



Profiles of Two Kinds of Learners In the Hindi Classroom

Chandrika Mathur

 A Hindi Speaking Learner	 A New Learner of Hindi
<ol style="list-style-type: none"> 1. Has typically had 18,000 hours of interactive exposure to the language, at home, by the time he is 5 years old. 2. Is comfortable in listening to and being addressed in the language. 3. Comprehends the spoken language easily and is able to respond without too much effort. 4. Has grown up hearing Hindi and so can distinguish its various sounds with clarity. Is able to pronounce all the sounds and words of Hindi. 5. When he reads a text in Hindi, he can usually read with some understanding. 6. When he writes dictated words and sentences, he can usually understand their meaning and hear the sounds accurately. This facilitates his writing. 	<ol style="list-style-type: none"> 1. Begins his exposure to Hindi through a maximum of 180 hours of class time in a school year. 2. Is often puzzled by what he hears and may be anxious due to the ‘foreignness’ of the experience of spoken Hindi. 3. Is initially on high alert and makes efforts to comprehend by catching any cues that help him to make meaning of the language. 4. Is often unable to hear certain sounds of the new language – especially the ones that are not common in the phonetic structure of his native language. Hence, is not able to pronounce all the new sounds and words readily. 5. When he reads a text in Hindi, he doesn’t necessarily understand what he reads. 6. When he writes from dictation, he often has little clue to the meaning and his ear does not necessarily hear all the sounds of Hindi accurately. His difficulty in writing thus gets compounded.

<p>7. Has implicitly absorbed the gender of many nouns and usually expresses himself with correct grammatical structures.</p> <p>8. Is able to respond to oral tasks in Hindi, either individually or in a group.</p> <p>9. Is able to build on his previous language competency, by adding on and retaining new vocabulary and structures.</p> <p>10. Is well placed to develop greater proficiency in learning and using the language, and so is easier to motivate</p>	<p>7. Is unfamiliar with the gender of nouns and makes elementary mistakes in constructing sentences that require modifications due to gender.</p> <p>8. Is more confident of responding to oral tasks in Hindi when in a group, rather than individually.</p> <p>9. Tends to easily forget new vocabulary and structures taught, even if he is able to recall and use them in a supported situation. Needs regular reinforcement.</p> <p>10. Is enthused by small successes in understanding and using the new language; but repeated ‘failures’ and difficulties can cause frustration and de-motivation</p>
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For teachers of Hindi, this creates a unique challenge of introducing the new learner to the Hindi language in a manner that will help him to enjoy the language and begin using it in his life.