# Government of South Australia LogoSACE Board LogoRecommended resources

The renewed Nationally-Assessed Languages at Continuers level will be taught at Stage 1 in 2024, and at Stage 2 in 2025.

The following dictionaries, organised by language, are suitable for the study of the language and for use in the end-of-year external written examinations.

Armenian

* Kouyoumdjian MG 2014, *New Pocket Dictionary – Armenian-English*, Shirak Publishing House, Beirut
* Koushakdjian M and Khantrouni D 2007, *English-Armenian Armenian-English Modern Dictionary*, G Doniguian and Sons, Beirut

Bengali

* Thompson H-R 2017, *Hippocrene Practical Dictionary Bengali-English/English-Bengali*, 1st edn, Hippocrene Books Inc., New York, USA
* Biswas S 2008, *Samsad Bengali-English Dictionary*, 28th edn (revised), Shishu Sahitya Samsad Pty Ltd, Kolkata, India
* Biswas S 2006, *Samsad English-Bengali Dictionary*, 5th edn, Shishu Sahitya Samsad Pty Ltd, Kolkata, India
* Ali M, Moniruzzaman M and Tareque J (eds) 2018, *Bangla Academy Bengali-English Dictionary*, Bangla Academy, Dhaka, Bangladesh
* Siddiqui ZR (ed.) 2019, *Bangla Academy English-Bengali Dictionary*, 3rd edn, Bangla Academy, Dhaka, Bangladesh

Bosnian

* Oxford English-Bosnian Dictionary (Englesko-Bosanski Rječnik) 2010, TKD Šahinpašić, Sarajevo
* Isaković A 1995, *Rječnik Bosanskog Jezika*, 4th edn, Bosanska Knjiga, Tuzla

Chin Hakha

* Hu B 2007, English-Chin/Myanmar (Lai Holh) Dictionary, 1st edn, Gantgaw Press, Yangon
* Van Bik D 2010, Chin-English Dictionary, 1st edn, Zo Kai, Yangon
* Ni Kio S 2014, Chin Dictionary (Lai Holh), 2nd edn, Golden Lion Press, Yangon

Croatian

* Drvodelic M 1996, *Croatian-English Dictionary*, Skolska knjiga, Zagreb
* Bujas Z 2019, *New English-Croatian Dictionary*, Nakladni zavod Globus, Zagreb

Dutch

* Moore JN 1999, *NTC’s Compact Dutch and English Dictionary*, 1st edn, McGraw Hill Education, New York, USA
* The New Routledge and Van Dale Dutch Dictionary: Dutch-English English-Dutch 2020, 3rd edn, Van Dale Uitgevers VBK Media, Utrecht, Netherlands
* Quist G and Strik D 2010, *Essential Dutch Dictionary: Teach Yourself*,1st edn, John Murray, London, UK

Filipino

* Barrios J, Domingo NP and Baquiran R 2017, *Tuttle Concise Tagalog Dictionary*, Tuttle Publishing, North Clarendon, VT, USA

Hebrew

* Levy Y 1995, *Oxford Dictionary: English-Hebrew Hebrew-English*, Kernerman – Lonnie Kahn, Jerusalem
* Zilberman S 2005, *The Up-To-Date English-Hebrew Hebrew English Dictionary*, bilingual edn, Zilberman, Jerusalem

Hindi

* McGregor RS 2010, *The Oxford Hindi-English Dictionary*, Oxford University Press, Oxford, UK
* Kapoor BN 2018, *Advanced Hindi English Dictionary*, 1st edn, Prabhat Prakashan, New Delhi, India

Hungarian

* Lazar AP and Varga G 2018, *English-Hungarian Universal Hand Dictionary*, Grimm Dictionaries 2nd edn, Maxim Publishing Ltd, Szeged, Hungary
* Lazar AP and Varga G 2019, *Hungarian-English Universal Hand Dictionary*, Grimm Dictionaries 2nd edn, Maxim Publishing Ltd, Szeged, Hungary

Karen

* *Drum Karen-English Student Dictionary* 2008, Drum Publication Group, Kanchanaburi, Thailand
* *The Drum Dictionary English Sgaw Karen Dictionary* 2014, Drum Publication Group, Kanchanaburi, Thailand
* Sgaw Karen Literature and Culture Committee 2009, *English-Sgaw Karen Dictionary*, 1st edn, Karen Baptist Convention, Yangon, Myanmar

Khmer

* Div S 2007, *English-Khmer Dictionary*, 6th edn, Nokor Thom Bookshop, Phnom Penh, Cambodia
* Headley RK, Chhor K, Lim LK, Kheang LH and Chun C 1977, *Cambodian-English Dictionary*, The Catholic University of America Press Inc., Washington, DC, USA
* Huffman FE and Proum I 1977, *English-Khmer Dictionary*, Yale University Press, New Haven, CT, USA

Macedonian

* Hill P, Mircevska S and Windle K (eds) 2016, *Routledge Macedonian-English Dictionary*, Taylor and Francis, Canberra
* Murgoski Z 2006, English Macedonian and Macedonian English Dictionary (Anglisko Makedonski i Makedonsko Angliski Recnik), Zoze Murgoski, Skopje
* Murgoski Z 2005, Dictionary of the Macedonian Language (Recnik na Makedonskiot Jazik), 1st edn, Zoze Murgoski, Skopje

Nepali

* Pradhan B 2017, *Ratna English-Nepali Dictionary*, 1st edn, Ratna Pustak Bhandar, Kathmandu
* Malepati B 2012, *Nepali English Nepali Dictionary*, 1st edn, SP Publication, Kathmandu
* Gautam C 2003, *Nepali-English Dictionary*, 1st edn, Gautam Prakashan, Biratnagar

Persian

* Hayyem S 2011, Farhang Moaser English-Persian and Persian-English Dictionary, 2nd edn, Farhang Moaser, Tehran, Iran
* Kashani A 2011, The Aryanpur Progressive English-Persian Persian-English Dictionary, Jahan Rayaneh, Tehran, Iran
* Miandji AM 2003, Hippocrene Concise Dictionary Farsi-English English-Farsi, Hippocrene Books, New York, USA

Polish

* *Oxford PWN Polish-English Dictionary* 2005, Oxford University Press, Oxford
* *Oxford PWN English-Polish Dictionary* 2005, Oxford University Press, Oxford

Portuguese

* English-Portuguese Portuguese-English Dictionary (Dicionário Editora Inglês- Português / Dicionário Editora Português – Inglês) 2010, 5th edn, Porto Editora, Porto, Portugal
* Dicionários Académicos Inglês- Português / Português – Inglês) 2009, Porto Editora, Porto, Portugal

Punjabi

* Singh J, Singh A, Sekhon MS, Singh G, Chirag A and Bedi PK 2011, *English-Punjabi Dictionary*, 7th edn, Punjabi University, Patiala, New Delhi
* Joshi SS and Gill MS 2009, *Punjabi-English Dictionary*, 4th edn, Punjabi University, Patiala, New Delhi
* Nabha BKS 2019, *Mahan Kosh GurShabad Ratanakar*, 9th edn, Director of Language Department Punjab, Chandigarh, Punjab

Romanian

* Levițchi L 2000, English-Romanian Dictionary (Dicționar Englez-Român), 100+1 GRAMAR, Bucharest
* Levițchi L 1998, Romanian-English Dictionary (Dicționar Român-Englez), 5th edn, 100+1 GRAMAR, Bucharest

Russian

* Collins Dictionaries 2018, *Collins Russian Dictionary Essential Edition*, 1st edn, Collins Learning, Bishopbriggs, Glasgow, UK
* *Oxford Russian Dictionary* 2000, 3rd edn, Oxford University Press, New York, USA
* Wheeler M, Urbegaun B and Falla P 1998, *The Concise Oxford Russian Dictionary*, revised edn, Oxford University Press, New York, USA

Serbian

* Ignjatic Z, Kovacevic J, Meselddzija B, Vartabedijan D, Vrtacnik V, Vuckovic P and Vukovic V 2006, *ESSE English-Serbian and Serbian-English Dictionary*, 6th edn, Institute for Foreign Languages, Belgrade, Serbia
* Philips J 2006, *Oxford English-Serbian Student’s Dictionary*, Oxford University Press, Oxford, UK

Sinhala

* Malalasekera GP 2018, *Malalasekera English-Sinhala Dictionary New Edition*, 6th edn, MD Gunasena and Company Ltd, Colombo
* Jayawardhana S 2012, *Sinhala-English Dictionary*, 18th edn, S Godage and Bros, Colombo

Swedish

* Petti V 2017, NE:s English-Swedish and Swedish-English Dictionary (NE:s lilla engelska ordbok), Norstedt, Stockholm

Tamil

* Ramakrishnan S 2011, *Kryavin Tarkalat Tamil Akarati*, Cre-A, Chennai, India
* Winslow M, Hutchings S, Knight J and Spaulding L 1997, *Winslow’s English Tamil Dictionary*, 3rd edn, Asian Educational Services, New Delhi, India
* *The Mega Lifco Dictionary English* 2002, Little Flower Co., Chennai, India

Turkish

* Akdikmen R and Uzbay E 2006*, Langenscheidt Universal Dictionary Turkish-English English-Turkish*, new blue headwords edn, Langenscheidt, Berlin, Germany
* Avery R and Bezmez S 2013, *Redhouse El Sözlüğü Türkçe-İngilizce*, Sev Matbaacılık ve Yayıncılık, Istanbul, Turkey
* *Turkish Dictionary for Schools* 2021, Turkish Language Society (TDK), Ankara, Turkey

Yiddish

* Weinreich U 1977, *Modern English-Yiddish Yiddish-English Dictionary*, 1st Schocken edn, Schocken Books Inc., New York, NY, USA
* Harduf DM 2003, *English-Yiddish Yiddish-English Dictionary*, 5th edn, Israel Book Shop Inc., Brookline, MA, USA

Other resources

Useful resources for a teaching, learning and assessment program include resources suitable for student use and reference materials for teacher use, such as:

* grammar and writing guides
* journals and periodicals
* language-specific social media posts, podcasts, and news, radio, television or other programs
* films and documentaries
* library resources
* listening, reading and visual texts
* literature from the language and readers in the language
* materials from organisations and associations that provide publications in the language, such as embassies, teacher associations and community groups
* support materials published by the curriculum and assessment authority in your jurisdiction to accompany the study
* teacher resources providing information on grammar, language, culture and teaching and learning activities
* websites.

Selecting suitable resources

The following advice aims to assist teachers to locate suitable resources for the teaching and learning program for their students. Teachers should be familiar with the language requirements and content of the study. Teachers should note that students are expected to:

* engage with subtopics related to the prescribed topics
* have opportunities to engage with the learning objectives and content of the curriculum
* encounter contemporary language
* access modern content and forms of information
* encounter resources that suit the language expected for this level of learning.

Avoid unsuitable subtopics and resources

Teachers must avoid subtopics and resources that:

* may cause individuals or groups of students distress
* present disrespectful or discriminatory content
* present controversial or contentious content
* condone or glorify unlawful behaviour.

A broad range of subtopics may be used in classwork, and all the subtopics, and the resources to support them, must meet these standards.

In addition, teachers should avoid resources that:

* contain inappropriate language, violent content, or sexual content. Care should be taken with websites that include advertising when providing links for students to use independently
* require students to subscribe or provide personal information for access.

Teachers should select only those texts or parts of texts that meet the standards outlined here.

Subtopics that do not meet these standards are also avoided in end-of-year external examinations. More information on content standards in written examinations is provided under *Content standards for written examinations,* below.

Provide a variety of resources in teaching and learning

Teachers should seek to use a variety of resources that provide information for teaching, or texts that can be used for student learning.

It is important to expose students to a range of modelled language, including:

* a variety of spoken, written and visual text types
* language with different levels of formality and for different contexts, purposes, and audiences
* examples of different styles of writing and language use, including descriptive, evaluative, imaginative, informative, personal, persuasive, and reflective writing and language use, individually or in combination
* language used in a range of media.

Review texts before using them with students

Teachers should ensure that each resource presents:

* information on subtopics directly related to the prescribed topics of the study
* suitable content for students (see above)
* accessible language for students at this level
* suitable stimulus texts for the tasks required in coursework and/or preparing students for examination tasks. For example:
	+ Student analysis of language (analysing language) requires language input presented in listening or reading texts.
	+ Texts used to stimulate an exchange or response (interacting in the language) require content for students to respond to. For example, an email may invite comment, or confirmation of arrangements.
	+ Visual texts are unsuitable for language analysis tasks, but may be suitable for engaging with cultural understanding or providing complementary information on a subtopic.
	+ Resources may provide combinations of listening, reading and/or visual stimuli. This may be useful for particular tasks, but unsuitable for others where overlapping information may make it difficult to identify the source(s) of information in a student response.

Content standards for written examinations

In an examination environment, contexts that may inadvertently cause anxiety, distress, or offence or that might relate to a distressing event in a student’s life are avoided. Texts that present disrespectful, discriminatory, controversial, or contentious content are also avoided.

In addition, written examination setting, and vetting teams are sensitive to subtopics or questions that, although not directly discriminatory or distressing, may pose problems. For example, care is taken to avoid:

* advantaging, disadvantaging, or prioritising one gender, community, religious group, or socioeconomic group
* cultural, social and gender stereotypes
* contexts, subtopics, and questions that may be perceived as promoting an opinion or perspective that may cause offence or be politically controversial
* subtopics and events that may offend or distress a section of the community (and events that may have ramifications for community members), for example, a natural disaster or a social or community tragedy
* real people’s names, business names, products, and advertisements.

Care is also taken to use correct and appropriate terms when referring to specific communities. For example, if referred to in relation to their specific location, Aboriginal communities are referred to by their language group, not in general terms such as Australian First Nations Peoples or First Nations Australians.