

Teaching Telugu Vocabulary to Iraqi Primary School Students: A Ka:rmik Linguistic Approach

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ABSTRACT

The Iraqi School in Hyderabad follows the syllabus of the Iraqi School Education Board in Iraq. Languages (Arabic and English) are taught to the primary school students (from class 1-6) according to the six books prescribed by the Government of Iraq's Primary School Education Board. The textbooks are designed in such a way that there is no provision for learning a language through playing local folk games such as Tukki. Bhuvaneshwar (1999, 2014) has for the first time in Libya initiated the use of local folk games (local culture) in teaching English to the Arabic primary school students using his ka:rmik language teaching approach (KLTA) based on the four principles of 1) nature of the children (disposition or svabha:vam); 2) learning through lessons, strenuous reading as labour (a burden); 3) playing games as entertainment (pleasure); and 4) overturning games into teaching-learning-materials. Therefore, there is a need to conduct further research in this direction and find out whether the KLTA using games is more productive or not in the Iraqi situation.

In this experiment, 14 students (around 8 years old) in the Third Class who do not know Telugu at all as well as the Telugu names of fruits are taught the names of 11 commonly occurring fruits in Hyderabad. First, in their class, they were introduced to the names through pictures with their Telugu names written below the fruits in Arabic transliteration. Next, they played Tukki using the pictures. After teaching, the students showed a remarkable understanding and the lexical