the boat.)" 'naav' 'girl word' hai ya 'boy word' hai?" The child: (looking at the logo) "It is a 'girl word'."
 - You: "Good! It is a 'girl word'. And because it is a 'girl word' you will say 'yeh meri naav hai'. Repeat after me, 'yeh meri naav hai'."
 - The child: "Yeh meri naav hai."
 - 2. You: (pointing to the picture of 'laddoo'.) " 'laddoo' 'girl word' hai ya 'boy word' hai?" The child: (looking at the logo) "It is a 'boy word'."
 - You say: "Good! It is a 'boy word'. And because it is a 'boy word' you will say 'yeh mera laddoo hai'." Repeat after me, 'yeh mera laddoo hai'."
 - The child: "Yeh mera laddoo hai."
 - 3. Repeat this for all the nouns presented in boxes at the bottom of the rhyme pages.





Key features of the rhyme page for vowels

The vowel page though similar to the consonant page, has a few differences. Follow the stages 1-5 explained for consonants. In addition, draw the students attention to the following:

following: A two-line alliterative आ rhyme enables the child to ***** develop the idea of the categories of consonant and vowel through the length of the rhyme itself. demonstrates occurrence of the sound of the vowel in both its forms: as swar and as This table shows that the **(3)** matra. same sound can be written मेरा आधा in two ways: as a swar and as a matra. 80

Stage 6 Teaching the concept of Swar and Matra

Using the table on the vowel page, point out that the vowel sound is expressed in two different ways—in the *swar* form and in the *matra* form:

- when the sound of the vowel is an **independent sound**, then the *swar* **form** is used to write it. For example, in words like आम, कई, नाई;
- when the sound of the vowel **helps change the way a consonant is pronounced** then the *matra* **form** is used to write it. For example, in words like नाना, नानी, की.
- To help the child practise the concept of *swar-matra*, write a set of words like लड़<u>का</u>, <u>आ</u>म, लड़<u>की</u>, मछ<u>ली</u>, <u>ईख</u>, सप<u>ना</u> etc. on the board. Now ask the child to
 - a. Find an independent 'आ', an independent 'ई' etc.
 - b. Find a **helper** that is helping:

'न' sound like 'ना',

'क' sound like 'का',

'ল' sound like 'ली' etc.

Note:

- The *swar-matra* concept is very important. If children grasp it well at this stage, they make fewer spelling mistakes later.
- There is no harm in introducing children to the categories of *vyanjana* (consonants), *swar* (vowels) and *matra* (vowel signs) from early on.

2 REPETITION AND MEMORIZATION OF RHYMES



Textbook

What should you do?

Write the consonants & vowels introduced in the cluster on the blackboard.

If your students are Hindi-speaking

• They will learn these rhymes very quickly.

 While listening to each of the rhymes ask children to come up in turns to the blackboard and point to the correct letter as the others sing the rhyme for it.

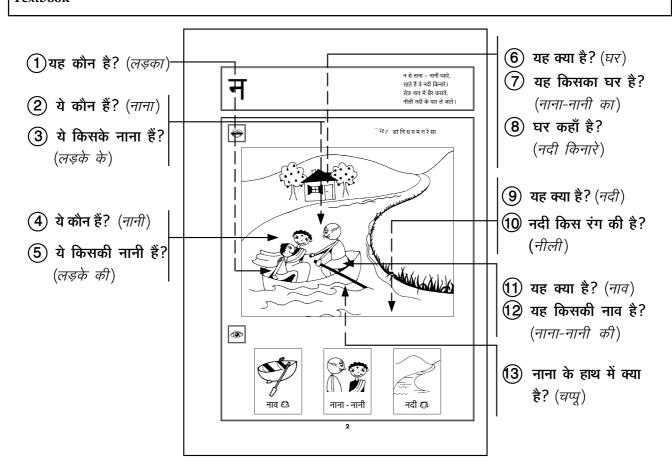


If your students are non-Hindi-speaking

- Repetition and recitation should first be done with the whole group, then with a smaller group and lastly, individually. This helps children overcome the hesitation of speaking in a new language.
- If children are having difficulty in pronouncing the rhymes then break up each line of the rhymes into smaller sections and ask them to repeat after you. Give children plenty of opportunities to repeat the rhymes.
- Encourage children to repeat these rhymes as often as possible in class as well as at home along with the CD. They should memorize them well.
- Pay special attention to the pronunciation. If a specific child has difficulty in differentiating between the sounds of the letters (like ক-অ, ঘ-छ) then the following exercise may be done with him:
 - 1. Ask the child to place his palm in front of your mouth.
 - 2. Now say the letter aloud 'क'.
 - 3. In the child's first language ask him: "Did you feel the air on your palm when I said the letter?" The child would say: "No".
 - 4. Now once again ask the child to place his palm in front of your mouth.
 - 5. Now say the letter aloud 'ख'.
 - 6. Ask the child: "Did you feel the air on your palm when I said the letter?" The child would say: "Yes".
 - 7. Now ask the child to keep his palm in front of his own mouth and say the letter aloud.
 - 8. This activity gradually helps the child in differentiating between the different sounds of Hindi letters.

Note: Remember, memorization in an unfamiliar language is slow: it takes time to memorize something and it is easy to forget. Therefore, as your child advances to later clusters, make time to review the previous clusters periodically.

3 Textbook ASKING QUESTIONS ON PICTURES, COLOURING



Stage 1 Asking questions on pictures

- When teaching a new language, questions play an important role.
- Your questions should be direct and simple so that children understand your questions.
- Some sample questions related to the 'na' rhyme are presented above.
- In the beginning, accept the child's one-word answer, but rephrase it as a full sentence yourself before moving on to the next question. In time, children will start giving you full answers.
- Another strategy that you can use, especially to introduce new, related vocabulary (as in question 13 above): ask a question and give the answer yourself. Then repeat the question, getting the students to answer it this time.
- Ask these questions rapidly to help you get a sense of how much the child is grasping.
- Every day, make it a point to ask a few brief questions orally.
- Note: Broadly speaking, at this level, your questions will remain limited to 'कोन', 'क्सका', 'किसकी', 'किस रंग का'. Once in a while you may ask the 'क्यों' question, but you should be conscious that this is more difficult to answer and therefore plan ahead for strategies that will help students answer such questions.



Stage 2 Colouring

What does the child do?

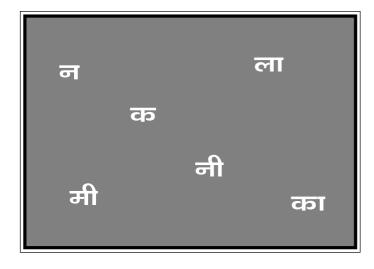
- The child colours the large picture on the rhyme page and while doing so looks closely at it.
- The child may talk to you about the picture and may even ask you for words for things that appear in the picture but are not named in the rhyme.

Why is she being asked to do this?

- Children enjoy colouring, and in colouring the large pictures, they make the book their own.
- It gives you and the child an opportunity to talk about the picture, the rhyme etc.

4 Blackboard

CHECKING RECOGNITION OF LETTERS



What do you do?

- Handwrite the letters of the cluster all consonants, *swars* and consonants with *matras* on the board (or use handwritten flash-cards).
- Show these one by one to the children and ask them to identify these.

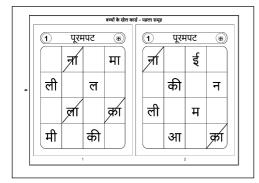
Why should you do this?

- This helps children to relate to handwriting and not just to print.
- It helps children see the effect of the *matra* on the consonant.

5 Textbook

POORAMPAT '雨'





What is this?

- This is essentially a modified version of the game of 'bingo', 'housie' or 'tambola'.
- In Poorampat 'ক', instead of numbers, children cross out the letter being called out.
- At the end of the game, instead of shouting 'bingo' children shout out 'Poorampat' *ie* the game has been completed.

Why should you play this game?

It is a fun way of checking whether

- the child can identify the consonants, the vowels and the consonant with the *matras*.
- children are able to see the correspondence between sound and script.

How should you play this game?

- 1. The umpire takes the mastercard.
- 2. Each of the players chooses one out of the four cards on the double-page spread.
- 3. Each player and the umpire have a pencil ready in hand.
- 4. The umpire calls out at random any item from the mastercard, and places a tick in front of it on the mastercard (so that he can keep track of what he has called out and does not repeat it).
- 5. Each player checks on his card for the item that has been called out. If he finds the item, he crosses it out.
- 6. Once a player has crossed out all the letters on his card, he calls out 'poorampat' (which means he has completed the game).
- 7. The umpire checks the letters on the players card and if they tally then the player is declared the winner.
- 8. The game may continue like this till all items on the mastercard have been called out.

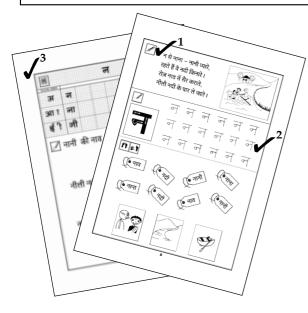
™ Note:

- This game can be played with many children at the same time.
- By watching the children play this game, you will come to know which letters are well established in your children's minds and which ones are not.
- Don't hesitate to get children to play this game again and again till they become
 proficient at it. Some children need more practice than others. This is a good way
 to give them practice.

6

Workbook

WRITTEN EXERCISES



Exercise 1

What does the child do?



- The child recognizes a given letter within the text of a poem.
- He highlights it with a crayon or underlines with a pencil.

Why is he being asked to do this?

 So that he can demonstrate his ability to identify a given letter within a text.

Exercise 2

What does the child do?



• Following the suggested sequence of strokes the child traces over a given letter.

Why is he being asked to do this?

- So that he uses the correct sequence of strokes to write.
- In the long run, using the correct sequence will save him time and make him more efficient at writing.

Note: If you are dealing with very young children (less than six years of age), this exercise could be preceded by other writing readiness activities such as drawing out the letter in a sand tray or writing it with a chalk on the floor.

Exercise 3

What does the child do?



- The child writes a given letter repeatedly on the grid sheet as he says aloud what he is writing.
- The child writes a given letter repeatedly along with the *matras* that have been learnt in this cluster, as he says aloud what he is writing.

Why is he being asked to do this?

- Writing on the grid sheet helps the child become aware of the correct proportions of the letter. Hindi is one of the few languages where strokes go in all four directions – from top to bottom, from bottom to top, from left to right and from right to left. How far the stroke is to be taken, is not easy to decide. The grid helps the child get a measure of this.
- By writing on the grid, the child develops a sense of proportion in the strokes.
- The child understands how the *matra* modifies the sound of the consonant.

7

FLASH-CARD GAME 1



Look and name



How is this game played?

- Spread all the picture flash-cards of the cluster face down in the center.
- Each player takes turns to pick up a card. He turns it over and looks at the picture. He shows it to all the players and then names it.
- If he is able to name it correctly, he keeps that card with him. He may then pick up another card. He can pick up a maximum of 3 cards in one turn.
- If he is unable to name the card correctly, he returns the card to its original place back in the center. The turn passes to the next player.
- The player who collects the maximum number of cards is the winner.
- This game can be played with 2 8 players. If there are more players, the turns are too slow in coming.

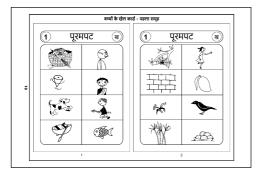
Why is the child being asked to play this game?

• By playing this game, children learn new words and their meanings easily. They get practice with nouns in an enjoyable way.

8 Textbook

POORAMPAT 'ख'





How is this game played?

- It is played in the same way as poorampat 'ক'.
- Instead of numbers, children cross out the picture corresponding to the word that is being called out.

Why should you play this game?

• It is a fun way of checking whether children can identify the pictures, and are able to see the correspondence between the sound and meaning.

FLASH-CARD GAME 2

Match picture-card with word-card





Stage 1 Matching game

How is this game played?

- Spread all the picture-cards and word-cards of the cluster **face up** in the center.
- Each player takes turns to pick up a word-card and a picture-card.
- If the match is correct, he keeps the cards with him. He may then pick up another pair of cards. He can pick up cards upto a maximum of 3 times in one turn.
- If he is unable to match the cards correctly, he returns the cards to their original place in the middle. The turn passes to the next player.
- The player with the maximum number of pairs in the end is the winner.
- This game can be played easily with 2 8 players. If there are more players, the turns are too slow in coming.

Why is the child being asked to play this game?

• The child learns to recognize words as sight-words and they get practice in matching these to the correct pictures.

Note: If children are having a lot of difficulty, they can be allowed to refer to the textbook. Half a point could be deducted for the pair whenever they use the textbook.

Stage 2 Memory game

How is this game played?

- Spread all the picture-cards and word-cards of the cluster face down in the center.
- Each player takes turns to pick up a word-card and a picture-card. He shows both the cards to the other players.
- If the match is correct, he keeps the cards with him. He may then pick up another pair of cards. He can pick up cards up to a maximum of 3 times in one turn.
- If the match is not correct, he returns the cards to their original place in the middle. The turn passes to the next player.
- In the meanwhile the other players are carefully watching which cards are being kept back where. They use their memory to find the right matches.
- The player with the maximum number of pairs at the end is the winner.
- This game can be played with 2 8 players. If there are more players, the turns are too slow in coming.

Why is the child being asked to play this game?

- This is a more challenging and much more enjoyable way of playing the stage 1 game.
- The children need to be already quite familiar with the sight-words.
- The memory game version hones their sight-word recognition skills further, keeping them alert all the while.

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Textbook

POORAMPAT 'ग'





How is this game played?

- It is played in the same way as *poorampat* 'ক'.
- Instead of numbers, children cross out the word corresponding to the one that is being called out.

Why should you play this game?

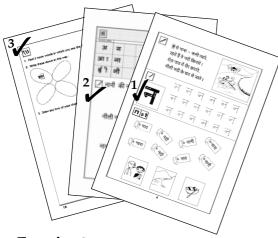
It is a fun way of checking whether

- children can identify the words as sight-words.
- children are able to see the correspondence between the sound and the written word.

11

Workbook

WRITTEN EXERCISES



Exercise 1

What does the child do?

 The child first matches word to word and then word to picture by joining these with his pencil.



Why is he being asked to do this?

- So that he can demonstrate his ability to identify sight-words.
- So that he can demonstrate his ability to read words and understand their meaning.

Exercise 2

What does the child do?

• The child reads the words that are given and draws his own picture for them.

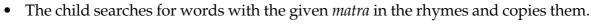


Why is he being asked to do this?

- So that he can demonstrate his ability to establish a link between the script and the meaning.
- So that he gets an opportunity to give a personal expression to the words.

Exercise 3

What does the child do?



• He draws a picture for a few of these.

Why is he being asked to do this?

• So that he can recognize this *matra* in known and unknown words.



FLASH-CARD GAME 3



Separate the 'boy words' and the 'girl words'





How is this game played?

Stage 1

- Two players sit together. One is the player, the other the umpire.
- The umpire has the textbook for reference.
- The player has all the picture-cards of the cluster face up in a pile.
- The player also has two sheets of paper, each one coloured a different colour, on which he has drawn a boy's face and a girl's face as a picture-symbol to represent 'boy words' and 'girl words'.
- The player picks up a card at a time and places it either on the sheet with the 'boy word' picture-symbol or on the sheet with the 'girl word' picture-symbol.
- The umpire checks. If the card has been placed correctly, he leaves the card on the sheet.
- If the card has been wrongly placed, the umpire picks up the card and places it at the bottom of the player's pile.
- The game continues till the pile gets over.
- This game can be timed to see how fast a player can complete it.

Why is he being asked to do this?

• This is a fun way for the children (players and umpire) to begin to recognize the gender of nouns which is critical for correct sentence formation in Hindi.

Stage 2

- This is a game for 6-8 players.
- Spread the picture-cards face down in the center.
- One child in the group is the umpire. He keeps the textbook with him.
- Each player takes turns to pick up a picture-card. He shows the cards to the other players.
- He makes a sentence that shows his knowledge of gender. For example, 'यह मेरा आम है' or 'यह मेरी नाव है'.
- The umpire checks the answer. If the answer is correct he gives the thumbs up signal. The player keeps the card. He may pick up another card. He can pick up cards upto a maximum of 3 times in one turn.
- If the answer is wrong, the umpire gives the thumbs down signal. The player places the card back in the center. And the turn passes to the next player.
- The child who has the maximum number of cards at the end is the winner.

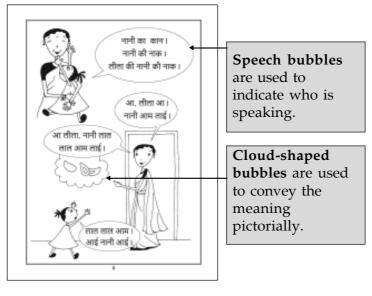
Why is he being asked to do this?

- This is a more challenging and enjoyable way of playing the stage 1 game.
- The child can demonstrate that he knows the gender of the noun and how it changes the form of the possessive adjective.

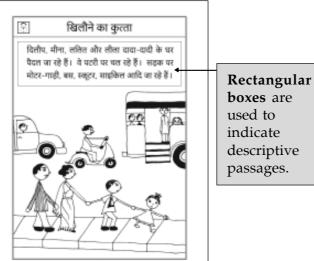
READING



Key features of the reading texts



- Short, illustrated reading-texts consist of dialogues and descriptions.
- The comic-book style illustrations and layout help the child make sense of the text.
- These texts are made up only of the letters and matras that the child has already learnt through the rhymes.
- Sight-words that the child has learnt are included in these texts.
- New vocabulary using known letters is introduced. Pictures help the child to understand the meaning of new words.



Teaching reading: some preliminary comments

It has been observed that the most common mode of reading is reading silently: after all, when we read a hoarding on the roadside, or the newspaper, or a storybook, we hardly ever read them aloud. Indeed, if we were to do so, many people would turn their heads and raise an eyebrow! Yet, in language teaching, reading silently is seldom encouraged and the most commonly experienced mode of reading in the classroom tends to be reading aloud. But, in reality, we read something aloud to another only when we are fully familiar with that text, when we want to share it because it seems of particular significance to us and we are sure that the listener, too, would find it interesting. Hence the suggested sequence on the next page reflects this reality: first the teacher reads aloud, then the child reads in his mind and at the end he reads the text aloud.

Teaching reading: suggested stages

Stage 1 The teacher reads the text aloud or plays it on the CD

- Read the text aloud to the child with full intonation and expression or play the CD.
- Keep verbal explanation of the text to the minimum. Through your voice modulation and inflexions the child will be able to understand the text to some extent.
- Encourage the child to listen to the CD again and again at home. As he does this, he will automatically get a sense of the correct intonation, expression and pronunciation.

Stage 2 The teacher helps the children make sense of the text

- Ask questions in Hindi about who is speaking, to whom, about what etc., in order to ensure that the children understand the basic situation in the text.
- Encourage the children to work out the meaning of the text with the help of the pictures on the page. The child can be helped in this by pointing to the pictures, by linking the text to their lives and by asking small questions.

Stage 3 The child reads silently

• Make sure that the child has time to practise reading the whole text silently.

Stage 4 The child reads aloud to himself

- Once at ease with the text, the child could attempt to read it aloud to himself.
- Encourage him to read with intonation and expression and not by sounding out the words letter by letter.

Stage 5 The child reads aloud to others

- Divide the children into small groups (four to six children each).
- Each child takes his turn in reading the text aloud to the rest of his group.
- Other children of that group are free to help or correct him.
- They can take your help in case of a doubt about pronunciation, meaning or intonation.
- By grouping children in this way, no child needs to wait too long for his turn to come.

Stage 6 Speaking about the text

- Give children some time to discuss what they have just read.
- Children left like this in a small group will probably argue, mimic, make comments, perhaps even poke fun, in their first language or in Hindi.
- Though this kind of exchange might seem too free, it can be seen that it helps children develop a greater fondness for reading.

14

IDENTIFYING GENDER AND SPELLING

Workbook

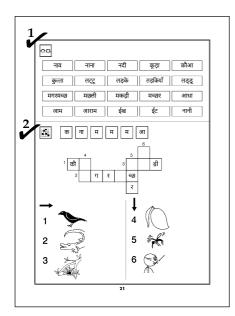
Exercise 1

What does the child do?

 This is an exercise by which the child shows his knowledge of the gender of nouns in Hindi.



• First, the child chooses two different colours – say green for the 'boy word' nouns and red for the 'girl word' nouns.



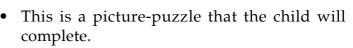
- He then colours the boy-word logo green and the girl-word logo red.
- Then he proceeds to colour all the boy-word nouns of the exercise green and all the girlword nouns red (reflecting the colours he has chosen for the logos).

Why is he being asked to do this?

• So that he can demonstrate his ability to identify the gender of the noun.

Exercise 2

What does the child do?





- The child looks at the picture-clue given below the puzzle and recognizes the word.
- All the missing letters of the puzzle are provided in the boxes above the puzzle.
- Once the child has recognized the word, he chooses the appropriate letter and fills in the puzzle.
- By doing this a word gets formed.

Why is he being asked to do this?

- We normally look at words in their horizontal form. Puzzles help the child to look at the word in the vertical form as well.
- This lays a foundation for developing correct spelling.

15 Workbook

EVALUATING SPELLING AND GENDER



Evaluation 1

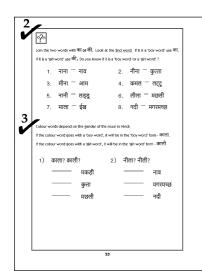
What does the child do?

• The child fills in the missing letters and *matras*.



Why is he being asked to do this?

• So that he can demonstrate his knowledge of consonants, vowels, *matras* as well as the overall spelling of words.



Evaluation 2

What does the child do?

The child joins the two words by choosing the correct form of 'का' or 'की', pending on the gender of the second noun.



Why is he being asked to do this?

 So that he can demonstrate his knowledge of the gender of nouns and his ability to apply this knowledge.

Evaluation 3

What does the child do?

 The child chooses the correct form of the adjective according to the gender of the noun.



Why is he being asked to do this?

- So that he can demonstrate his knowledge of gender and has an opportunity to apply this.
- This lays a foundation for correct sentence construction.

16 Textbook

DIALOGUES



Key Features of the dialogue

- This short dialogue expands on a situation shown in one of the rhymes of the cluster.
- It presents spoken, idiomatic language to the child.
- Children could listen to it on the CD or you could read it aloud to them. This
 dialogue is not to be read by the children since they don't yet know all the
 letters used in it.
- रानी नमस्ते लालाजी!
 रानी नमस्ते लालाजी!
 लालाजी नमस्ते लालाजी!
 लालाजी नमस्ते विटिया! आज चया लांगी?
 रानी लालाजी मुझे बहुत प्यारा लग रही है। ठंडी
 लस्सी हैं?
 लालाजी हाँ विटिया।
 रानी मुझे एक लस्सी वे वीजिए।
 लालाजी ये लो विटिया।
 रानी ये लोजिए दस रूपए लालाजी।
 लालाजी शुक्रिया विटिया।
- The basic purpose of this page is to present to the non-Hindi-speaking child, some ready-made idiomatic expressions that he can readily begin to use in his daily life.
- This page is not intended to teach sentence structures to the child. That will be systematically dealt with in *Hindi Ki Duniya 3* which is the next level of the programme.

How should you use this page?

Stage 1

Ask the children to look at the picture carefully. Then ask them the following questions:

- 1. यह वार्तालाप किस कविता से संबंधित है?
- 2. चित्र में कौन-कौन दिखाई दे रहा है?
- 3. वे लोग कहाँ हैं?

- 4. वे लोग क्या कर रहे हैं?
- 5. वे ऐसा क्यों कर रहे हैं?

Ask these questions in Hindi with the appropriate expression and intonation. The non-Hindispeaking children may respond in their first language and they should be allowed to do so.

Why?

Through these questions the basic parameters of a communicative situation such as who, when, where, why etc. become clear to the child.

Stage 2

Read the dialogue out with feelings and intonation or ask the children to listen to it on the CD. **If the children are Hindi-speaking**, you could ask them to work with each other. Together they could develop similar dialogues using other rhymes, adding new characters if they wish to. They could also enact these in front of the whole class.

Why?

It allows children the space to express themselves orally, using their imagination and language.

If the children are non-Hindi-speaking, get them to repeat and memorize the dialogue, after you have explained it to them. Give them the opportunity to use some basic idiomatic expressions in their daily interactions with you. You could remind them to use words such as 'नमस्ते', 'शुक्रिया' etc. with you.

Why?

This allows the children to slowly get used to using Hindi and makes them ready for learning it formally at the later level.

1	7
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Textbook

ENACTING RHYMES

Preparation

- You and the children could discuss how the rhymes of the cluster may be enacted. Children have interesting suggestions for this. Try to incorporate their suggestions as far as possible.
- Collect small props to help in the enactment. For example, a dustbin for the क rhyme, a blue *chunni* to indicate the river for the न rhyme.
- Children practise acting out the rhymes:

Hindi-speaking children could be encouraged to create small dialogues and convert the rhyme into a small play.

Non-Hindi-speaking children could sing the rhymes as action rhymes.

• These rhymes could be combined with other poems or stories that you may be aware of. There is no limit to creativity in this phase!



Presentation

• Present these rhymes to other members of the family, to the class or at a school assembly programme.

Why should you enact these rhymes?

- For Hindi-speaking as well as non-Hindi-speaking children, this is an enjoyable and rewarding experience leading to greater self-confidence.
- By nature, children love acting out little scenarios. This interest can be harnessed to make language classes come alive.
- As non-Hindi-speaking children act out the rhyme, the full meaning and the nuances of the rhyme become clearer.
- Props help in making meanings of words absolutely clear.
- In practising to make a presentation to an audience, students hone their pronunciation and expressive skills.

18 Textbook & Workbook

INTRODUCING THE VARNAMALA AND COPYWRITING



In the textbook

What does the child do with the Varnamala page?

• The child sees the placement of the letters that she has learnt in the sequence of the alphabet.

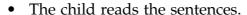
Why is she being asked to do this?

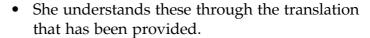
• So that she becomes aware of the alphabetic sequence of letters in the Hindi *Varnamala*.



In the workbook

What does the child do on the copywriting page?





• She copies out these sentences neatly.

Why is she being asked to do this?

• To develop her motor skills in writing Hindi.



TWO KINDS OF LEARNERS IN THE SECOND LANGUAGE HINDI CLASSROOM

The table below explains the different experiences of two kinds of learners in a second language Hindi classroom: a Hindi-speaking child and a non-Hindi-speaking child.

A Hindi-speaking child

1. When a five-year old Hindi-speaking child comes to a second language Hindi class he already has had approximately 18,000 hours of interactive exposure to this language at home (assuming that the child is awake 10 hours a day).

2. This child is comfortable listening to and being addressed in the language. When someone addresses him in Hindi, it seems quite natural to him.

3. This child understands spoken Hindi well and is able to converse in Hindi with ease.

- 4. Since this child has grown up hearing and speaking Hindi he can distinguish between the various sounds of the language with ease. He also doesn't normally have any difficulty in pronouncing all the sounds and words of Hindi.
- 5. When this child reads an age-appropriate text in Hindi or such a text is read aloud to him, he usually understands the meaning of this text.

A non-Hindi-speaking child

When a 5-year old non-Hindi-speaking child comes to the second language Hindi class he would have had sufficient exposure to his first language. But his opportunity to speak and hear Hindi is limited to the class time. In a school one gets at the most six 40-minute periods in a week for the second language. As such he will get a maximum of 180 hours of exposure to Hindi in a given school year.

For this child, Hindi is not a familiar language. Hence when someone addresses him in Hindi, the unfamiliarity of the language may make him anxious.

This child is initially on high alert and makes tremendous efforts to comprehend what is being said by cues such as the context, gestures etc. However, when the child is unable to understand the context fully, then he finds it difficult to understand Hindi and gradually his interest in the language may diminish.

For this child, Hindi is a new language. Therefore he is often unable to hear certain sounds of this language, especially the ones that are not common in the phonetic structure of his native language. Hence, he is unable to pronounce some of the new sounds and words readily.

Since *Devanagari* is a phonetic script, it is possible for the child to decode the text he has been given and read it aloud. But when he reads a text in Hindi, he doesn't necessarily understand the meaning of this text. Decoding and reading with understanding are two different activities.

A Hindi-speaking child

- 6. When the teacher gives age-appropriate words and sentences as dictation, this child can easily understand the meaning of the words and hear the sounds accurately, even though he may have some difficulty in writing. Yet since he hears the sounds accurately and can comprehend the words, dictation is not too daunting a task for him.
- 7. From birth to five or six years of age, this child has absorbed, without any assistance, the gender of countless nouns in Hindi. Hence when he makes sentences, they are usually free of gender-related errors and are grammatically correct.
- 8. This child is able to successfully complete individually or in a group all the oral tasks expected from him at school.
- 9. This child is able to build on the foundation of the language competency that he brings from home. He memorizes new vocabulary easily and adds sentence structures to his already existing repertoire.
- 10. The gap between what the child already knows and what he is expected to do in class is not very wide, therefore he is most often successful in doing the classroom tasks. Hence it is relatively easy to motivate this child in the Hindi class.

A non-Hindi-speaking child

When the teacher gives age-appropriate words and sentences as dictation, this child is unable to recognize some of the sounds accurately. He also doesn't understand the meaning of some of the words and sentences. His difficulty with dictation thus gets compounded and this seems an impossible task for him to achieve.

Although the child may have become familiar with some nouns in Hindi, he is completely unaware of the gender of the nouns. Hence he is unable to make the simplest of sentences accurately since the gender of the nouns has an impact on sentence construction in multiple ways.

While this child may gradually be able to manage an oral activity in a group, doing the same activity individually is something that he may wish to avoid. He finds reciting a poem, answering questions and doing other oral activities by himself quite difficult.

It is easy to forget words in a new language. Even though in other contexts this child's memory is good, yet in Hindi he tends to forget words and sentences that were taught to him fairly recently. Even when he remembers some words, he has difficulty in using them in a sentence.

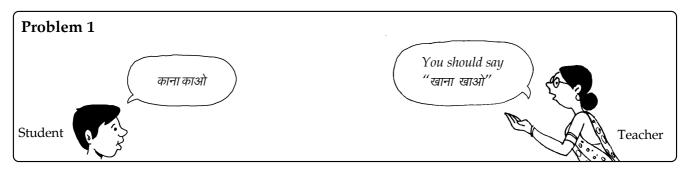
This child may somehow succeed in understanding some sentences and words and is initially enthused by his small successes. However, he is unable to express himself in Hindi. There is a wide gap between what he can do and what he is expected to do. Therefore despite immense effort he meets with repeated failure. As time goes by this makes it more and more difficult for the teacher to motivate this child in the Hindi class.

For teachers of Hindi, it is thus a unique challenge to introduce new learners to the Hindi language in a manner that will make children enjoy the process of learning the language in class and begin using it in their daily life, thereby making this language their own.

PROBLEMS OF TEACHING AND LEARNING HINDI AS A NEW LANGUAGE

When a Hindi-speaking child enters the classroom the teacher's focus is invariably on teaching him the *Devanagari* script. Once he is able to read and write, the language is further developed by getting him to read new stories and working on these. However, often there are children in the Hindi classroom who do not have the opportunity to either listen to or speak in this language outside the classroom. The *Hindi Ki Duniya* programme has been designed keeping in view the situation and specific difficulties of such children.

We discuss below some of the **common problems** faced by students who are learning Hindi as a new language as well as by their teachers. These are first presented in their own words. Thereafter possible **reasons** for these problems are discussed in the light of **principles** of learning a new language. Lastly the manner in which these principles have been converted into **pedagogic practices** in the *Hindi Ki Duniya* series is outlined.



Such mispronunciation of words or phrases is common for a non-native speaker of Hindi but jars on the ears of the native speaker.

Reason and principles of language teaching

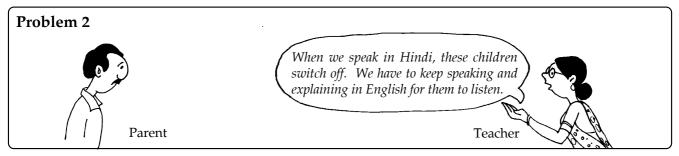
Every language has a different range of sounds. Hence, to begin with, it is essential to familiarize the student with the sounds of the new language. Some new learners of the language are prone to mispronouncing some sounds because they are in fact unable to *hear* them correctly and *distinguish* between two similar yet distinct sounds such as क and ख— one being a non-aspirate and the other an aspirate. When Hindi letters are presented in their natural alphabetic sequence, the similarity of sounds and the very proximity of their occurrence makes it even more difficult for the learner whose mother tongue is not Hindi to discern the difference. Thus, when क and ख are presented one after the other, the student cannot hear the difference in their pronunciation, let alone be able to enunciate them correctly.

Pedagogic practice

In *Hindi Ki Duniya* 1 and 2, the letters have been presented in a different order. Similar sounding letters are presented in different clusters. Each letter is introduced separately through an alliterative rhyme and the child is thereby introduced to the different sounds of Hindi systematically.

Every rhyme has been set to music and presented on the CD. By listening to and singing these rhymes over and over again children become familiar with all the sounds of the language. They also imbibe the flavour of the language and experience the joy of rolling new sounds off their tongue.

Over a period of time, if the teacher keeps insisting on the correct pronunciation, then children are able to not just hear all the sounds but also to pronounce them accurately.



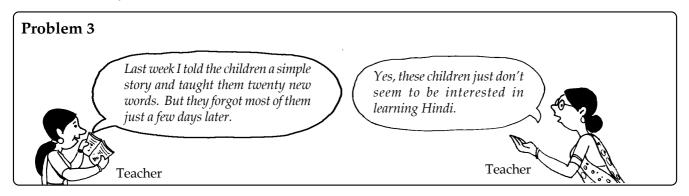
Reason and principles of language teaching

Attention span is directly linked to one's understanding of what is being said. It is difficult to pay attention to something that one cannot understand. When the learner is faced with new words or sentences, without adequate support of pictures or gestures that illustrate the meaning, he tends to get lost and his attention is prone to wander off.

Hence, it is important that in the initial introduction to a new language, the subject matter be kept limited. All that is said needs to be carefully supported by gestures, pictures and voice intonation so that the child understands what is being said in the new language.

Pedagogic practice

Each rhyme narrates a small story or describes a situation. It is illustrated in detail so that the meaning of the rhyme comes through with very little explanation or translation in the child's first language. For the convenience of the teacher the rhyme page of the textbook is also presented as a large chart. The teacher can point to the appropriate part of the picture as she presents the rhyme. This helps the child to remain focused on the subject matter.



Reason and principles of language teaching

It is difficult to remember words in a new language. Even names in a foreign language are hard to remember. Hence in the early stages of language learning, it is better to introduce only a few words at a time. These words must be introduced within a context. Besides, it is also necessary that opportunities are systematically created in the class for re-using the newly taught words. If this is not done, it is quite natural for the children to forget them.

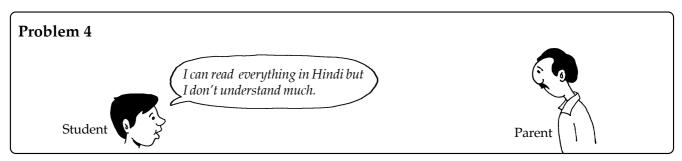
Yet, children do not enjoy memorization by rote, and try to avoid such tasks. Hence memorization activities should be designed in a way that motivates the children and they don't even realise that they are actually memorizing something.

Pedagogic practice

Through the rhymes of *Hindi Ki Duniya 1* and 2, not more than five nouns are introduced at a time, all drawn from a common context and starting with a common letter. This makes memorizing these nouns easier for the child.

Poorampat and flash-card games provide a fun-filled way of reinforcing words learnt through the rhymes. Children love to win and they do not mind playing the same game again and again. Hence even as they play these games, children automatically learn vocabulary.

Exercises in the workbook provide a variety of opportunities to revise the vocabulary of each cluster in writing. There are some self-checking exercises. These reduce the child's dependence on the teacher.

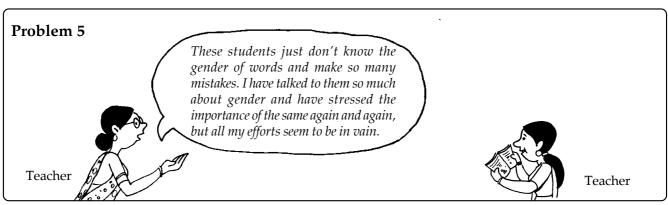


Reason and principles of language teaching

This situation often arises among non-native learners of Hindi because Hindi is a highly phonetic language and therefore it is relatively easy to learn how to 'read'. However, reading cannot be reduced to the mechanical skills of decoding symbols. Until and unless the child understands what he is reading, the act of reading is meaningless. Therefore right from the beginning, children should be given such texts to read which can be understood by them and which they enjoy reading. This is especially important while inculcating literacy in a new language.

Pedagogic practice

In *Hindi Ki Duniya 1* and 2 from the first cluster itself, all reading texts are well-illustrated. This helps the non-native learner to understand the context and guess the meaning of the text to quite an extent. Each reading text uses only those letters that have already been introduced to the child through the rhymes taught earlier. Hence, the child need not wait to learn all the letters before he begins to read. In fact, he can learn to read with comprehension from the first cluster itself. Since these texts are rooted in the daily life of children, they hold the interest of the child.



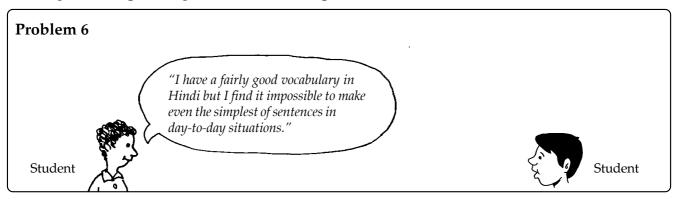
Reason and principles of language teaching

In Hindi each noun is either masculine or feminine and correct sentence formation depends on knowing the gender. If a child is taught a lot of vocabulary and is later expected to learn or guess the gender, this is an unrealistic expectation. He is bound to make several gender-related mistakes in his sentence construction. Hence, each noun needs to be taught along with its

gender from the very beginning in a systematic manner to ensure that the child is eventually able to make grammatically correct sentences.

Pedagogic practice

Each noun is presented here along with a pictorial logo that indicates its gender. However, the noun-gender association needs repetition and reinforcement. Plenty of opportunity for this has been provided through activities of observation, sorting out and application of the concept. This would make it easier to teach correct sentence construction at the next level. In *Hindi Ki Duniya 1* and 2 children are taught the impact of gender on prepositions (example: नाना की नाव, नाना का कुत्ता) and on adjectives (example: पीली पतंग, पीला आम). In *Hindi Ki Duniya 3* and *4* children are taught the impact of gender on different patterns of sentence construction.



Reason and principles of language teaching

Knowing words does not mean that one can make correct sentences, for the sentence structure of the new language could be quite different from one's first language. For example in English we say, 'I like eggs.' However, in Hindi we cannot say भैं (I) पसन्द हूँ (like) अण्डे (eggs). Children who have a good vocabulary but have not been taught correct sentence construction have no choice but to translate word to word like this.

It is for this reason that while teaching a new language

- children should first get the opportunity to read or hear sentences in a meaningful context. They would then be able to absorb/observe the patterns of sentence structure.
- they should be introduced to the rule that governs a particular sentence construction.
- lastly they should get plenty of opportunity to practise the same orally and in writing.

Pedagogic practice

Hindi Ki Duniya 1 and 2 comprises the beginner level of the programme and is intended for building a sound foundation for later language learning. This is built through letter-rhymes, reading-texts, games, gender-based exercises enactments etc. By learning the rhymes and reading the texts children learn some elements of the language (such as sounds, letters, words etc.) and along with this they also absorb some language structures. This knowledge of the language can then readily be drawn upon and extended in the next stage of the programme in a systematic manner, shifting the focus of learning from script, pronunciation, vocabulary and gender at the beginner level (Hindi Ki Duniya 1 and 2) to sentence construction and speech in the intermediate level (Hindi Ki Duniya 3 and 4).

Basic Principles For Teaching A New Language IN THE CLASSROOM

Many languages are spoken in India and Indians often speak more than one language with tremendous ease. What is surprising is that whereas the informal process of language learning is often successful, the same process, when carried out in the formal framework of a school classroom may seem difficult and uninteresting. On observing and analyzing this situation closely some basic principles of teaching a new language formally in the classroom come to light. If we make these principles an integral part of our teaching-learning process then learning a new language can become an interesting and satisfying process for the child.

1. Make learning a new language enjoyable for the child

Young children don't usually feel the need to learn a new language nor do they see any major benefit in doing so. Therefore it is important that the child is attracted to the activities and finds the process of learning a new language intrinsically interesting.

As such, the songs, games, stories and dialogues of *Hindi Ki Duniya* 1,2,3 and 4 have been created keeping in mind the interests of young children.



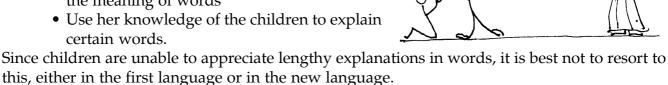
2. Provide ample opportunities for absorbing the new language

Two kinds of processes can be seen at work among those who are learning a new language: they absorb certain elements of the language unconsciously and they need to learn certain elements of the language consciously in a step-by-step manner. In order to absorb the language it becomes essential that the learner has enough opportunity to hear it being spoken. Hence the primary language that the teacher uses in the classroom becomes critical.

It is suggested that the teacher use the new language as far as possible. Children often expect and 'cue' their parents and teachers to translate everything back into their first language. Since it is primarily through the teacher that the children get an opportunity to hear the new language, the less the teacher translates the poems, dialogues, songs etc. into the first language of the child the better it is. At the same time, if the children wish to express themselves in their first language, this should be accepted, since this provides opportunities for them to express their thoughts. This would increase their sense of participation. In such situations, the teacher could restate what children speak, so that all children get to hear the manner of expressing it in the new language.

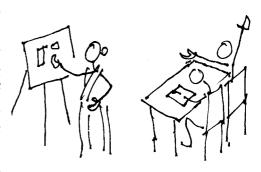
There are various ways in which the teacher can teach these songs, poems and stories without resorting to translating into the first language. For instance, in order to explain the rhymes and stories the teacher could:

- Act out the meaning of a sentence or phrase
- Point to the pictures
- Use available concrete objects to explain the meaning of words



3. Use pictures to support comprehension

Books introducing a new language need to strike a proper balance between natural language and simple language. If a child is presented with simple but unnatural (or meaningless) sentences in the new language, it is difficult to generate any interest or curiosity. On the other hand, if she is presented with rich and natural language, but does not have the means to make sense of it, then too her interest gradually diminishes. However, if the rich natural text is sufficiently supported by illustrations, the children can draw the meaning of the text.

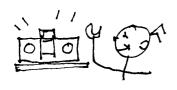


Therefore, in *Hindi Ki Duniya 1* and 2, though the poems use a rich natural language, it is presented to the child with large pictures. The poems are linked to the experiential and imaginary world of the child and this gets her interested in them. With all this support, the child is able to make sense of the rhymes. However, one must not expect that she understands all its nuances.

In *Hindi Ki Duniya 3* and 4 through the dialogues and stories the child is presented with natural language linked to child-friendly contexts. Familiarity of context and illustrations help the child to make sense of the text. By asking simple questions about these pictures the child is helped in speaking about the text and gradually starts responding in full sentences.

In *Hindi Ki Duniya 5* the number of illustrations are much less because by this time the child has the capacity to read, understand and visualize the world of the story. Illustrations however serve the purpose of attracting the child to the text and helping her understand it better.

4. Give sufficient time and support for absorbing the language before expecting the child to speak

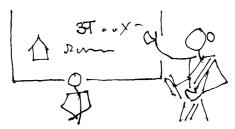


The foundation for the new language gets laid slowly. Children must get sufficient opportunities to listen to the new language and to use it in different situations. At the beginner level we should not expect the child to start speaking fluently in the new language. As the child's storehouse of words and sentences used in everyday life becomes richer, she would feel like expressing herself in the new language.

Sufficient time needs to be given for this; else children get stuck at a certain level and they find it difficult to move beyond it.

It is for this reason that in Hindi Ki Duniya 1 and 2 children get ample opportunities to hear

Hindi being spoken and sung through the rhymes, readers and dialogues; yet they are not really expected to speak a lot. In *Hindi Ki Duniya 3* and 4 not only are they expected to speak in full sentences, but they are also supported in doing so by the multiple oral and written exercises and games provided in the books. In *Hindi Ki Duniya 5* the non-Hindispeaking children are expected to do the same level of written and oral exercises as well as activities that are expected from a Hindi-speaking child of the same age.



5. Support the child's capacity to read with comprehension

The reading texts given to children in the initial years of learning a new language should be such that they can readily make sense of these. Merely recognizing the letters and sounding them out cannot be called 'reading'. There are several means by which children can be supported in making sense of what they read. These are:



- Linking with children's prior experiences
- Presence of some known words
- Guessing the meaning of unknown words through the context
- Using the pictures, logos etc. found on the page
- Reading out the texts with intonation and expression.

The reading texts of *Hindi Ki Duniya 1,2,3* and 4 make use of all these strategies. The reading texts have been read aloud on the CD with intonation and expression for this very purpose.

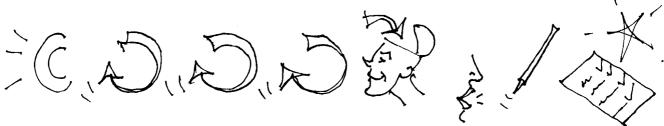
6. Identify the complexities of the new language and sequence their introduction

Some aspects of the new language need to be taught in a well-ordered sequence; the child cannot be expected to absorb these naturally. The sequence of teaching these needs to be determined according to the major difficulties and complexities in the syntax of the new language. The main difficulties noted in young learners of Hindi are the following:

- Remembering new words
- Gender of the nouns
- Mispronunciation of certain sounds leading to spelling errors
- Reading with understanding
- Impact of gender of nouns on sentence construction
- Impact of prepositions on nouns
- Impact of the subject on the verb
- Which verbs reflect the number and gender of the subject and which ones reflect that of the object
- Impact of direct object on the verb in past tense (usage of 'ने')
- Use of the different past tenses.

Several exercises and activities in *Hindi Ki Duniya 1,2,3* and 4 are specifically designed and sequenced to address the above difficulties.

7. Prepare the children for experiencing success in the use of the new language



Before expecting the children to do oral and written exercises, it is important to prepare them for these through interesting games and activities. It is not easy to remember words, their spelling, their gender etc. in a new language. This is the reason why children should get ample opportunity to practise and memorize these through repetition.

This is the main objective of the games in *Hindi Ki Duniya* 1, 2, 3 and 4. By playing these, children are amply prepared to handle the oral and written exercises so that at every stage they complete the task successfully. This feeling of success in speaking and writing with confidence in a new language motivates them to further their learning.

8. Use childrens' multiple senses in learning the language

Learning a language cannot just be a mental process. Language is learnt through a variety of experiences. Yes, paper and pencil exercises have a place in this process. Yet, there should be enough number of activities that bring into play the multiple senses of the child: for instance listening to and singing a song, looking at pictures and interpreting these, drawing pictures, colouring, role playing and drama, playing games with flash-cards etc. Each of these activities plays a vital role in the process of learning a new language. Such activities have been included in *Hindi Ki Duniya* 1,2,3 and 4.











9. See errors as an opportunity for learning

It is natural to make mistakes while learning a new language. However, children may feel inhibited if the teacher repeatedly corrects them, or shows her irritation at the errors through her facial expressions. To avoid this possibility it is important to look at children's errors as an opportunity for learning.

Which error should be corrected and when? Such a decision needs to be based on the objectives of the teaching-learning activity on hand. For instance, if the child makes an error in pronunciation, while playing a flash-card game (to show her knowledge of gender), then it may be sufficient to simply repeat what she has said with the correct pronunciation if the opportunity presents itself. However, while memorizing and learning the rhyme the child could be asked to repeat what she has said with the correct pronunciation. If need be, she can be taken aside and one could specifically teach her the correct pronunciation.



While correcting the workbook exercises, it is good to get the children to do the correction themselves. Children could exchange workbooks and correct them. The correct or incorrect answers should be fully discussed and the correct answer written on the board. Such discussions become an opportunity for teaching-learning. In correcting like this, children who have themselves made the mistake, often end up understanding the concept while correcting someone else's notebook. Later you could collect the notebooks and assess the understanding or level of individual children.

In correcting free writing (paragraph writing etc.), it is best if you tell the children beforehand what are the specific things you are going to look out for during correction. For example you could tell the children that for this assignment, you are going to look specifically at the usage of the *matra* of छोटी इ and बड़ी ई only, and the effect of the preposition on nouns. If you indicate specific things, it is easy for children even as they write freely to concentrate on the accuracy of these limited aspects. And your red pen doesn't end up decorating their entire page!

10. Create a conducive environment to encourage the learning of the new language

One of the functions of language is to enable relationships to be formed and our thoughts to be expressed. When children learn a new language in a tension-free atmosphere which allows for this, they get attracted to the new language, their interest is awakened and sustained and they participate in all the learning activities with enthusiasm. Through this process they learn to relate with each other, with the teacher and with the cultural world of the language.

