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## УЛУУ МУУНДАРГА КАРТА ОЙНОО АРКЫЛУУ АНГЛИС ТИЛИН ҮЙРӨТҮҮ КОМПЕТЕНТТҮҮЛҮГҮ. САНАРИПТИК БИЛИМ БЕРҮҮ СИСТЕМАСЫНЫН АЙЫРМАЧЫЛЫГЫ

**Аннотация.** ЖОЖдордогу чоң студенттерге, айрыкча Шарда университетинин чет элдик студенттерине, оозеки англис тили карта оюну менен үйрөтүлгөн эмес. Белгиленген окуу китептери, бош убакытта жөнөкөй оюндар аркылуу тил үйрөнүүнү камсыз кылбагандай кылып түзүлгөн. Бхуванешварда (2014) балдарды “төрт принципке үйрөтүү үчүн өзүнүн Карма тилин үйрөтүү ыкмасын (KLTА) түзгөн: 1. балдардын табияты (мүнөзү же свабха:вам); 2. эмгек (жүк) катары сабак жана катуу окуу аркылуу үйрөнүү; 3. оюн-зоок (ырахат алуу); жана 4 оюндарды окуу материалдарына айландыруу» жана Бхуванешварда (2018) ушул эле концепция колдонулуп, ирактык балдар телугу лексикасын чоң ийгилик менен үйрөтүштү (натыйжалардын 96%). Бхуванешвар (2018), (KLT) Оюндар аркылуу тил долбоорун демилгелеп, Шарда университетинде чоңдорго жөнөкөй санскритче сүйлөшүүнү үйрөттү. Өзүнүн семинарында ал санскрит тилин үйрөтүү үчүн ролдук оюн, дандия жана карталарды киргизген. Оюндун расмий түрдө катталбаган Дандиядагы жыйынтыгы абдан таасирдүү көрүнөт. Бул макалада флешкарталарды колдонуу менен англис тилин начар билген чоңдорго англис тилин үйрөтүү планы сунушталган.

Бул документ эки бөлүккө бөлүнөт. Биринчи бөлүгүндө теория жана процедура талкууланат. Экинчи бөлүктө 20 студент (болжол менен 20–30 жаштагы) сүйлөшүү боюнча сабак берүү үчүн тандалып алынат. Алар эки топко бөлүнөт: көзөмөл тобу (10 адам) жана эксперименталдык топ (10 адам). Контролдук жана эксперименталдык топторго бир эле учурда жөнөкөй азыркы/өтмүш жана келечектеги оюндар менен/жөнсүз суроолордун формалары үйрөтүлөт. Алардын квалификациясын текшерүү үчүн тест өткөрүлүп, жыйынтыгы салыштырылат. Эксперименталдык топ флешкарталарды колдонуу менен сүйлөшүүнү үйрөнүшөт. Мындан тышкары, алардын катышуусу жана жактыруулары анкета аркылуу өлчөнөт.

**Негизги сөздөр:** сүйлөшүү, англис тилинде чак, кармик тилди окутуунун методу, дандия, ролдук оюн, карталар, чет тилин үйрөнүү.

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## **КОМПЕТЕНТНОСТЬ В ОБУЧЕНИИ РАЗГОВОРНОМУ АНГЛИЙСКОМУ ЯЗЫКУ ВЗРОСЛЫХ С ПОМОЩЬЮ ИГРАЛЬНЫХ КАРТ: КОНТРАКТ С ЦИФРОВОЙ СИСТЕМОЙ ОБРАЗОВАНИЯ**

**Аннотация.** Разговорному английскому языку не обучали с помощью игральные карты взрослых студентов в университетах, особенно иностранных студентов в университете Шарда. Предписанные учебники составлены таким образом, что в них не предусмотрено изучение языка с помощью простых игр на досуге. В Бхуванешваре (2014 г.) был сформулирован свой подход к обучению кармикскому языку (KLTA) для обучения детей «четырем принципам: 1-ый – природа детей (характер или свабха:вам); 2-ой – обучение через уроки и напряженное чтение как труд (тягость); 3-ий – игры как развлечение (удовольствие); и 4-ый – превращение игр в обучающие материалы. а в 2018 была применена та же концепция, и иракские дети с большим успехом преподавали лексику телугу (96% результатов). В Бхуванешваре (2018) был инициирован проект «Язык через игры» (KLT), на котором взрослые обучались простому разговору на санскрите в Университете Шарда. На семинарах были представлены ролевые игры, дандия и карты, чтобы научить санскриту. Результаты игры в Dandia, официально не зарегистрированные, выглядят весьма впечатляюще. В этой статье был предложен план обучения английскому языку взрослых иностранцев, плохо владеющих английским языком, с помощью карточек. Этот документ разделен на две части. В этой статье, которая является первой частью, обсуждаются теория и процедура. Во второй части будут отобраны 20 студентов (около 20–30 лет) для обучения разговорной речи. Они будут разделены на две группы: контрольную группу (10 человек) и экспериментальную группу (10 человек). И контрольная, и экспериментальная группы будут обучаться простым формам вопросов в простом настоящем/прошедшем времени и будущем времени с/без игр в одно и то же время. Будет проведен тест для проверки их квалификации, и результаты будут сравнены. Экспериментальная группа будет обучаться разговору с помощью карточек. Кроме того, их участие и симпатии будут измеряться с помощью анкеты.

**Ключевые слова:** разговор, время в английском языке, подход к обучению языку кармик, дандия, ролевая игра, карты, изучение иностранного языка

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## COMPETENCY OF TEACHING ENGLISH CONVERSATION TO ADULTS THROUGH PLAYING CARDS: A CONTRAST TO DIGITAL EDUCATION SYSTEM

**Abstract.** English Conversation has not been taught through playing cards to adult students in universities, especially, foreign students in Sharda University. The textbooks prescribed are designed in such a way that there is no provision for learning a language through playing simple games at their leisure. In Bhuvaneshwar (2014), formulated his Ka:rmik Language Teaching Approach (KLTA) for teaching children on “the four principles of 1. nature of the children (disposition or svabha:vam); 2. learning through lessons and strenuous reading as labour (a burden); 3. playing games as entertainment (pleasure); and 4. overturning games into teaching- learning-materials” and in Bhuvaneshwar (2018) the same concept has been applied and Telugu vocabulary has been taught to Iraqi children with great success (96% results). Bhuvaneshwar (2018) initiated a Language through Games Project (KLT) and taught Simple Samskrit Conversation to adults at Sharda University. In his workshop, he introduced role play, Dandia and Cards to teach Samskrtam. The results from playing the Dandia game – but not officially recorded – are seen to be highly impressive. In this paper, an outline has been suggested to teach English to foreign adults who do not know English well by using cards.

This paper is divided into two parts. In this paper, which is the first part, the theory and procedure are discussed. In the second part, 20 students (around 20-30 years old) will be selected for teaching conversation. They will be divided into two groups: Control group (10 members) and Experimental Group (10 members). Both the control and experimental groups will be taught simple question forms in the simple present/past tense and future time with / without playing games in the same time. A test will be conducted to check their proficiency and the results will be compared. The experimental group will be taught conversation through cards. In addition, their involvement and liking will be measured through a questionnaire.

**Keywords:** Conversation, tense in English, Ka:rmik Language Teaching Approach, dandia, role play, cards, foreign language learning

### I. Introduction

According to Mackey (1965), language games are useful in teaching and learning languages. According to Bhuvaneshwar (1999 as 2014) and Shaima and Bhuvaneshwar (2018), learning (English) grammar by playing local folk games, based on his Ka:rmik Language Teaching Approach, is highly effective. It produced very high levels (96%) of learning in the case of primary school students in Libya and Iraq. Abdybekova (2016) used Kyrgyz sports and games *content* to teach English to medical and sports students in Bishkek. In another paper (2019 a), Bhuvaneshwar and also work in progress, Pramod, Aizada and Abdybekova are making an attempt to introduce teaching languages through *playing sports and games in Kyrgyzstan with local cultural content*. In this paper, **Language through Games Project (KLT)** has been extended to playing cards – previously games such as language *tokkudu biLLa* (hop-scotch to teach vocabulary), *language dandia* (to teach syntax and conversation), *chakra keLi* (circular games for teaching phonetics), *Vontika:la:ta* (*One- leg hopping to make sentences from a human circle*), *Bha:sha Bacchalu or Language Treasure Hunting* (*Hunting from a Heap by shooting a disc*), *Bha:sha Donga:Ta* (Stealing a word), etc. have been explored in Kri-

*da:maNi* by Bhuvaneshwar (2004) – to find out how incorporating sports and games into the teaching-learning situation of adults affects the learning of English.

### 1.1. Aims and Objectives

The aim of the present paper is to give a theoretical outline of teaching English conversation to students through cultural games and the objective is to teach adults English conversation containing yes-no questions in simple sentences and their answers by *Playing Language Cards*.

### 1.2. Materials and Methods

The materials are interrogative simple sentences with their standard answers taken from grammar books and the method is the Ka:rmik Language Teaching Approach of using games. In KLTA articles on teaching a language through games (see Bhuvaneshwar 2004, 2009, 2014, 2018, 2019a, b), the theoretical discussion is the same; however, the same discussion is **adapted** to suit the concerned *game* (e.g., *tukki* (*hop-scotch*), *language dandia*, *language circle games*, *language-cards*, *language treasure hunting*, etc.), *content* (e.g., *cultural*, *scientific*, *folklore*, etc.), and *teaching topics* (*pronunciation*, *vocabulary*, *syntax*, *meaning*, *discourse*) or its *sub-topics*. Hence, the same procedure is followed here.

### 1.3. Hypothesis

It is hypothesized that students learn English conversation more quickly, easily, efficiently, and happily when they are taught language through play such as *playing language cards*.

### 1.4. Scope and Limitation

The scope is adults and is limited to simple sentences in conversation.

### 1.5. Significance of the Study

It is significant because adults are not taught English conversation through cultural games and so it can have implications for syllabus design and teaching in India as well as other countries.

## II. Literature Review

According to Bhuvaneshwar (2014: 209), “Since a long time, games have been considered an important tool in the teaching of languages but they are not seriously taken into consideration owing to so many reasons such as lack of their proper integration into the syllabus, lack of time, lack of culturalization of the games, and lack of facilities. Textbooks are rarely accompanied by tested games to teach the content in the syllabus through **PLAY** in a systematically interconnected-interrelated-interdependent (I-I-I) network of form-function-meaning”. However, many games have been invented, developed, and used to teach the students. Mackey (1965: 439-452) makes a methodical selection and presentation of various language games to teach the four skills of

language. In his "Appendix B: Language Games", he presents them under four headings: 1. Listening Games (Perception; and Comprehension); 2. Speaking Games (Observation; Guessing; Oral Composition); 3. Reading Games (Recognition; and Comprehension); 4. Writing Games (Spelling; Composition). These games are Eurocentric and not region specific. Bhuvaneshwar (2004, 2018) is another attempt to develop some games to suit the Indian, Libyan and Iraqi context.

Playing Cards for fun and spending the leisure time is very often noticed among the adults. In clubs, it is a big business also. However, it has not been properly exploited by language teachers to teach languages. For the first time, *playing cards* have been used to teach Samskrtam nouns and verbs by Bhuvaneshwar (2018). The same can be equally applied to the learning and practice of conversation. So far, it is not used to teach English on the one hand and not integrated into a syllabus to teach the syllabus contents on the other hand. In this paper, an attempt has been made to do so as described in the next section.

## III. Teaching English Conversation to Adult Students by *Playing Language Cards*: A Ka:rmik Language Teaching Approach



make a sentence, they become *the learning materials* and finally as they play and construct sentences in a conversation, they learn the conversation and *learning* takes place unconsciously. By a few repetitions, the sentences will get into their long term memory. In other words, teaching is done via fulfilling their desire to play.

(3) Teaching Materials ☐ Playing Materials ☐ Learning Materials ☐ Learning

### 3. 2. Learning English Conversation by Playing Cards

#### 3. 2. 1. Site

English Teaching Classroom and Hostel or Play Ground, Sharda University, Greater Noida is the site in which the game will be played.

#### 3. 2. 1. Participants

The participants will be the foreign students of Sharda University. They can be of any age group and sex.

### 3. 3. Research Questions

The present game will be conducted to find answers for the following research questions by playing cards and evaluating the examination conducted after playing the results by a statistical analysis of percentages:

1. Do the students learn conversation using simple sentences in English efficiently by *playing cards*?
2. Do the foreign students learn the conversation in a majority and in a very successful manner?
3. Will *cards* be useful to enhance the learning of languages in Sharda University?

### 3. 4. Procedure

The procedure consists of three stages: 1. *Presentation of Information*; 2. *Learning Conversation by playing cards*; 3. *Testing and Evaluation of English conversation by the participants*.

The principles of 1. **visual and auditory senses** are made use of in learning the English conversation. This is done by putting the pictures of the conversation samples by cartoons and video clips and saying them aloud in the classroom. In addition, 2. **Experiential Repetition (ka:rma;dha:rita punara:vritti)** is also employed. 3. **Textual** techniques of **saying aloud** the conversational exchanges, **contemplating and revising** the practiced exchanges is employed. The **graphic** mnemonic of using a **table** is further exploited. All these features are harmoniously integrated-interconnected-interrelated (I-I-I) in the presentation process to bring in the information of conversation exchanges. Then practice is given for internalizing the information through the game *playing cards* (for conversation) and establishing long-term memory by its experience as knowledge. This practice has to be judiciously adjusted within the time frame of teaching the conversational points to save time and make the game challenging. If the learners got the gist quickly, then the game should be immediately started to activate analysis, memory and habituation. Different packs of cards have to be prepared for different types of conversation teaching.

#### 3. 4. 1. Presentation of Information

All the students should be gathered in their classroom during the classroom period for teaching-learning the language topic concerned, which is English conversation.

1. Each student is given a sheet that contains a table with the pictures of the English conversation exchanges along with their meaning in the mother tongue of the learners. This is very impractical since the learners will be from different language groups. However, if there are common languages, it

is advisable to use them; if not, they should be taught by *gradual evolution technique* of presenting nouns and verbs by demonstration of realia and physical activity in a phased manner by starting from the simple and going to the complex items.

2. The teacher has also a collection of the individual pictures of the conversational exchanges. He draws the attention of the students by reading the English conversation exchange in each picture written in English in a serial order from the head and explains them one by one by giving their equivalents (whenever they are available and with explanation when they are not). After reading the exchange in a picture, he will show the individual Flash Card containing the concerned picture and asks them to say the exchange once in role play. If video presentation is possible, it is much better.

3. He will complete reading and explaining all the exchanges with their equivalents in the mother tongue of the learner; (sometimes, encouraging the learner to guess the equivalents in the mother tongue may be useful, depending on time constraints).

4. After the reading is over, he will just recapitulate all the exchanges in a sequence and asks them to say them one by one along with her.

5. He checks with the students whether they have heard the utterances well or not. Then he takes them to play the game of *playing cards* at a chosen place in the university premises – they can play this game in their leisure time anywhere else also.

### 3. 4. 2. Learning the Selected English Conversational Exchanges by Playing the Game of Playing Cards (about Language)

#### Teaching Sentences

[The seven types of simple sentence (SV; SV (O, C, A); SVO (O, C, A) are taught with a pack of hundred cards prior to teaching the conversation type. It is not discussed here (See Bhuvanewar 2018 for details).]

#### Session 1: Simple Sentence Conversation (SV/SVO) – Affirmation/Negation

1. All the students will be assembled in the field. They will be divided into groups of two/three/four depending on the strength of the learners. If there are 20 students in a class, it is ideal to have 5 groups; if there are more packs of cards available, it can be even 10 or 7 ( $6 \times 3 + 1 \times 2 = 7$ ).

2. Each group will play the game for 15 to 20 minutes. After they get practice, there will be a competition among the groups.

After the students master the simple sentence patterns SV, SV (O, C, A), and SVO (O, C, A) in the previous teaching lessons, they will be introduced to the question words:

**do, does, don't, doesn't** and they will be shown on flash cards/video.

Next, they will be added to the simple sentence patterns they already practiced:

1. DO + I play/you play

2. DOES + he play/he play/it play

3. He play**S**      **DOES** + he/he/it     play**S**    ?    ✗    **Does he play?** →

[This teaching can be done in the classroom or outside depending on the convenience.]

After teaching the use of do/does/don't/doesn't, they will be trained by *playing language cards* in a similar way. There will be single word cards as well as sentence cards as follows:

Single words: **do, does, don't, doesn't, pronouns, verbs, yes, no, nouns**

Sentences:

Type 1: Do I play ?      Type 1: Do I play football?

Type 2: Yes, you do.      Type 2: Yes, you do. Type 3: No, you don't    Type 3: No, you don't

Type 4: I play/sing/eat/drink/speak/read/write, etc., you do, you don't

### 3. 5. The Results

The results of the test will be displayed.

### IV. Conclusion

It will be checked whether the students are very enthusiastic about playing the game and liked to play the game. The high level of efficiency in learning the conversation will be tested and compared with other students. If the scores are very high – more than 90% – using the same game will be recommended and continued; if not the game will be changed or another technique will be used. Using the Ka:rmik Language Teaching Approach has the added advantage of I-I-ling the teaching-learning-materials-administration network and so it will be recommended - based on the overall achievement of the students – for teaching in the Academy and elsewhere.

The same game can be used further at intermediate and advanced levels of teaching English conversation with 5 other types of simple sentences such as SVC, SVA, SVO (O, C, A) and increase the complexity and reduce monotony. If the students are fast in learning, ask them to do the rounds quickly but *systematically*. At an advanced level, all the seven types can be played in a single round by changing the patterns on by one.

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