

Project 2

Can game-play aid structural understanding of language?



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Introduction

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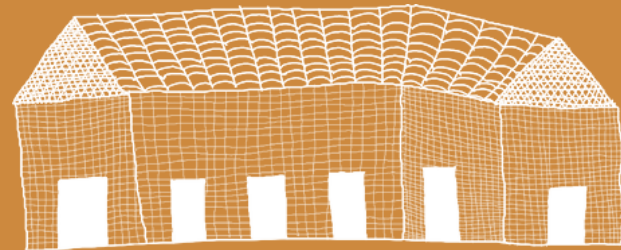
My quest started with the idea on how structural grammar can be taught to resource-constraint kids having english as their second or third language.

Intuitive, engaging and fun.

1. Place of inspiration

Grammangal

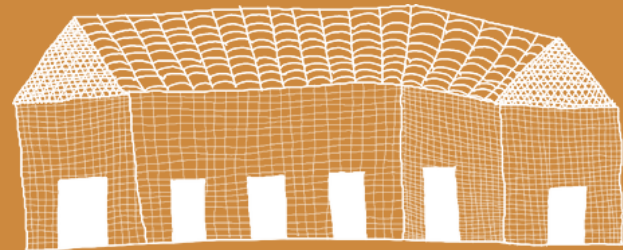
In 1982, renowned educationists, Padmashree Anutai Wagh and Prof. Ramesh Panse established Grammangal (GM) as an NGO in Dahanu in Maharashtra.



1. Place of inspiration

Grammangal

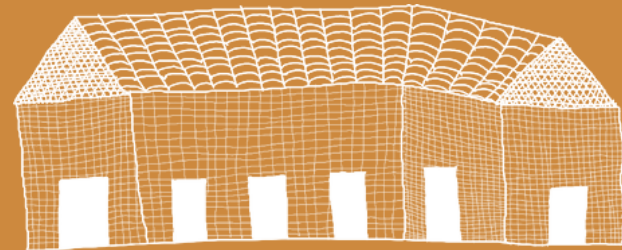
It follows an open ended learning environment where students move from one class to another while the teachers do not.

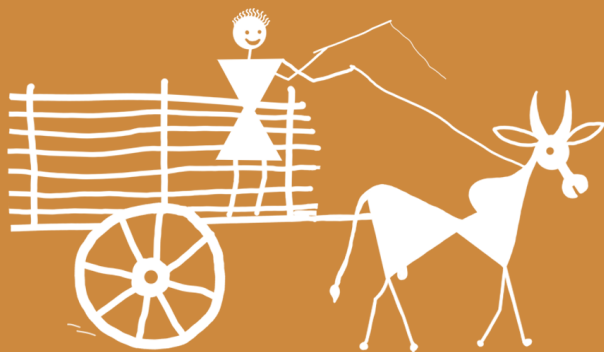
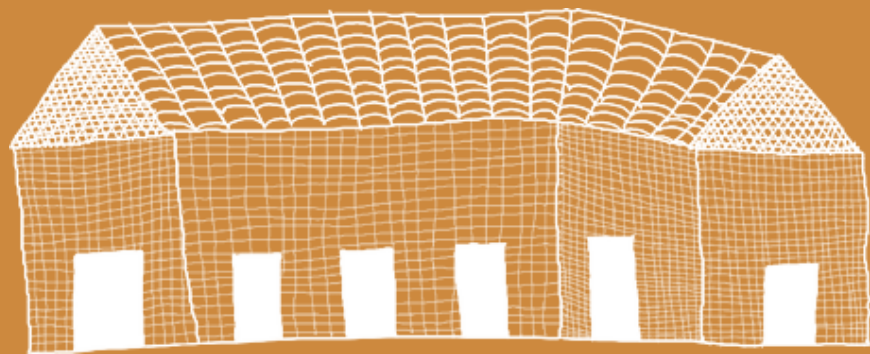


1. Place of inspiration | Findings

English Lab- Findings from field visit

Apart from following the constructivist philosophy, Grammangal follows a conventional teaching pattern.





2. Intent to teach.

Grammar

- Learning through identifying attributes.
- Pattern recognition.

3. Why a game?

- 1) Games are recreational, they help in making the learning part self initiated.

3. Why a game?

- 2) Games are competitive in nature and thus facilitate potential improvement.



3. Why a game?

- 3) It generates motivation factor, and also allows players to built their own strategies.

- A game for 4 players.
- It involves 3 players since there are 3 tenses and a 'boss' from among the kid who will conduct the game. (need image of the game).
- kids learn by chunking the cards according to their assigned tenses.

3

3 Tenses

3 Players

Best of **3**

3. Why a game?

A card game

- The bottom line of communication is exchange, and use cards give that fluidity of exchange.

3. Why a game?

A card game

- The bottom line of communication is exchange, and use cards give that fluidity of exchange.
- Making game handy enough to be able to carry and play even outside the classroom.

Play is the work of childhood.

Jean Piaget

4. Role of pattern recognition.

- There are various aspects of grammar that need pattern recognition and through games that can be tested.

4. Role of pattern recognition.

- Using pattern recognition as a strategy, that not just invites kids to play with a new language but also helps them to remember the pattern structure of it.

5. The design intervention.

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- Teaching without an instructor.

5. The design intervention.

- Teaching them without letting them know.

5. The design intervention.

- Strategizing to increase the habit of pattern making for memory retention.

	Past	Present	Future
Simple	ed	s	will
Continuous	was ing	is ing	will be ing
Perfect	had ed	had ed	will have ed

	Past	Present	Future
Simple	Celebrated ed	Celebrates s	will celebrate
Continuous	was celebrating	is celebrating	will be celebrating
Perfect	had celebrated ed	had celebrated ed	will have celebrated ed

	Past	Present	Future
Simple	Jump ed	Jumps s	will Jump
Continuous	was jumping	is jumping	will be jumping
Perfect	had jumped	had jumped	will have jumped

5. The design intervention.

- Exploring ways to teach how to identify 'tenses' (grammar) through its attributes was the main focus of the whole process.

5. The design intervention.

- Using stories and visuals from their environment i.e Warli Art to increase familiarity.



5. The design intervention.

- The strive to win act as a driving force, due to the competitive nature of the game.

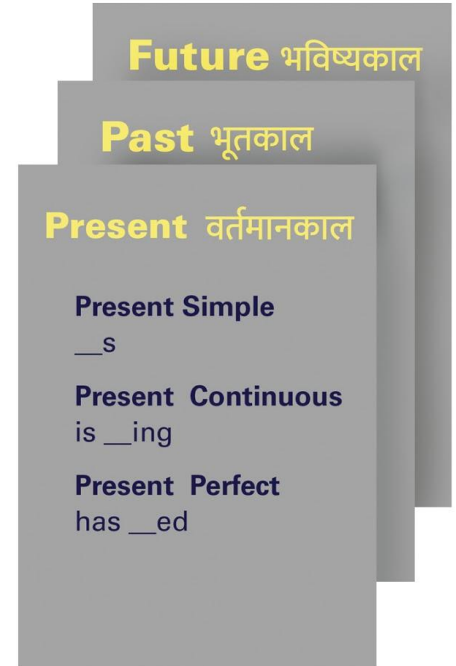
6. Game design | Who has it?



Answer cards



Power card



Tenses cards

6. Game design | Demo time

27 cards | 3 players | 1 Boss



- Each player have to arrange 9 cards similar to the given tense reference card.
- The player who collects and arrange first wins the game.
- The player have to win 2 times to win the whole set(Best of 3).
- Power card दुनिया उलटी पलटी, the player can use this card by submitting the boss. The boss then will take all the answer cards of other 2 players and reshuffles it.

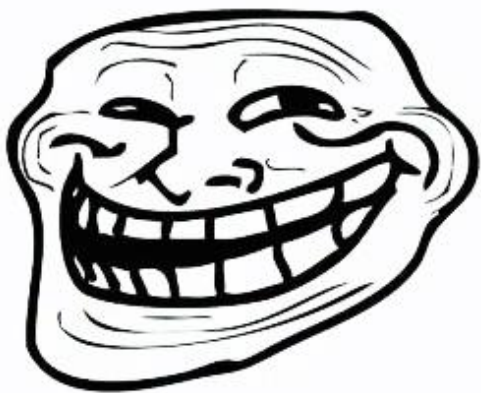
7. Future scope.

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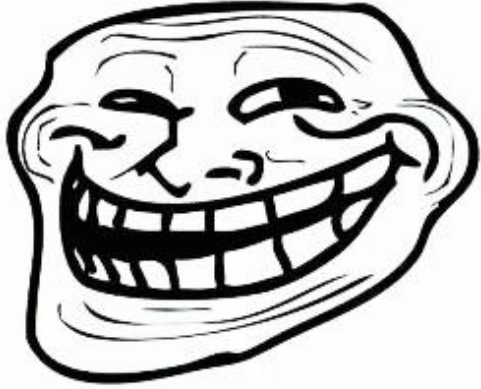
- There are possibilities of making the game complex according to different proficiency level.

7. Future scope.

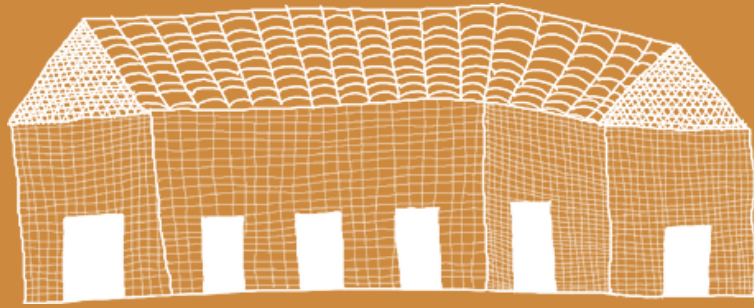
- The idea can be expanded further by converting various other patterns of grammar into games.



**IF YOU CAN'T WIN AN ARGUMENT
CORRECT THEIR GRAMMAR INSTEAD**



IF YOU CAN'T WIN AN ARGUMENT
CORRECT THEIR GRAMMAR INSTEAD
THAT'S WHY PEOPLE CORRECT MY GRAMMAR



Thankyou :-)

