

# The Australian Curriculum

<b>Subjects</b>	Arabic
<b>Curriculum version</b>	Version 8.3
<b>Dated</b>	Friday, 16 December 2016

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# The Australian Curriculum Languages

## Overview

### Introduction

The **Australian Curriculum: Languages** is designed to enable all students to engage in learning a language in addition to English. The design of the Australian Curriculum: Languages recognises the features that languages share as well as the distinctiveness of specific languages.

There are aspects of the curriculum that pertain to all languages. The key concepts of language, culture and learning, as described in the **Shape of the Australian Curriculum: Languages**, underpin the learning area. They also provide the basis for a common rationale and set of aims for all languages.

The Australian Curriculum: Languages includes language-specific curricula for world languages and a **Framework for Aboriginal Languages and Torres Strait Islander Languages**.

### Language specificity

The curriculum content and achievement standards are different for each specific language because of inherent differences in the languages themselves.

Each language has its own distinctive structure, systems, conventions for use, related culture(s), place in the Australian and international communities, as well as its own history in Australian education.

### Diversity of language learners

Understanding who learners are, as language learners and as young people, is the starting point for developing their language learning. An increasingly varied range of students now study languages in Australian classrooms. The changing pattern of migration to Australia is extending the range of languages students bring with them to school. Education systems seek to provide for this diversity of language background and for the fact that languages classrooms include students with varying degrees of experience of and proficiency in the language being learnt, as well as their particular affiliations with additional languages.

Learners come to learning languages with diverse linguistic, cultural and personal profiles, bringing distinctive biographies which include individual histories; biographies; previous experiences of and relationships with the target language and particular motivations, expectations, and aspirations.

As unique, social and cultural beings, students interpret the world and make sense of their experiences through their own social and cultural traditions, understanding and values.

Learners of languages in Australia comprise three major groups:

- second language learners
- background language learners
- first language learners.

**Second language learners** are those who are introduced to learning the target language at school as an additional, new language. The first language used before they start school and/or the language they use at home is not the language being learnt.

**Background language learners** are those who may use the language at home, not necessarily exclusively, and have varying degrees of knowledge of and proficiency in the language being learnt. These learners have a base for literacy development in the language.

**First language learners** are users of the language being learnt who have undertaken at least primary schooling in the target language. They have had their primary socialisation as well as initial literacy development in that language and use the target language at home. For Aboriginal languages and Torres Strait Islander languages, first language learners are learners whose primary socialisation is in the language being learnt and who may or may not have yet developed initial literacy.

Within each of these groups, there are differences in proficiency in the language being learnt. It is acknowledged that the span of language experiences of background learners is particularly wide, and learners in this group are likely to have quite diverse affiliations with the target language. Nevertheless, for pragmatic reasons, it is not feasible to identify further groupings.

A framework is being developed for Aboriginal languages and Torres Strait Islander languages that caters for different learner pathways that also take into account the state of the particular language involved.

## Rationale

Through learning languages, students acquire:

- communication skills in the language being learnt
- an intercultural capability, and an understanding of the role of language and culture in communication
- a capability for reflection on language use and language learning.

Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world.

Learning languages broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability in English only is no longer sufficient. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages:

- extends the capability to communicate and extends literacy repertoires
- strengthens understanding of the nature of language, of culture, and of the processes of communication
- develops intercultural capability
- develops understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- develops understanding of how culture shapes worldviews and extends learners' understanding of themselves, their own heritage, values, culture and identity
- strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Learning languages also contributes to strengthening the community's social, economic and international development capabilities. Language capabilities represent linguistic and cultural resources through which the community can engage socially, culturally and economically, in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

Learning Aboriginal languages and Torres Strait Islander languages meets the needs and rights of young people to learn their own languages and recognises their significance in the language ecology of Australia. For Aboriginal and Torres Strait Islander students, learning their own languages is crucial to overall learning and achievements, to developing a sense of identity and recognition and understanding of language, culture, Country and Place. For all students, learning Aboriginal languages and Torres Strait Islander languages provides a distinctive means of understanding the country in which they live, including the relationship between land, the environment and people. The ongoing and necessary reclamation and revitalisation of these languages also contribute to reconciliation.

## Aims

The Australian Curriculum: Languages aims to develop the knowledge, understanding and skills to ensure students:

- communicate in the target language
- understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators.

These three aims are interrelated and provide the basis for the two organising strands: Communicating and Understanding. The three aims are common to all languages.

## Key ideas

### Language and culture

The interrelationship of language, culture and learning provides the foundation for the Australian Curriculum: Languages.

In the languages learning area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing language(s). It is a reciprocal and dynamic process which develops language use within intercultural dimensions of learning experiences. It is not a 'one plus one' relationship between two languages and cultures, where each language and culture stay separate and self-contained. Comparison and referencing between (at least) two languages and cultures build understanding of how languages 'work', how they relate to each other and how language and culture shape and reflect experience; that is, the experience of language using and language learning. The experience of being in two worlds at once involves noticing, questioning and developing awareness of how language and culture shape identity.

## Structure

Learner background and time-on-task are two major variables that influence language learning and they provide the basis for the structure of the Australian Curriculum: Languages. These variables are addressed through the specification of content and the description of achievement standards according to pathways and learning sequences respectively.

### Pathways

In the Australian Curriculum: Languages, pathways for second language learners, background language learners and first language learners have been developed as appropriate to cater for the dominant group(s) of students learning each specific language within the current Australian context. For the majority of languages, one curriculum pathway has been developed for Years F–10, catering for the dominant cohort of learners for that language in the current Australian context. For Chinese, pathways have been developed for three learner groups: first language learners, background language learners and second language learners.

The Framework for Aboriginal languages and Torres Strait Islander Languages includes three learner pathways:

- first language learner pathway
- revival language learner pathway
- second language learner pathway.

## Sequences of learning

The design of the Australian Curriculum: Languages takes account of different entry points into language learning across Foundation – Year 10, which reflects current practice in languages.

For the second language learner pathway and the background language learner pathway, there are two learning sequences:

- Foundation–Year 10 sequence
- Years 7–10 (Year 7 Entry) sequence.

For the first language learner pathway, there is one learning sequence:

- Years 7–10 (Year 7 Entry) sequence.

Content and achievement standards are described initially in a three-year band for Foundation–Year 2 followed by two-year bands of learning: Years 3–4; Years 5–6, Years 7–8 and Years 9–10.

The Framework for Aboriginal Languages and Torres Strait Islander Languages is written in the bands Foundation – Year 2, Years 3–6 and Years 7–10. In the absence of pedagogical evidence across the country for all these languages, the broader band distinctions provide maximum local flexibility in curriculum development.

## Content structure

The content of the Australian Curriculum: Languages is organised through two interrelated strands which realise the three aims. The two strands are:

- **Communicating:** using language for communicative purposes in interpreting, creating and exchanging meaning
- **Understanding:** analysing language and culture as a resource for interpreting and creating meaning.

The strands reflect three important aspects of language learning:

- 1) communication
- 2) analysis of aspects of language and culture
- 3) reflection that involves
  - reflection on the experience of communicating
  - reflection on comparative dimensions of the languages available in students' repertoires (for example, the first language in relation to second language and self in relation to others).

## Strands and sub-strands

A set of sub-strands has been identified within each strand, which reflects dimensions of language use and the related content to be taught and learned. The strands and sub-strands do not operate in isolation but are integrated in relation to language use for different purposes in different contexts. The relative contribution of each sub-strand differs for described languages, pathways and bands of learning. The sub-strands are further differentiated according to a set of 'threads' that support the internal organisation of content in each sub-strand. These 'threads' are designed to capture (1) range and variety in the scope of learning and (2) a means for expressing the progression of content across the learning sequences.

### Diagram 1: Relationship between strands and sub-strands

The following table provides a brief description of each of the strands and sub-strands.

Strand	Sub-strand	Description
<b>Communicating:</b> <i>Using language for communicative purposes in interpreting, creating and exchanging meaning.</i>	1.1 Socialising	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.
	1.2 Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.
	1.3 Creating	Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.
	1.4 Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.
	1.5 Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.
<b>Understanding:</b> <i>Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.</i>	2.1 Systems of language	Understanding language as a system, including sound, writing, grammatical and textual conventions.
	2.2 Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.
	2.3 The role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning.

### Student diversity

ACARA is committed to the development of a high-quality curriculum that promotes excellence and equity in education for all Australian students.



All students are entitled to rigorous, relevant and engaging learning programs drawn from the Australian Curriculum: Languages. Teachers take account of the range of their students' current levels of learning, strengths, goals and interests and make adjustments where necessary. The three-dimensional design of the Australian Curriculum, comprising learning areas, general capabilities and cross-curriculum priorities, provides teachers with flexibility to cater for the diverse needs of students across Australia and to personalise their learning.

More detailed advice for schools and teachers on using the Australian Curriculum to meet diverse learning needs is available under Student Diversity on the Australian Curriculum website.

### Students with disability

The ***Disability Discrimination Act 1992*** and the ***Disability Standards for Education 2005*** require education and training service providers to support the rights of students with disability to access the curriculum on the same basis as students without disability.

Many students with disability are able to achieve educational standards commensurate with their peers, as long as the necessary adjustments are made to the way in which they are taught and to the means through which they demonstrate their learning.

In some cases curriculum adjustments are necessary to provide equitable opportunities for students to access age-equivalent content in the Australian Curriculum: Languages. Teachers can draw from content at different levels along the Foundation to Year 10 sequence. Teachers can also use the extended general capabilities learning continua in Literacy, Numeracy and Personal and social capability to adjust the focus of learning according to individual student need.

### English as an additional language or dialect

Languages play a crucial role in the educational experience of students and in the curriculum as a whole. Given the diversity of students in Australian education, it is important to recognise that a range of languages is used either as part of the formal curriculum or as part of learners' socialisation within and outside the school.

Learners bring their first language or languages as the one(s) they use for their initial socialisation in their family or community. For the majority, this is English. For many, it can be a range of different languages. Learners also encounter the language or languages of instruction at school. For most in Australia, this is English. For many students in Australia, the language of instruction is not the same as their first language. These students may learn through English as an additional language/dialect (EALD) programs.

In contemporary understandings of language acquisition, development and learning all the languages learners experience in their socialisation and education form part of learners' distinctive linguistic and cultural repertoires. These are variously developed by both the experience of schooling and broader social community experience. These repertoires are an integral part of learners' identities and what they bring to the learning of additional languages as part of the languages learning area within the school curriculum.

While the curriculum for languages primarily addresses the learning of languages, this learning cannot be separated from the development of learners' more general communicative repertoires. It is through such a relational and holistic approach to languages education that learners develop their capabilities in knowing and using multiple languages. Learners extend their communicative and conceptual development, learning and identity formation.

In various kinds of bilingual programs, students are afforded an opportunity to learn through the medium of English and another language (learners' first or additional language). These programs are of particular value in ensuring learners continue to develop at least two languages that are of value to them. They are of value to both their conceptual development and learning and to their identity formation.

Aboriginal and Torres Strait Islander communities recognise the importance of literacy to their children. They support literacy education programs that are founded on establishing literacy in their children's first language. These are the Aboriginal and Torres Strait Islander languages their communities use. Literacy in English is regarded as concomitant on first establishing students' literacy in their first language. Although most bilingual programs in Aboriginal and Torres Strait Islander languages are designed to help students' transition into learning in English, their fundamental value is in the development of bilingual literacy. Strengthening the bilingual literacy of Aboriginal and Torres Strait Islander students can significantly contribute to improving their overall academic achievement and success.

A national ***English as an Additional Language or Dialect: Teacher Resource*** has been developed to support teachers in making the Australian Curriculum: Foundation – Year 10 in each learning area accessible to EALD students.

### **Gifted and talented students**

Teachers can use the Australian Curriculum: Languages flexibly to meet the individual learning needs of gifted and talented students.

Teachers can enrich learning by providing students with opportunities to work with learning area content in more depth or breadth; emphasising specific aspects of the general capabilities learning continua (for example, the higher order cognitive skills of the Critical and creative thinking capability); and/or focusing on cross-curriculum priorities. Teachers can also accelerate student learning by drawing on content from later levels in the Australian Curriculum: Languages and/or from local state and territory teaching and learning materials.

## **General capabilities**

In the Australian Curriculum, general capabilities encompass knowledge, skills, behaviours, and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will enable students to live and work successfully in the 21st century.

There are seven general capabilities:

- literacy
- numeracy
- information and communication technology (ICT) capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding.

In the Australian Curriculum: Languages, general capabilities are identified wherever they are developed or applied in content descriptions.

They are also identified where they offer opportunities to add depth and richness to student learning through content elaborations. Icons indicate where general capabilities have been identified in languages content. Teachers may find further opportunities to incorporate explicit teaching of the capabilities, depending on their choice of activities.

Detailed descriptions and elaborations of each of the general capabilities and the way these capabilities may be developed, including learning continua, can be found in the Australian Curriculum website: [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)

## **Literacy**

Learning languages develops overall literacy. It is in this sense 'value added', strengthening literacy-related capabilities that are transferable across languages, both the language being learnt and all other languages that are part of the learner's repertoire. Languages learning also strengthens literacy-related capabilities across domains of use, such as the academic domain and the domains of home language use, and across learning areas.

Literacy development involves conscious attention and focused learning. It involves skills and knowledge that need guidance, time and support to develop. These skills include the:

- ability to decode and encode from sound to written systems
- the learning of grammatical, orthographic and textual conventions
- development of semantic, pragmatic and interpretative, critical and reflective literacy skills.

Literacy development for second language learners is cognitively demanding. It involves these same elements but often without the powerful support of a surrounding oral culture and context. The strangeness of the additional language requires scaffolding. In the language classroom, analysis is prioritised alongside experience. Explicit, explanatory and exploratory talk around language and literacy is a core element. Learners are supported to develop their own meta-awareness, to be able to think and talk about how the language works and about how they learn to use it. Similarly, for first language learners, literacy development that extends to additional domains and contexts of use requires comparative analysis that extends literacy development in their first language and English.

## **Numeracy**

Learning languages affords opportunities for learners to use the target language to develop skills in numeracy, to understand, analyse, categorise, critically respond to and use mathematics in different contexts. This includes processes such as using and understanding patterns, order and relationships to reinforce concepts such as number, time or space in their own and in others' cultural and linguistic systems.

## **Information and communication technology (ICT) capability**

Learning languages is enhanced through the use of multimodal resources, digital environments and technologies in the target language. Accessing live target language environments and texts via digital media contributes to the development of information technology capabilities as well as linguistic and cultural knowledge. Accessing different real-time contexts extends the boundaries of the classroom.

## **Critical and creative thinking**

In learning a language, students interact with people and ideas from diverse backgrounds and perspectives, which enhances critical thinking, reflection and encourages creative, divergent and imaginative thinking. By learning to notice, connect, compare and analyse aspects of the target language, students develop critical, analytic and problem-solving skills.

## **Personal and social capability**

Interacting effectively in an additional language and with people of diverse language backgrounds involves negotiating and interpreting meaning in a range of social and cultural situations. This involves understanding and empathising, which are important elements of social and intercultural competence. Being open-minded and recognising that people view and experience the world in different ways, and learning to interact in a collaborative and respectful manner are key elements of personal and social competence.

## **Ethical understanding**

When learning another language, students are taught explicitly to acknowledge and value difference in their interactions with others and to develop respect for diverse ways of perceiving and acting in the world. Opportunities are provided to monitor and to adjust their own ethical points of view. In learning Aboriginal and Torres Strait Islander languages, students should consider appropriate ethical behaviour in terms of engaging with the owners and custodians of the languages. Similar consideration is required when interpreting and translating or when collecting and analysing primary research data.

## **Intercultural understanding**

The development of intercultural understanding is a central aim of learning languages, as it is integral to communicating in the context of diversity, the development of global citizenship and lifelong learning. Students bring to their learning various preconceptions, assumptions and orientations shaped by their existing language(s) culture(s) to their learning that can be challenged by the new language experience. Learning to move between the existing and new languages and cultures is integral to language learning and is the key to the development of students' intercultural capability. By learning a new language, or learning to use an existing language in new domains and contexts, students are able to notice, compare and reflect on things previously taken for granted; to explore their own linguistic, social and cultural practices as well as those associated with the target language. They begin to see the complexity, variability and sometimes the contradictions involved in using language.

Learning a new language does not require forsaking the first language. It is an enriching and cumulative process, which broadens the learners' communicative repertoire, providing additional resources for interpreting and making meaning. Learners come to realise that interactions between different people through the use of different languages also involves interactions between the different kinds of knowledge, understanding and values that are articulated through language(s) and culture(s). They realise that successful intercultural communication is not only determined by what they do or say, but also by what members of the other language and culture understand from what they say or do.

## **Cross-curriculum priorities**

The Australian Curriculum gives special attention to three cross-curriculum priorities:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- sustainability.

The cross-curriculum priorities are embedded in the curriculum and will have a strong but varying presence depending on their relevance to each of the learning areas.

### **Aboriginal and Torres Strait Islander histories and cultures**

Aboriginal and Torres Strait Islander communities are strong, rich and diverse. Aboriginal and Torres Strait Islander identity is central to this priority. It is intrinsically linked to living and learning in Aboriginal and Torres Strait Islander communities, deep knowledge of traditions and holistic world view.

A conceptual framework based on Aboriginal and Torres Strait Islander peoples' unique sense of identity has been developed as a tool for embedding Aboriginal and Torres Strait Islander histories and cultures within the Australian curriculum. This sense of identity is approached through the interconnected concepts of Country/Place, people and culture. Embracing these elements enhances all areas of the curriculum.

The Aboriginal and Torres Strait Islander priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. This knowledge and understanding will enrich their ability to participate positively in the evolving history of Australia.

A direct way of learning about and engaging with diverse Aboriginal and Torres Strait Islander communities is to learn an Aboriginal language and/or a Torres Strait Islander language. There is an inseparable connection between Aboriginal languages and Torres Strait Islander languages and land/sea, Country/Place, the environment, fauna and flora. Aboriginal and Torres Strait Islander histories and cultures are an integral part of the learning of Aboriginal languages and Torres Strait Islander languages.

In learning all languages, there is a scope for making interlinguistic and intercultural comparisons across languages, including Aboriginal and Torres Strait Islander languages, to develop understanding of concepts related to the linguistic landscape of Australia and to the concepts of language and culture in general.

### **Asia and Australia's engagement with Asia**

In the Australian Curriculum: Languages, the cross-curriculum priority of Asia and Australia's engagement with Asia enables the development of rich and engaging content and contexts for developing students' capabilities to engage with the languages and cultures of Asia and of people of Asian heritage within Australia.

The Australian Curriculum: Languages enables students to learn the languages of the Asian region, learning to communicate and interact in interculturally appropriate ways, exploring concepts, experiences and perspectives from within and across Asian cultures.

In the languages learning area, students develop an appreciation for the place of Australia within the Asian region, including the interconnections of languages and cultures, peoples and communities, histories and economies. Students learn how Australia is situated within the Asian region, how our national linguistic and cultural identity is continuously evolving both locally, regionally and within an international context.

### **Sustainability**

In the Australian Curriculum: Languages, the priority of sustainability provides a context for developing students' capability to communicate ideas, understanding and perspectives on issues and concepts related to the environment.

The Australian Curriculum: Languages contributes to students' capabilities to investigate, analyse and communicate concepts and understandings related to sustainability in broad contexts, and to advocate, generate and evaluate actions for sustainable futures. Within each language, students engage with a range of texts focused on concepts related to sustainability.

These include:

- environment
- conservation
- social and political change
- linguistic and cultural ecologies
- change, both within the target language and culture, and across languages and cultures in general.

In this way, students develop knowledge, skills and understanding about sustainability within particular cultural contexts. This is crucial in the context of national and international concerns about, for example, climate change, food shortages and alternative ways of caring for land and agriculture. Through developing a capability to interact with others, negotiating meaning and mutual understanding respectfully and reflecting on communication, students learn to live and work in ways that are both productive and sustainable.

Learning Aboriginal languages and Torres Strait Islander languages contributes to the global effort to exchange knowledge among people with varied practices in caring for the land. It also contributes to the reconciliation process in Australia and goals for language revival.

## Glossary

### **abstract symbols**

can include: speech, sign language, Braille, alphabet, whole words, pictographs and line drawings

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### **Accent**

A manner of pronunciation of a language which marks speakers as belonging to identifiable categories such as geographical or ethnic origin, social class or generation.

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### **Accent marks**

Marks placed on a letter to indicate pronunciation, stress or intonation, or to indicate a different meaning or different grammatical usage for the word within which they appear. For example, *résumé*, *piñata*, *ou/ò*.

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### **Accuracy**

Production of structurally correct forms of the target language.

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### **Adjective**

A word that modifies or describes a noun or pronoun. For example, *astonishing* in *an astonishing discovery*.

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### **Adverb**

A word class that may modify or qualify a verb, an adjective or another adverb. For example, *beautifully* in *she sings beautifully*; *really* in *he is really interesting*; *very* and *slowly* in *she walks very slowly*.

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### **Adverbial**

A word or group of words that functions as an adverb.

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### **adverbs**

a word class that may modify a verb (for example, 'beautifully' in 'She sings beautifully'), an adjective (for example 'really' in 'He is really interesting') or another adverb (for example 'very' in 'She walks very slowly'). In English many adverbs have an -ly ending.

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**Aesthetic**

Relates to a sense of beauty or appreciation of artistic expression.

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**Alliteration**

A recurrence of the same consonant sounds at the beginning of words in close succession (for example, ripe, red raspberry)

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**Audience**

Intended readers, listeners or viewers.

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**audiences**

the intended group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing

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**Authentic (texts/materials)**

Texts or materials produced for 'real-life' purposes and contexts as opposed to being created specifically for learning tasks or language practice.

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**Author**

A composer or originator of a work (for example, a novel, film, website, speech, essay, autobiography).

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**behaviours that are not intentionally directed at another person**

can include vocalising, turning away, startling, relaxing, frowning, smiling, blinking. The meaning of these behaviours is reliant on a communication partner interpreting and attributing meaning to them.

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**Bilingualism**

An ability to use two or more languages.

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**Biography**

A detailed account of an individual's life; a text genre that lends itself to different modes of expression and construction. In the context of intercultural language learning, the concept of biography can be considered in relation to identity, to the formation of identity over time, and to the understanding that language is involved in the shaping and expressing of identity.

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## Character components

Individual elements of a written character which have a separate linguistic identity.

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### Characters

- (i) graphic symbols used in writing in some languages
  - (ii) assumed roles in dramatic performance
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### Clause

A grammatical unit that contains a subject and a predicate (verb) and expresses the complete proposition.

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### clauses

a grammatical unit that refers to a happening or state (for example, 'The netball team won' [happening], 'The cartoon is an animation' [state]). A clause usually contains a subject and a verb group/phrase (for example, 'The team [subject] has played [verb group/phrase] a fantastic game'), which may be accompanied by an object or other complements (elements that are closely related to the verb – for example, 'the match' in 'The team lost the match') and/or adverbials (for example, 'on a rainy night' in 'The team won on a rainy night').

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### CLIL

Content and language integrated learning. An approach to learning content through an additional language.

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### Code-switching

A use of more than one language in a single utterance. For example, *Papa, can you buy me a panini, please?* A common feature of bilingual and multilingual language use.

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### Cognates

Similar or identical words which have shared origins. For example, *father* (English), *Vater* (German) and *pater* (Latin) have a shared origin. *Gratitude* (English) and *gratitud* (Spanish) are both derived from *gratitudo* (Latin). English *ship* and *skiff* share the same Germanic origin.

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## Cohesion

Grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations. These associations include synonyms, antonyms (for example, *study/laze about*, *ugly/beautiful*), repetition (for example, *work, work, work – that's all we do!*) and collocation (for example, *friend* and *pal* in, *My friend did me a big favour last week. She's been a real pal.*)

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### cohesion

grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations (sometimes called lexical cohesion). These associations include synonyms, antonyms (for example, 'study/laze about', 'ugly/ beautiful'), repetition (for example, 'work, work, work – that's all we do!') and collocation (for example, 'friend' and 'pal' in, 'My friend did me a big favour last week. She's been a real pal.')

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### Collocation

Words that typically occur in close association and in particular sequence. For example, *salt and pepper* rather than *pepper and salt* and *ladies and gentlemen* rather than *gentlemen and ladies*.

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## Communication

A mutual and reciprocal exchange of meaning.

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### Communicative competence

An acquired capability to understand and interact in context using the target language (TL). Defined by the use of appropriate phonological, lexical, grammatical, sociolinguistic and intercultural elements.

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### Complex sentence

A sentence with more than one clause. In the following examples, the subordinate clauses are indicated by square brackets: *I took my umbrella [because it was raining]; The man [who came to dinner] is my brother.*

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### complex sentence

has one or more subordinate clauses. In the following examples, the subordinate clauses are indicated by square brackets: 'I took my umbrella [because it was raining].'; '[Because I am studying for an exam], my time is limited.'; and 'The man [who came to dinner] is my brother.'

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## Complexity

A degree to which language use is complex as opposed to simple. Elements of language complexity include:

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## Composing

A process of producing written, spoken, graphic, visual or multi-modal texts. It includes:

It also includes applying knowledge and control of language forms, features and structures required to complete the task.

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## Compound sentence

A sentence with two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as *or*, *and*, *but*. In the following examples, the main clauses are indicated by square brackets: *[Alice came home this morning] [but she didn't stay long]. [Kim is an actor], [Pat is a teacher], [and Sam is an architect].*

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## compound sentences

has two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as 'and', 'but' or 'or'. In the following examples below, the main clauses are indicated by square brackets: '[Jill came home this morning] [but she didn't stay long].'; '[Kim is an actor], [Pat is a teacher], [and Sam is an architect]'.

---

## comprehension strategies

strategies and processes used by readers to make meaning from texts. Key comprehension strategies include: activating and using prior knowledge; identifying literal information explicitly stated in the text; making inferences, based on information in the text and their own prior knowledge; predicting likely future events in a text; visualising by creating mental images of elements in a text; summarising and organising information from a text; integrating ideas and information in texts; and critically reflecting on content, structure, language and images used to construct meaning in a text.

---

## Comprehension strategies

Strategies and processes used by listeners, readers and viewers of text to understand and make meaning. These include:

- making hypotheses based on illustrations or text layout
  - drawing on language knowledge and experience (for example, gender forms)
  - listening for intonation or expression cues
  - interpreting grapho-phonetic, semantic and syntactic cues.
-

## Comprehension/comprehending

An active process of making/constructing/deciphering meaning of language input through listening, reading, viewing, touching (as in braille) and combinations of these modes. It involves different elements: decoding, working out meaning, evaluating and imagining. The process draws upon the learner's existing knowledge and understanding, text-processing strategies and capabilities; for example, inferencing or applying knowledge of text types and social and cultural resources.

---

## Concrete language

A language used to refer to the perceptible and material world and to particular persons, places and objects. For example, *school, girl*; as opposed to *abstract language*, used to refer to ideas or concepts removed from the material world such as *peace, kindness, beauty*.

---

## concrete symbols

can include: whole or part of real objects; a miniature version of the real object; photographs; pictures (pictures must clearly depict the object)

---

## Conjunction

A part of speech that signals relationships between people, things, events, ideas. For example, Sophie and her mother might come and visit, or they might stay at home. The conjunction and links the two participants, while or links alternative options.

---

## conjunction

a word that joins other words, phrases or clauses together in logical relationships such as addition, time, cause or comparison. There are two types of conjunctions: coordinating conjunctions and subordinating conjunctions. Coordinating conjunctions are words that link words, groups/phrases and clauses in such a way that the elements have equal grammatical status. They include conjunctions such as 'and', 'or' and 'but'. Subordinating conjunctions introduce certain kinds of subordinate clauses. They include conjunctions such as 'after', 'when', 'because', 'if' and 'that'.

---

## conjunctions

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## Content

A subject matter used as a vehicle for language learning.

---

## **context**

the environment in which a text is responded to or created. Context can include the general social, historical and cultural conditions in which a text is responded to and created (the context of culture) or the specific features of its immediate environment (context of situation). The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

---

## **Context**

An environment and circumstances in which a text is created or interpreted. Context can include the general social, historical and cultural conditions in which a text exists or the specific features of its immediate environment, such as participants, roles, relationships and setting. The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

---

## **contexts**

the environment in which a text is responded to or created. Context can include the general social, historical and cultural conditions in which a text is responded to and created (the context of culture) or the specific features of its immediate environment (context of situation). The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

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## **Convention**

An accepted language or communicative practice that has developed and become established over time. For example, use of punctuation or directionality.

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## **conventional behaviours**

can include: speech, actions, formal gesture (eg head nod, shake, wave hello/goodbye), directing others' attention and pointing.

---

## **conventions**

an accepted language practice that has developed over time and is generally used and understood (for example, use of punctuation)

---

## **create**

develop and/or produce spoken, written or multimodal texts in print or digital forms

---

## **Create**

Develop and/or produce spoken, written or multimodal texts in print or digital forms.

---

## Cues

Sources of information used to facilitate comprehension of language, that may be visual, grammatical, gestural or contextual.

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## Culture

In earlier models of language teaching and learning, *culture* was represented as a combination of literary and historical resources, and visible, functional aspects of a community group's way of life such as food, celebrations and folklore. While these elements of culture are parts of cultural experience and organisation, current orientations to language teaching and learning employ a less static model of culture. Culture is understood as a framework in which things come to be seen as having meaning. It involves the lens through which:

- people see, think, interpret the world and experience
- make assumptions about self and others
- understand and represent individual and community identity.

Culture involves understandings about 'norms' and expectations, which shape perspectives and attitudes. It can be defined as social practices, patterns of behaviour, and organisational processes and perspectives associated with the values, beliefs and understandings shared by members of a community or cultural group. Language, culture and identity are understood to be closely interrelated and involved in the shaping and expression of each other. The intercultural orientation to language teaching and learning is informed by this understanding.

---

## De-centre

A capacity to step outside familiar frames of reference, to consider alternative views, experiences and perspectives and to look critically and objectively at one's own linguistic and cultural behaviour.

---

## Decode

A process of working out the meaning of a text. Decoding strategies involve readers/listeners/viewers drawing on contextual, lexical, alphabetic, grammatical and phonic knowledge to decipher meaning. Readers who decode effectively combine these forms of knowledge fluently and automatically, using meaning to recognise when they make an error and to self-correct.

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## Dialect

A variant of a language that is characteristic of a region or social group.

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## Diaspora

A scattered population with a common origin in a smaller geographical area.

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## Digital media

Various platforms via which people communicate electronically.

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## Digital texts

Audio, visual or multimodal texts produced through digital or electronic technology. They may be interactive and include animations or hyperlinks. Examples of digital texts include DVDs, websites and e-literature.

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## Digraph

Two letters that represent a single sound:

- vowel digraphs have two vowels (for example, 'oo', 'ea')
  - consonant digraphs have two consonants (for example, 'sh', 'th')
- 

## Diphthongs

Two vowel sounds pronounced in a single syllable with the individual vowel sounds distinguished. (For example, *hour*)

---

## Directionality

A direction in which writing/script occurs, for example, from left to right, right to left.

---

## Encode

A process of changing spoken language into symbols of written/digital language.

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## Enunciation

A clear and distinct pronunciation of language.

---

## **evaluative language**

positive or negative language that judges the worth of something. It includes language to express feelings and opinions, to make judgments about aspects of people such as their behaviour, and to assess the quality of objects such as literary works. Evaluations can be made explicit (for example, through the use of adjectives as in: 'She's a lovely girl', 'He's an awful man', or 'How wonderful!'). They can also be left implicit (for example, 'He dropped the ball when he was tackled', or 'Mary put her arm around the child while she wept').

---

## **Face**

A 'socio-dynamic' term which concerns self-delineated worth that comes from knowing one's status. Relates to concepts such as reputation, self-respect, honour and prestige. A key element of social relations in Chinese, Japanese and many other cultures.

---

## **Filler**

A sound or word used in spoken conversation to signal a pause, hesitation or unfinished contribution. For example, *I went to the station...er... then I caught a train...* Frequent use of fillers characterises early stages of second language (L2) development, but proficient speakers and first language (L1) speakers also use them as an opportunity to reflect or recast.

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## **Fluency**

An ability to produce spoken or written language with appropriate phrasing, rhythm and pace. It involves the smooth flow of language, lack of hesitation or undue pausing and characterises the largely accurate use and automatising of the target language.

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## **Form-focused learning activities**

Activities designed to rehearse, practise, control and demonstrate particular language structures, forms or features. For example, drills, rehearsed role plays/dialogues, games and songs, set sequences of language patterns.

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## **Formulaic language**

Words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis. For example, *Once upon a time* (story-starter); *G'day, how are you going?* (greeting in Australian English).

---

## **Framing**

A way in which elements of text are arranged to create a specific interpretation of the whole.

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## **framing**

the way in which elements in a still or moving image are arranged to create a specific interpretation of the whole. Strong framing creates a sense of enclosure around elements while weak framing creates a sense of openness

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## **Genre**

A category used to classify text types and language use; characterised by distinguishing features such as subject matter, form, function and intended audience. Examples of genres typically used in early language learning include greetings, classroom instructions and apologies. More advanced language proficiency includes the ability to use genres such as narrative or persuasive text, creative performance and debates.

The language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text.

---

## **grammar**

the language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text

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## **Grapho-phonetic knowledge**

Knowledge of how letters in printed language relate to the sounds of the language and of how symbols (letters, characters) represent spoken language.

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## **Homophone**

A word identical in pronunciation with another but different in meaning (for example, *bare* and *bear*, *air* and *heir*).

---

## **Honorific**

A grammatical form, typically a word or affix, that has at least part of its meaning the relative social status of the speaker in relation to the addressee, other participant or context. Parts of speech which signify respect, politeness and emphasize social distance or status.

---

## **Hybrid texts**

Composite texts resulting from a mixing of elements from different sources or *genres*. For example, email, which combines the immediacy of talk and the expectation of a reply with the permanence of print.

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## Hypermedia

A multimedia system in which related items and forms of information, such as data, texts, graphics, video and audio, are linked and can be presented together by a hypertext program.

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## Hypertext

A text which contains links to other texts.

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## Identity

A person's conception and expression of individuality or group affiliation, self-concept and self-representation. Identity is closely connected to both culture and language. Thinking and talking about the self is influenced by the cultural frames, which are offered by different languages and cultural systems. Identity is not fixed. Second language learners' experience with different linguistic and cultural systems introduces them to alternative ways of considering the nature and the possibilities associated with identity.

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## Ideograph

A graphic character that indicates meanings without reference to the sounds used to pronounce the word.

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## Idiomatic expressions

A group of (more or less) fixed words having a meaning not deducible from the individual words. Idioms are typically informal expressions used by particular social groups and need to be explained as one unit (for example, *I am over the moon*, *on thin ice*, *a fish out of water*, *fed up to the back teeth*).

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## Indicative hours

An indication for the purposes of curriculum development of the assumption about learning time on task.

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## Infinitive

A base form of a verb.

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## informal behaviours

can include vocalising; turning/pushing/moving away; leaning/moving/reaching towards; frowning; smiling; blinking; looking at/touching/person; guiding person's hand; pointing to/touching desired object

---

## Input

Direct contact with and experience of the target language; the stimulus required for language acquisition and learning. Input can take multiple forms and be received through different modes.

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## Intensifiers

Words that are usually used with adjectives to emphasise their meaning and are expressed by means of an adverb (for example, *very interesting*, *awfully boring*)

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## Intercultural capability

An ability to understand and to engage in the relationship between language, culture and people from diverse backgrounds and experience. This involves understanding the dynamic and interdependent nature of both language and culture, that communicating and interacting in different languages involves interacting with values, beliefs and experiences as well as with words and grammars. An intercultural capability involves being open to different perspectives, being flexible and curious, responsive and reflective; being able to decentre, to look objectively at one's own cultural ways of thinking and behaving, and at how these affect attitudes to others, shade assumptions and shape behaviours. Characteristics of an intercultural capability include cognitive and communicative flexibility and an orientation and ability to act in ways that are inclusive and ethical in relation to diversity and difference.

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## Intercultural language teaching and learning

An orientation to language teaching and learning that informs current curriculum design; framed by the understanding that language and culture are dynamic, interconnected systems of meaning-making; that proficiency in an additional language involves cultural and intercultural as well as linguistic capabilities. The focus is on developing communicative proficiency and on moving between language–culture systems. It includes the reflexive and reciprocal dimension of attention to learners' own language(s) and cultural frame(s).

---

## Interpret

In the context of L2 learning, *interpret* refers to two distinct processes:

- the act of translation from one language to another
  - the process of understanding and explaining; the ability to conceive significance and construct meaning, and to explain to self or others
- 

## Intonation

A key component of communication, involving patterns of pitch and melody of spoken language that can be used like punctuation; for example, to express surprise or suggest a question, to shade, accentuate or diminish emphasis or meaning, and to regulate turn-taking in conversations.

---

## Language

A human cognitive and communicative capability which makes it possible to communicate, to create and comprehend meaning, to build and sustain relationships, to represent and shape knowledge, and to imagine, analyse, express and evaluate.

Language is described and employed:

- **as code** – comprising systems, rules, a fixed body of knowledge; for example, grammar and vocabulary, sound and writing systems
- **as social practice** – used to do things, create relationships, interact with others, represent the world and the self; to organise social systems and practices in dynamic, variable, and changing ways
- **as cultural and intercultural practice** – means by which communities construct and express their experience, values, beliefs and aspirations
- **as cognitive process** – means by which ideas are shaped, knowledge is constructed, and analysis and reflection are structured

---

## Language comprehension

A process of interpreting meaning from spoken, written, tactile and multimodal representations of language.

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## Language features

Features of language that support meaning; for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language. Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production.

---

### language features

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---

## Language functions

Varied ways in which language is used to achieve particular purposes; for example, to persuade, to entertain, to apologise, to argue and/or to compliment.

## Language patterns

Identifiable repeated or corresponding elements in a text. These include patterns of repetition or similarity, such as the repetition of imperative verb forms at the beginning of each step in a recipe, or the repetition of a chorus after each verse in a song. Patterns may alternate, as in the call and response pattern of some games, or the to-and-fro of a dialogue. Patterns may also contrast, as in opposing viewpoints in a discussion or contrasting patterns of imagery in a poem.

---

## Language specificity

Distinguishing features of a particular language. These include lexico-grammatical and textual features, writing system(s), phonetic systems, and cultural elements which influence language use such as:

- politeness or kinship protocols
  - the nature of language communities which use the language
  - the historical and/or current relationship of a language with education in Australia
  - features of its 'learnability' in terms of teaching and learning in the context of Australian schooling.
- 

## Language systems

Elements that organise how a language works, including the systems of signs and rules (phonological, syntactic, semantic and pragmatic) that underpin language use. These systems have to be internalised for effective communication and comprehension.

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## layout

the spatial arrangement of print and graphics on a page or screen including size of font, positioning of illustrations, inclusion of captions, labels, headings, bullet points, borders and text boxes

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## Learning trajectory

A conceptualised developmental sequence of learning, including learning goals, learning activities, knowledge and skills to be developed at progressive levels.

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## Level statements

Descriptions in broad terms of the developmental characteristics of students and their language learning at particular phases along the Foundation–Year 12 continuum.

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## **Lexical cohesion**

A use of word associations to create links in texts. Links can be made through the use of repetition of words, synonyms, antonyms and words that are related, such as by class and subclass.

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## **listen**

to use the sense of hearing as well as a range of active behaviours to comprehend information received through gesture, body language and other sensory systems

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## **Literacy resources**

Individual resources and capabilities which learners bring to their learning experience; these include text knowledge, grammatical and vocabulary knowledge, knowledge of phonetic and writing systems. They also include critical, reflective and intercultural capabilities that support new literacy experience in a different language.

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## **Macro skills**

Four major language skills of listening, speaking, reading and writing.

---

## **Media texts**

Spoken, print, graphic, or electronic communications created for a public audience. They often involve numerous people in their construction and are usually shaped by the technology used in their production. Media texts studied in different languages can be found in newspapers, magazines and on television, film, radio, computer software and the internet.

---

## Mediate

To move between different linguistic and cultural systems, referencing own first language(s)/culture(s) while learning to use and to understand those of the target language. This movement involves:

- noticing, interpreting, responding sensitively and flexibly
- conveying culturally-shaped ideas, values, experience to others
- exploring how ideas and experiences are represented and conveyed in different languages and cultures
- considering similarities, overlaps, collisions and adjustments
- developing the capacity to communicate and represent different perspectives and interpretations.

Mediating operates in two distinctive ways:

- in practices such as interpreting and translating, with attention to what can happen in these processes in terms of 'losing' or 'gaining' meaning
- as the element of the learning experience, which involves noticing, responding, comparing and explaining differences in expression and perspective.

---

## Medium

Resources used in the production and transmission of texts, including tools and materials used (for example, digital text and the computer, writing and the pen or the keyboard).

---

## Metalinguage

A vocabulary used to discuss language conventions and use ( for example, language used to talk about grammatical terms such as *sentence*, *clause*, *conjunction*; or about the social and cultural nature of language, such as *face*, *reciprocating*, *register*.)

---

## Mnemonic

Memorising information by use of an aid such as a pattern, rhyme, acronym, visual image.

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## Modal verb

A verb attached to another verb to express a degree of probability (for example, *I might come home*) or a degree of obligation (for example, *You must give it to me*, *You are to leave now*).

---

## Mode

Various processes of communication: listening, speaking, reading/viewing, signing and writing/creating. Modes are also used to refer to the semiotic (meaning making) resources associated with these communicative processes, such as sound, print, image and gesture.

---

## Morpheme

The smallest meaningful unit in the grammar of a language. Morphemes are not necessarily the same as either words or syllables. The word *cat* has one morpheme while the word *cats* has two morphemes: *cat* for the animal and *s* to indicate that there is more than one. Similarly, *like* has one morpheme while *dislike* has two: *like* to describe appreciation and *dis* to indicate the opposite. The process of identifying morphemes assists comprehension, vocabulary building and spelling.

---

## Morphology

Principles of word formation and inflection, especially with respect to constituent morphemes.

---

## Multimodal text

A text which involves two or more communication modes; for example, the combining of print, image and spoken text in film or computer presentations.

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### multimodal text

combination of two or more communication modes (for example, print, image and spoken text, as in film or computer presentations)

---

### multimodal texts

combination of two or more communication modes (for example, print, image and spoken text, as in film or computer presentations)

---

## Narrative

A story of events or experiences, real or imagined.

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## Narrative devices

Techniques used to help in the narrating of a story or reported event. For example, imagery, metaphor, allusion.

---

## **narratives**

ways of making sense of the past based on a selection of events. There are different types of narratives such as accounts of the past that relate a story (for example personal, fictitious) and historical recounts (such as the course of events during the Second World War)

---

## **Neologism**

A new word is created, for example, *Smartphone*, *modem*, *AIDS* or an existing word is used in a new way, for example, *deadly*.

---

## **nominalisation**

process for forming nouns from verbs (for example, 'reaction' from 'react' or 'departure' from 'depart') or adjectives (for example, 'length' from 'long', 'eagerness' from 'eager'). Nominalisation is also a process for forming noun groups/phrases from clauses (for example, 'their destruction of the city' from 'they destroyed the city'). Nominalisation is a way of making a text more compact and is often a feature of texts that contain abstract ideas and concepts.

---

## **Noun**

A part of speech that includes all words denoting physical objects such as *man*, *woman*, *boy*, *girl*, *car*, *window*. These are *concrete nouns*. *Abstract nouns* express intangibles, such as *democracy*, *courage*, *success*, *idea*.

---

## **nouns**

a word class that includes all words denoting physical objects such as 'man', 'woman', 'boy', 'girl', 'diamond', 'car', 'window' etc. These are called 'concrete nouns'. 'Abstract nouns' express intangibles such as 'democracy', 'courage', 'success', 'fact', 'idea'.

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## **Oracy**

An ability to express oneself in and to understand spoken language; it includes oral and aural proficiency.

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## **Orthography**

Writing words with correct letters or characters according to common usage.

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## **Paralanguage**

Additional elements of spoken communication which are integrated with vocal (voice) and verbal (words) elements, and contribute significantly to communication and meaning-making. For example, voice quality, volume and pacing, facial expressions, gestures, posture and body movement.

---



## Paralinguistics

A study of paralanguage elements of expression.

---

## Pedagogy

A combination of conceptual knowledge, practical skills and reflective capabilities which constitute the 'art and science' of teaching.

---

## Performance

A use of the language in real situations, putting language knowledge into practice; it involves accuracy, fluency and complexity.

---

## Phoneme

The smallest meaningful unit in the sound system of a language. For example, the word *is* has two phonemes: /i/ and /s/; *ship* has three phonemes: /sh/, /i/, /p/. A phoneme usually has several manifestations dependent on varying phonological contexts. For example, the *p* in *pin* and *spin* differs slightly in pronunciation but is regarded as being the same phoneme; that is, as having the same functional meaning within each word.

---

## Phonics

A relationship between letters or characters and the sounds they make when pronounced. L2 learning involves developing phonic awareness and proficiency.

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## phonics

the term used to refer to the ability to identify the relationships between letters and sounds when reading and spelling

---

## Phonological awareness

Understanding that every spoken word is composed of small units of sound, identifying relationships between letters and sounds when listening, reading and spelling. It includes understandings about words, rhyme and syllables.

---

## Pragmatics

A study of how context affects communication; for example, in relation to the status of participants, the situation in which the communication is happening, or the intention of the speaker.

---

## Prediction

An informed presumption about something that might happen. Predicting at text level can include working out what a text might contain by looking at the cover, or working out what might happen next in a narrative. Predicting at sentence level includes identifying what word is likely to come next in a sentence.

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## Prefix

A meaningful element (morpheme) added before the main part of a word to change its meaning. For example, unhappy.

---

### prefixes

meaningful elements (morphemes) added to the beginning of words to change their meaning (for example, 'un' to 'happy' to make 'unhappy')

---

## Preposition

A part of speech that precede a noun, noun phrase or pronoun, thereby describing relationships in a sentence in respect to:

- space/direction (below, in, on, to, under – for example, she sat on the table).
- time (after, before, since – for example, I will go to the beach after lunch).
- those that do not relate to space or time (of, besides, except, despite – for example, he ate all the beans except the purple ones)

Prepositions usually combine with a noun group or phrase to form a prepositional phrase. For example, in the office, besides these two articles.

---

### prepositional phrases

typically consist of a preposition followed by a noun group/phrase. Prepositional phrases occur with a range of functions, including: adverbial in clause structure (for example, 'on the train' in 'We met on the train.');

modifier in noun group/phrase structure (for example, 'with two children' in 'a couple with two children');

and modifier in adjective group/phrase structure (for example, 'on golf' in 'keen on golf').

---

## Productive language use

One of the two aspects of communication through language (see *receptive language*) involving the ability to express, articulate and produce utterances or texts in the target language.

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## Pronoun

A part of speech that refers to nouns, or substituting for them, within and across sentences. For example, *Ahmad chose a chocolate cake. He ate it that evening* (where *he* and *it* are personal pronouns; and *that* is a demonstrative pronoun).

---

## Pronunciation

A manner in which a syllable is uttered.

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## Prosody

Patterns of rhythm, tempo, stress, pitch and intonation used in language; for example, in poetry or public speaking.

---

## Proxemics

A use of space, posture and touch as elements of non-verbal communication.

---

## Purposeful learning

Learning which results from authentic language experiences that involve real purpose and achievable outcomes.

---

## Question

A commonly employed prompt to elicit language use. A key element of scaffolding to support learners' use of language and to encourage further contributions. Different types of questions provide different prompts:

- **closed questions** are questions for which there are predictable answers. For example, *What time is it?* These are typically used as prompts for short answers, as a framework for testing comprehension or reviewing facts, and for routinized interactions. They are frequently used to scaffold early language development.
- **open questions** are questions with unknown and unpredictable answers that invite and support more elaborated and extended contributions from learners. For example, *How do you feel about that? What do you think might happen next?* They are used as stimulus to discussion, reflection and investigation.

Questions are an important element of intercultural language teaching and learning. The quality of questions determines the quality and substance of the learning experience. Effective questions relating to the nature of language, culture and identity and the processes involved in language learning and intercultural experience guide the processes of investigating, interpreting and reflecting which support new understanding and knowledge development.

---

## Read

Process visual or tactile symbols (for example, braille), words or actions in order to derive and/or construct meaning. Reading includes elements of decoding (of sounds and symbols), interpreting, critically analysing and reflecting upon meaning in a wide range of written, visual, print and non-print texts.

---

## Receptive language

One of the two components of communication through language (see *productive language*): the 'receiving' aspect of language input, the gathering of information and making of meaning via listening, reading, viewing processes.

---

## Reciprocating

An integrating element of intercultural communication that involves movement and relationship, interpreting and creating meaning, and understanding the process of doing so. It involves not only the exchange of words but also an exchange of understanding between the people involved. It comes into play when the learner 'self' encounters and interacts with the 'other' (the target language speaker, the target language itself as text or experience); when the existing language code and cultural frame encounters a different code and frame. This experience impacts on the learner's perspective and sense of identity and on their usual ways of communicating. Reciprocating involves conscious attention to the process: attention to the self (*intraculturality*) and to the likely impact of the self on the other person involved (*interculturality*). Things previously taken for granted are noticed in reference to new or different ways. Key elements of reciprocating include conscious attention, comparison, reflection and analysis:

- recognition that both partners in an exchange are involved in the 'effort of meaning'
  - willingness to work out what the other person means, the cultural and social context they are speaking from and the perspectives, which frame what they are saying
  - making necessary adjustments to own and each other's input, orientation and stance that will help the exchange to be successful.
- 

## Register

A variety of language used for a particular purpose or in a particular situation, the variation being defined by *use* as well as *user*. For example, informal register or academic register.

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## Romanisation

A transcription from a differently scripted language, such as Chinese or Japanese, into the Latin alphabet.

---

## Root of a word

A word/word element that cannot be reduced to a smaller unit and from which other words are formed. For example, plant in replanting.

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## **Scaffolding**

Support provided to assist the learning process or to complete a learning task. Scaffolded language support involves using the target language at a level slightly beyond learners' current level of performance, and involves incremental increasing and decreasing of assistance. Task support provides assistance to perform just beyond what learners can currently do unassisted, to progress to being able to do it independently. Scaffolding includes modelling and structuring input in ways that provide additional cues or interactive questioning to activate existing knowledge, probe existing conceptions or cue noticing and reflecting.

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## **Scanning**

A text processing strategy adopted to search for specific words, ideas or information in a text without reading every word. For example, looking for a word in the dictionary or a name in a phone directory. Scanning involves moving the eyes quickly down the text looking for specific words and phrases to gain a quick overall impression/to get the gist.

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## **Script**

A writing system in which characters or symbols represent components of language (letters, syllables, words).

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## **Semantic knowledge**

Knowledge gained at a meaning rather than a decoding level. This involves understanding the relationship between signifiers (words, phrases, symbols, signs) and the meanings they represent. Semantic information is supported through reference to prior knowledge, cultural connotations and contextual considerations.

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## **simple sentences**

have the form of a single clause (for example, 'David walked to the shops.' or 'Take a seat.')

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## **Skimming**

A text processing strategy aimed at gaining information quickly without focusing on every word.

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## **Speak**

Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants, and needs, and to comment about the world

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## Stereotype

A widely held but fixed and oversimplified image or idea of a particular type of person or thing

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## Stress

An emphasis in pronunciation that is placed on a particular syllable of a word; for example, *she will **con**duct the orchestra; her **con**duct is exemplary*.

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## Suffix

A meaningful element added after the root of a word to change its meaning (for example, to show its tense : *–ed* in *passed*. Common suffixes in English include *–ing*; *–ed*; *ness*; *–less*; *–able*).

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## suffixes

meaningful elements added to the ends of words to change their meaning (for example, to show its tense: 'ed' in 'passed'). Common suffixes are 'ing', 'ed', 'ness', 'less' and 'able')

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## Synchronous

Occurring or existing at the same time.

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## Syntax

An ordering of sentence elements such as words, group/phrases and clauses. In some education settings, the terms *syntax* and *grammar* are used interchangeably.

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## Talk

Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants, and needs, and to comment about the world

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## Task

An integrated experience and use of language, set in a context, accomplishing a purpose, focused on meaning. A task provides an organising structure and context for meaning-focused language learning. Unlike form-focused language activities and exercises, task-based learning involves the achievement of a goal or authentic outcome. Learners draw from existing language resources and seek out unfamiliar resources as needed to complete the task. Scaffolding is provided by the teacher via the task cycle, which includes form-focused teaching. Examples of tasks: researching an issue, sharing ideas and then categorising and presenting results; planning and having a picnic; designing and publishing an online newsletter.

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## Task-based language learning (TBLL)

An orientation to language teaching and learning, which focuses on the use of the language in meaningful and 'life-like' tasks and activities. The completion of the task is not an end in itself, as tasks are part of the overall learning and using of the language, providing a context and purpose for developing language competence and a means of assessing and evaluating learning outcomes. Learners work independently and/or collaboratively, draw on existing language resources, generate solutions to communicative problems, seek out additional or new language and other resources needed to complete the task. Focused language work, such as grammar knowledge, vocabulary building, social and cultural competence, is integrated with task preparation and completion processes. Tasks provide opportunities to integrate the four modes of language use, to develop fluency, complexity and problem-solving capacity, as well as including work on accuracy and focus on form. A task has limits as a one-off learning event, but is used as a meaningful component of learners' overall learning progression.

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## tenses

a grammatical category marked by a verb in which the situation described in the clause is located in time. For example, present tense 'has' in 'Sarah has a headache' locates the situation in present time, while past tense 'had' in 'Sarah had a headache' locates it in past time. However, the relation between grammatical tense and (semantic) time is not always as simple as this. For example, present tense is typically used to talk about: present states, as in 'He lives in Darwin'; actions that happen regularly in the present, as in 'He watches television every night'; 'timeless' happenings, as in information reports such as 'Bears hibernate in winter'; references to future events, as in 'The match starts tomorrow' where the tense is present but the time future. Likewise in 'I thought the match started tomorrow' where the subordinate clause 'the match started tomorrow' has past tense but refers to future time texts.

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## Text

An identified stretch of language, used as a means for communication or the focus of learning and investigation. Text forms and conventions have developed to support communication with a variety of audiences for a range of purposes. Texts can be written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word, as in film or computer presentation media.

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## Text processing strategies

Strategies learners use to decode and understand text. These involve drawing on contextual, semantic, grammatical and phonic knowledge in systematic ways to work out what a text says. They include predicting, recognising words and working out unknown words, monitoring comprehension, identifying and correcting errors, reading on and re-reading.

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## Text structure

Ways in which information is organised in different types of texts (for example, chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in text structures and language features together define a text type and shape its meaning. Different languages/cultures structure texts differently in many instances.

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## **text structures**

the ways in which information is organised in different types of texts (for example, chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in text structures and language features together define a text type and shape its meaning.

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## **Text types (genres)**

Categories of text, classified according to the particular purposes they are designed to achieve, which influence the features the texts employ. For example, texts may be imaginative, informative or persuasive; or can belong to more than one category. Text types vary significantly in terms of structure and language features across different languages and cultural contexts. For example, a business letter in French will be more elaborated than a similar text in English; a request or an offer of hospitality will be differently expressed in Japanese or German.

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## **texts**

the means for communication. Their forms and conventions have developed to help us communicate effectively with a variety of audiences for a range of purposes. Texts can be written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word as in film or computer presentation media.

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## **Textual features/conventions**

Structural components and elements that combine to construct meaning and achieve purpose, and are recognisable as characterising particular text types (*see language features*).

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## **Tone**

A use of pitch and contour in spoken language to nuance words and, in some languages, to distinguish lexical or grammatical meaning. In Chinese, for example, the tones are distinguished by their pitch range (register), duration and contour (shape). All Chinese syllables have a set tone, which distinguishes it and its meaning from another syllable. However, in certain environments tones can change or be modified, while in rapid spoken Chinese a great many unstressed syllables carry no tone at all.

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## **Translation**

A process of translating words/text from one language into another, recognising that the process involves movement of meanings and attention to cultural context as well as the transposition of individual words.

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## **Transliteration**

Writing a letter or word using the closest corresponding letter or word from a different language or alphabet.

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## Verb

A part of speech which expresses existence, action, state or occurrence. For example, *they **watch** football; she **is** exhausted; the day finally **came**.*

**auxiliary verb** – a verb that combines with another verb in a verb phrase to form tense, mood, voice or condition. For example, *they **will** go, I **did** eat lunch, she **might** fail the exam.*

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## verb

a word class that describes a kind of situation such as a happening (for example, 'climbed' in 'She climbed the ladder') or a state (for example, 'is' in 'The koala is an Australian mammal').

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## verb groups

consists of a main verb, alone or preceded by one or more auxiliary or modal verbs as modifiers. For example, verb groups/phrases: create tense, as in 'He [was happy]', 'She [is working] at home', 'I [have seen] him before'; express modality using modal verbs such as 'can', 'may', 'must', 'will', 'shall' and so on, as in 'You [must be] mad', 'He [will have arrived] by now', 'She [may know] them'; and create passive voice, as in 'A photo [was taken]'.

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## verbs

a word class that describes a kind of situation such as a happening (for example, 'climbed' in 'She climbed the ladder') or a state (for example, 'is' in 'The koala is an Australian mammal').

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## view

observe with purpose, understanding and critical awareness. Some students participate in viewing activities by listening to an adult or peer describing the visual features of text, diagrams, pictures and multimedia

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## voice

in English grammar voice is used to describe the contrast between such pairs of clauses as 'The dog bit me' (active voice) and 'I was bitten by the dog' (passive voice). Active and passive clauses differ in the way participant roles are associated with grammatical functions. In clauses expressing actions, like the above examples, the subject of the active ('the dog') has the role of actor, and the object ('me') the role of patient; whereas, in the passive, the subject ('I') has the role of patient and the object of the preposition by ('the dog') the role of actor. In clauses that describe situations other than actions, such as 'Everyone admired the minister' and 'The minister was admired by everyone', the same grammatical difference is found, so that the object of the active ('the minister') corresponds to the subject of the passive; and the subject of the active ('everyone') corresponds to the object of the preposition 'by'. And in the literary sense, it can be used to refer to the nature of the voice projected in a text by an author (for example, 'authorial voice' in a literary text or 'expert voice' in an exposition).

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## **Word borrowing**

A practice of incorporating words from one language into another. For example, the use of Italian words such as *pianissimo*, *cannelloni* in English and the use of English ICT terms in many languages. The increasing frequency of word-borrowing between languages reflects intercultural contact, contemporary cultural shifts and practices in a globalised world, issues of ease of communication and efficiency and technological specialisation.

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## **write**

plan, compose, edit and publish texts in print or digital forms. Writing usually involves activities using pencils, pens, word processors; and/or using drawings, models, photos to represent text; and/or using a scribe to record responses or produce recorded responses

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# The Australian Curriculum Languages - Arabic

## Overview

### Context statement

#### The place of the Arabic culture and language in Australia and in the world

Arabic is spoken by approximately 280 million people in 22 countries over two continents. It is the official language of the Arab world, which includes countries of the Middle East, North Africa and the Gulf region, and is one of the official languages of the United Nations. The Arabic-speaking world has a long history, and the Arabic language has evolved and flourished over time, as evidenced by the richness of its literature. Arabic is comprised of a number of dialects that reflect the cultural diversity of Arabic-speaking countries, regions and communities.

Since the end of the nineteenth century, large communities of Arabic speakers have migrated to countries such as the United States, Europe and Australia. More than 370,000 Australians are of Arab descent, living predominantly in Sydney and Melbourne. Australia has strong relationships with countries in the Middle East, North Africa, the Gulf and the wider Arabic-speaking world through family ties, trade and education.

Arabic-speaking communities in Australia comprise diverse groups, differing in ancestral origins, religious backgrounds and histories. They hold a heritage that shares common linguistic and cultural traditions, and these are the ties that bind. Arabic language and culture represent an important part of the linguistic and cultural diversity of Australia. The Arabic-speaking community has made and continues to make a significant contribution to the development and enrichment of Australian society, in areas such as commerce, agriculture, industry, health, education, journalism, hospitality, tourism and international relations.

#### The place of the Arabic language in Australian education

The study of Arabic provides background students with the opportunity to connect with their family heritage and to communicate with speakers of Arabic in Australia and around the world. Following the early settlement of Arabic speakers in Australia, the teaching of Arabic was established for children of Arabic-speaking migrants in after-hours school settings. Since the 1980s, Arabic has been taught in primary and secondary schools and tertiary institutions across Australia as well as in after-hours schools run by community organisations. This reflected the growing Arabic-speaking community in Australia, as well as government policies of the time supporting multiculturalism. The demand for Arabic language education in Australia has increased due to the geopolitical importance of the Arabic-speaking world and greater awareness of business opportunities.

#### The nature of Arabic language learning

Arabic is a Semitic language, and shares linguistic and phonological similarities with other Semitic languages such as Syriac, Aramaic and Hebrew. Classical Arabic and its successor, Modern Standard Arabic, have been and continue to be the language of religious texts as well as the basis for a rich heritage of classical poetry and literary prose. Today, speakers of Arabic come from a variety of social, cultural and religious backgrounds. Their views, cultures and beliefs are manifested in the language they use formally and informally in every aspect of their private lives and public affairs. Language is an inseparable part of their identity and the way they view themselves and the world around them.

The Arabic language has two forms: Modern Standard Arabic ( اللغة العربية الفصحى ) and colloquial Arabic. Modern Standard Arabic is the official language taught worldwide and used in formal situations, such as at school and university and in mosques, churches and official media. Colloquial Arabic is used in everyday situations, such as at home and in the marketplace, the street, restaurants, cafés, and popular and social media. Modern Standard Arabic is common to all countries of the Arabic-speaking world, while colloquial Arabic varies according to geographical location. For example, two individuals from Iraq and Morocco speaking in dialects would not easily understand each other unless they injected elements of Modern Standard Arabic into the conversation.

Arabic is a scripted language and is written from right to left. There are 28 letters, which are all consonants with short and long vowels. These vowels are represented in the forms of letters and marks called diacritic symbols which identify how words and letters are pronounced. Arabic is a highly inflectional language, with words formed according to a root system. Various vowels, prefixes and suffixes are used with root letters to create the desired inflection of meaning.

### **The diversity of learners of Arabic**

The Australian Curriculum: Languages – Arabic is pitched to background language learners, the dominant cohort of learners in the Australian context.

The background language learner pathway has been developed for students who have exposure to Arabic language and culture, and who may engage in active but predominantly receptive use of Arabic at home. The range of learners within the Arabic background language learner pathway is diverse, defined for the most part by different waves of migration, and their use of Arabic may extend beyond the home to everyday interactions with Arabic-speaking friends and involvement in community organisations and events. Other learners may have been born in an Arabic-speaking country, where they may have completed some education.

A key dimension of the Australian Curriculum: Languages – Arabic involves understanding the interrelationship between language and culture. The curriculum is designed with an intercultural language learning orientation to enable students to participate meaningfully in language and cultural experiences, to develop new ways of seeing and being in the world from a bilingual perspective, and to understand more about themselves in the process.

### **PDF documents**

Resources and support materials for the Australian Curriculum: Languages - Arabic are available as PDF documents.

Languages - Arabic: Sequence of content

Languages - Arabic: Sequence of Achievement - F-10 Sequence

Languages - Arabic: Sequence of Achievement - 7-10 Sequence

# The Australian Curriculum Languages - Arabic Years F–10 Sequence

## Foundation to Year 2

### The nature of the learners

Children enter the early years of schooling with varying degrees of early literacy capability in Arabic and/or English. For young students, learning typically focuses on their immediate world of family, home, school, friends and neighbourhood. They are learning how to socialise with new people in settings outside the home, share with others, and participate in structured routines and activities at school.

### Arabic language learning and use

Arabic is learnt in parallel with English language and literacy. While the learning of Arabic differs from the learning of English, each supports and enriches the other. Arabic is used at home and in familiar Arabic-speaking settings, and in classroom interactions, routines and activities, supported by the use of materials and resources, gestures and body language. At this stage, there is a focus on play, imaginative activities, games, music, dance and familiar routines, which provide scaffolding for language development. Repetition and consolidation help learners to identify familiar and new words and simple phrases, and to recognise the purpose of simple texts. Learners use Arabic for functions such as greeting (مرحباً؛ صباح الخير), sharing information (هذه أختي لينا؛ عمري ست سنوات), responding to instructions (نعم؛ أنا هنا؛ حاضر), and taking turns in games and simple shared tasks. The transition from spoken to written language is scaffolded via shared exploration of simple texts and language features. Learners use a variety of cues, including images, context and frequently used word patterns, to comprehend texts and communicate.

### Contexts of interaction

The primary contexts for interaction in Arabic are the immediate environment of home and the classroom. Learners use Arabic to interact with each other and the teacher within the learning environment at school and with immediate family members at home. The use of information and communications technologies (ICT) enriches the learning of Arabic language and culture by providing alternative experiences, a range of resources, and opportunities to access authentic language in different contexts.

### Texts and resources

Learners engage with a variety of spoken, written and visual texts, such as children's songs and nursery rhymes, stories from Big Books and interactive resources. Writing skills progress from identifying the alphabet to tracing, labelling and copying letters, and then to constructing simple, short texts using familiar vocabulary.

### Features of Arabic language use

Learners become familiar with how the sounds of the Arabic language are represented in letters and words. They practise pronunciation and intonation through activities such as reciting rhymes and poems and singing songs, and experiment with sounds, short and long vowels, phonemes, words, simple phrases and sentences relating to pictures, objects and actions, for example, طاولة صغيرة. They learn to recognise the letters of the Arabic alphabet, including new sounds, for example, خ؛ ع؛ غ؛ ق؛ ص؛, and the way letters are joined to make words, for example, طار؛ طير؛ ذهب, and make comparisons with the English alphabet. They write letters, words and simple sentences using familiar vocabulary, prelearnt language features and structures, and formulaic expressions, for example, كان يا ما كان. They begin to recognise how language use changes according to the speakers and context.

### Level of support

The classroom is a new context of communication where learners rely on the teacher to assist their learning. Learning experiences are supported by the teacher through scaffolding, modelling, cueing, monitoring, feedback and encouragement. Multiple and varied sources of input and stimulus are used, including visual cues, such as the use of gestures, and resources, for example, bilingual Big Books and picture books, subtitled cartoons and video programs, and realia, objects, maps and charts.

### The role of English

Arabic is used as the medium for class interaction and to demonstrate and model new language acquisition. English may be used to explain features of language and aspects of culture. Both English and Arabic may be used when learners are communicating about similarities and differences between Arabic and other languages and cultures and reflecting on how they talk and behave in Arabic-speaking and English-speaking contexts.

## Foundation to Year 2 Content Descriptions

### Communicating

#### Socialising

Initiate interactions with peers and the teacher by asking and responding to questions and exchanging information about self and family, friends and school

[Key concepts: personal world, place, belonging; Key processes: introducing, exchanging, expressing preferences]

(ACLARC103)



#### Elaborations

- greeting peers and the teacher using appropriate expressions and body language, for example,  
مرحباً؛ صباح الخير؛ كيف حالك/حالك؟؛ بخير شكراً
- introducing self, family and friends using formulaic expressions such as  
إسمي عادل؛ إسمي رانيا؛ أنا مريم  
هذا صديقي علي؛ هذه صديقتي ريم؛ هذا أبي وهذه أمي؛ اسم أخي رامي؛ هذا جدي؛ هذه أختي لينا؛ عمري ست سنوات؛ عمر أخي سنة؛ عمر أختي ثلاث سنوات
- describing self, family, friends and aspects of school, for example,  
أنا طويل؛ أنا شاطر؛ بيتي صغير؛ غرفتي واسعة؛ صديقي علي ذكي؛ مدرستي كبيرة؛ معلمتي طيبة
- sharing information about self, home, family and favourite possessions, using simple sentence structures, familiar vocabulary and concrete materials such as toys, for example,  
هذه لعبتي؛ اشتريت أمي لي هذه اللعبة في عيد ميلادي؛ أسمها "ميلاني"؛ أحب ميلاني كثيراً؛ تنام ميلاني معي في سريرتي
- initiating and sustaining interactions by asking and responding to questions about likes and dislikes, using simple language such as  
الديناصور، أسمه "ريكس" أبي اشتراه لي في العطلة. ريكس صديقي؛ ألعب معه في البيت من تحب في العائلة؟ ماذا تحب في المدرسة؟ هل تحب المدرسة؟ أحب جدي كثيراً؛ لا أحب الرياضة في المدرسة





- شكراً؛ شكراً جزيلاً

- following instructions such as وضع يدك على رأسك؛ أغمض عينيك؛ أنظر إليّ for a variety of language games
- providing simple information about familiar objects and people, using pictures and crafts to support communication, for example, طاولة صغيرة؛ قلم رصاص؛ تلميذ شاطر؛ معلم جيد؛ شجرة كبيرة؛ بيت واسع؛ بنت جميلة؛ أمي طيبة؛ أبي حنون



- نعم؛ أنا هنا؛ حاضر؛ ممكن أن أتكلم؟

- asking and responding to questions, for example,  
متى يذق الجرس؟ كيف أكتب ...؟ ما معنى...؟

لماذا تأخرت عن المدرسة؟ نمت كثيراً! توقفت سيارة أبي في الطريق؛ أخرنا أخي؛ بسبب أختي

- asking for permission and responding appropriately, for example, ممكن أن أذهب إلى الحمام؟ ممكن أن أأخذ الكتاب؛ يمكن أن أجلس هنا؟ شكرًا؛ شكرًا معلمة؛ مع السلامة؛ إلى اللقاء
- participating in games or activities that involve taking turns, making choices or swapping items, for example, forming groups using numbers or colours for activities such as telling the time or counting or memory games

## Elaborations

Locate and organise information from simple spoken, written and visual texts to identify details about people and objects  
[Key concepts: meaning, context; Key processes: listening, reading, locating, categorising]

(ACLARC106)



- listening for key words in stories, rhymes or songs, using intonation and visual cues such as gestures and facial expressions to assist understanding
- identifying letters, words and phrases in written Arabic, for example, titles, labels and captions, by labelling, matching, clicking and dragging, miming and using actions
- participating in shared reading of print and digital texts such as stories in Big Books and other texts relating to familiar events and contexts, using pictures, intonation and contextual cues to predict meaning and identify key information
- sorting and categorising information in graphic representations such as tables, including details about colour, quantity and place relating to people and objects, for example,

ما لون الفستان؟ لون الفستان أحمر؛ ما لون المقلمة؟ لون المقلمة أحمر

كم عدد الأقلام؟ كم كتاباً يوجد هنا؟ يوجد أربعة كتب

أين تعمل أمك؟ تعمل أمي في المستشفى؛ يدرس أخي في المدرسة

Share information obtained from different sources, including online and digital sources, by listing, tabulating or sequencing information and using illustrations and gestures to support meaning

[Key concepts: self, family, school; Key processes: describing, showing, presenting]

(ACLARC107)



- creating short texts to label and describe personal possessions and objects in the classroom using simple sentences, for example,  
حقيبتي كبيرة وثقيلة؛ صفي صغير وجميل؛ طاولة المعلمة غير مرتبة؛ النافذة في الصف مكسورة؛ عندنا لوح ذكي جديد في الصف؛ صديقي وليد يجلس معي
- reporting information gathered from peers about their families, using modelled language such as  
وليد لا يحب الحساب ولا القراءة؛ فادية عندها أخ صغير في المدرسة؛ فاطمة تسكن في شقة؛ مازن يحب الديناصورات
- contributing aspects of personal information to a class digital photo story, for example, writing or reading aloud captions to own photos  
هذه أنا عندما كان عمري أربع سنوات؛ كان شعري طويلاً؛ هذا مازن؛ كان يركي في الصباح؛ صورة أميرة كانت على حقيبتي؛ هاني يحب الكرة؛ هذه أنا أكتب الحروف؛ هذا شادي يلون صورة؛ هذه عبير ترسم شجرة
- sharing information about self, home, family and favourite possessions, using simple sentence structures, familiar vocabulary, appropriate gestures and concrete materials such as toys, for example,  
هذه لعبتي؛ اشتريت أمي لي هذه اللعبة في عيد ميلادي؛ أسمها "ميلاني"؛ أحب ميلاني كثيراً؛ تمام ميلاني معي في سريري  
هذا الديناصور اسمه "ريكس"؛ أبي اشتراه لي في العطلة؛ ريكس صديقي؛ أَلْعَب معه في البيت

Creating

Elaborations

Listen to, view and read to simple imaginative texts, including digital and multimodal texts, and respond by making simple statements about favourite elements and through action, mime, dance, drawing and other forms of expression  
[Key concepts: imagination, response, character; Key processes: participating, acting, listening, reading]

(ACLARC108)



- participating in shared reading of imaginative texts, responding to questions and giving opinions about characters and events, for example,  
سامي ولد نشيط؛ التّب حيوان لطيف؛ الأسد مفترس؛ الأسد صديق الفأر؛ الفراشة كبرت وعندها أجنحة

- listening to, reading or viewing Arabic versions of stories they are familiar with in print, online or digital form, such as اليرقة الجاعة جداً, and re-creating them through mime, dance and drawing
- responding to imaginative Arabic texts such as stories, rhymes and songs through play-acting, illustrating and movement
- making simple statements in response to favourite characters in stories, rhymes, storyboards or songs, for example,

أفضل الدب لأنه لطيف؛ أفضل السمكة الذهبية الجميلة

Create own representations of people or events in imaginative texts using familiar words, illustrations, actions and other verbal and non-verbal forms of expression  
[Key concepts: performance, expression; Key processes: experimenting, drawing, captioning, labelling]

(ACLARC109)



- creating own version of a story by sequencing a series of pictures with captions or by creating a storyboard with labels, using modelled language, for example  
كان يا ما كان؛ في يوم من الأيام؛ كان في مرة

- performing songs, raps, rhymes and action stories using simple language and non-verbal forms of expression, such as clapping, gestures and facial expressions, to support meaning
- creating a puppet play or dramatic performance based on an experience or aspect of a story, song, poem or cartoon
- creating and presenting a class Big Book and texts in digital form based on imagined scenarios in familiar contexts, using modelled language, for example,  
كان دب كبير إسمه راين؛ عاش راين في جبل ضخم؛ أكل راين؛ شاهد راين ثعلباً صغيراً

## Translating

Translate familiar Arabic and English words, phrases and expressions, using visual cues and word lists, and explain the meaning of particular words and verbal and non-verbal expressions  
[Key concepts: meaning, expression; Key processes: noticing, matching, translating]

(ACLARC110)



## Elaborations

- using Arabic and English to name familiar objects and conduct simple conversations, translating when necessary to help others understand
- translating and interpreting particular words and expressions and simple texts such as songs for friends and family
- playing matching games with Arabic and English words from Big Books and picture books
- demonstrating and explaining hand gestures, intonation patterns and facial expressions that can be used without language to convey meaning, for example, nodding to indicate agreement

Create simple print or digital bilingual texts in Arabic and English, such as word lists, labels and captions, for their class, school and family  
[Key concepts: representation, equivalence; Key processes: naming, labelling, displaying]

(ACLARC111)



- creating a bilingual picture dictionary for classroom use
- making bilingual greeting cards in print or digital form for family celebrations such as Mother's Day, using greetings and simple expressions in Arabic and English, for example,

ماما، حبيبتي ماما؛ مبروك ماما؛ عيد أم سعيد

- creating a bilingual personal profile containing information relating to self, family and friends
- labelling photos in both Arabic and English for a display of a class event or experience such as a sports day or school concert

## Reflecting

Describe the experience of using Arabic at home and at school, such as how it feels and the particular behaviours they associate with speaking Arabic

[Key concepts: self, identity, belonging; Key processes: identifying, comparing]

(ACLARC112)



## Elaborations

- identifying the significance of gestures in Arabic, and noticing own level of comfort with these, for example, making or not making eye contact when talking to older people
- discussing one another's ways of communicating and their appropriateness in Arabic-speaking contexts, such as different ways of showing politeness, for example, when making requests من فضلك or thanking someone شكراً، شكراً جزيلاً
- sharing with peers how it feels to use Arabic, for example, when singing a song in class, speaking Arabic with friends or family members, and using gestures, such as nodding the head slightly when saying نعم أو لا

Identify themselves as members of different groups, including the Arabic class, the school, and their family and community, describing their roles within these different groups

[Key concepts: membership, roles, belonging; Key processes: recognising, describing, connecting]

(ACLARC113)



- listing various groups they belong to, for example, family, school, class or clubs, and reflecting on themselves as a member of multiple groups and the roles they play in these groups
- identifying themselves as belonging to a particular cultural and/or language group, for example, أتكلم العربي؛ صف العربي؛ أهلي من لبنان؛ أنا من الأردن؛ أنا أسترالي لكن أهلي من سوريا

- creating own profile using drawings or providing captions for photos to express roles in or membership of various groups, including their identity as a person who knows more than one language
- eliciting and giving information that signals identity in different contexts, such as home, school and community, for example, compiling a personal profile consisting of their name, age, and dialect spoken at home, using simple words and modelled sentences

## Understanding

### Systems of language

### Elaborations

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Recognise the letters and sounds of the Arabic alphabet and identify how letters are modified so they can be joined to form words

[Key concepts: phonic awareness, script, directionality (writing right to left); Key processes: recognising, distinguishing, listening]

(ACLARU114)



- recognising and reproducing the 28 letters of the alphabet and the three short and long vowels
- recognising that Arabic words are written from right to left, numbers from left to right
- recognising and producing distinctive Arabic sounds such as guttural sounds ع، غ، ق and other sounds such as ص، ض، ط، ظ، ح، خ
- recognising that making Arabic words requires most letters to be joined, for example طار، طير، ذهب، أكل، شرب، ولد، أب، ام
- developing pronunciation, phrasing and intonation skills by singing, reciting and repeating frequently used words and phrases, noticing that statements and questions have different intonation, for example، أكلت الطعام كله؟

Recognise parts of speech and frequently used words in familiar contexts, and understand the basic rules of word order in simple sentences, such as the role of verbs in a sentence; the masculine and feminine forms of nouns, verbs and adjectives; and simple possessive forms

[Key concepts: word order, gender variation; Key processes: noticing, selecting]

(ACLARU115)



- identifying and using high-frequency words and expressions related to home and school environments in interactions, for example,  
بيت؛ عائلة؛ أب؛ إبرة؛ معلمة؛ مدرسة؛ حصة؛ صف؛ كتاب؛ دراسة؛ فرصة؛ وقت فراغ؛ أيام الأسبوع
- recognising word order in simple phrases and sentences, for example,  
الجملة الفعلية: نام سليم؛ قام الولد؛ أكل سامي التفاحة؛ شربت سحر الحليب
- identifying different parts of speech, for example,  
الاسم؛ الفعل؛ الصفة؛ الحرف
- recognising that nouns have definite and indefinite articles and gender, for example,  
تلميذ/التلميذة؛ معلمة العلوم؛ المعلمة
- using masculine and feminine forms of singular nouns and adjectives, for example,  
الأب الحنون؛ الأم الجميلة؛ كرسي كبير؛ الطاولة الصغيرة؛ أمد شرس؛ قطعة أليفة
- using simple present tense verbs to describe aspects of own daily activities, for example,  
استيقظ في الصباح؛ أتناول الفطور؛ أركب الباص؛ أدخل الصف؛ أكمل الواجب؛ ألبس ثيابي
- using simple verbs to express likes and dislikes, for example,  
أحب طعام أمي؛ لا أحب الأكل السريع؛ أحب الرياضة ولا أحب الرسم
- understanding and responding to imperative verb forms in familiar instructions, for example,  
افتح الباب؛ اجلس في مكانك؛ لا تتكلم دون إذن؛ نظف غرفتك؛ اكمل طعامك
- using singular possessive adjectives related to self, for example,  
بيتي؛ سريري؛ معلمتي؛ غرفتك؛ كتابك؛ حقبتها؛ دفتره
- understanding that adjectives follow nouns and their gender, for example, كتاب كبير؛ طاولة كبيرة
- using singular personal pronouns, both masculine and feminine, with appropriate simple present tense verbs to describe aspects of home or school life, for example,  
أمي تحب العمل؛ هي نشيطة؛ أبي يحب الطبخ؛ هو ماهر؛ صديقي سليم شاطر؛ هو ذكي؛ هي تكتب القصص
- developing knowledge of cardinal numbers
- beginning to use simple conjunctions to link words and expressions, such as أيضا أو؛ أو؛ أيضا

Recognise that language is organised as text, and that texts such as songs, stories and labels have different features  
[Key concepts: textual features, form; Key processes: recognising, identifying]

(ACLARU116)



- listening to, reading and viewing different types of simple texts in Arabic, such as stories, songs and captions, understanding that the Arabic script is written from right to left and that books and papers are written from back to front
- observing typical features of familiar Arabic texts, such as stories, nursery rhymes and signs, for example,  
ليلي والذئب؛ الارنب والسلحفاة؛ الخنازير الثلاثة؛ كان يا ما كان
- comparing similar texts in Arabic and English and noticing how they are the same or different, for example, a counting song, street sign, labels at a supermarket, or a cover of a picture book

## Language variation and change

Recognise that there are variations in the language used by Arabic speakers in different situations, such as at home with family, and that the language used varies between different Arabic speakers

[Key concept: variation based on gender, age and context; Key processes: noticing, comparing, understanding]

(ACLARU117)



## Elaborations

- understanding that different forms of address and greetings are used depending on the time of day and the gender, background and social status of the participants, for example,  
مرحبا ؛ صباح الخير / مساء الخير؛ سلام ونعمة؛ السلام عليكم ورحمة الله وبركاته؛ سلام الرب معك  
ماما؛ بابا؛ عم أمين؛ خالتي سعاد
- recognising that informal forms of address are very common among speakers of Arabic and are acceptable across Arabic communities, for example  
عمو عادل؛ عمة هناء؛ خالة عبيد؛ ست أمل؛ تيتا وداد؛ جدو
- explaining how their spoken language at home may vary from the spoken language in class, and understanding similarities and differences between various dialects represented within the classroom

Recognise that Australia has speakers of many different languages, including Arabic, and that languages borrow words from one another

[Key concepts: place, word-borrowing; Key processes: noticing, selecting]

(ACLARU118)



- understanding that the world contains many different languages and that many people around the world speak more than one language
- recognising that Arabic has borrowed many words from English, for example, كومبيوتر، تلفاز، and that English has borrowed words from Arabic, such as 'admiral', 'candy', 'coffee', 'cotton', 'genie', 'sugar' and 'sultan'
- exploring the range of languages spoken in Australia, including Aboriginal languages and Torres Strait Islander languages



## Role of language and culture

## Elaborations

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Understand that the languages people use and the way they use them relate to who they are, where and how they live and what is important to them

[Key concepts: language, culture and identity; Key processes: noticing, understanding, making connections]

(ACLARU119)



- exploring the meaning of 'culture', and understanding that it involves visible elements, such as ways of eating and behaving, and invisible elements, such as how people live, what they value and how they think of themselves and others
- recognising similarities and differences between naming systems across languages represented in the classroom, and noticing that Arabic-speaking students may have names derived from other cultures and languages
- understanding that some Australian-English terms and expressions have no equivalent in Arabic, for example, 'billabong' or 'the bush', and that terms such as 'the movies', 'footy' and 'backyard' reflect aspects of culture in the Australian context



## Foundation to Year 2 Achievement Standard

By the end of Year 2, students interact with the teacher and peers to exchange information about themselves, their family and friends, for example, أنا ليلي، عمري ست سنوات؛ أمي سميرة؛ أبي خالد؛ عندي أخ وأخت؛ صديقي رامي؛ صديقتي رنا، and initiate interactions by asking and responding to questions. They use repetitive language when participating in shared activities and transactions and responding to classroom instructions. When speaking, they use the sounds of the Arabic language, for example, حروف مثل خ، ما اسمك أين تسكن؟ كيف حالك؟ هل عندك أصدقاء؟ كم أخت، They locate information about people, places and objects in simple texts, and share information in different formats, using illustrations and gestures to support meaning, for example, أخت، عندك؟ ماذا يعمل أبوك؟ ما اسم مدرستك؟ من هي معلمتك؟ هل تحب المدرسة؟ They make simple statements about favourite elements in response to imaginative experiences, and create own representations of imagined characters and events, using illustrations, familiar language and non-verbal forms of expression. Students identify specific parts of speech, such as nouns, verbs and adjectives, in spoken and written texts, and use familiar words and phrases, for example, المدرسة؛ العائلة؛ الأم؛ الأب؛ الأصدقاء؛ الصف؛ المعلمة؛ البيت and أسكن مع عائلتي؛ أحب؛ أكل؛ أذهب؛ ألعب؛ أغني؛ صغير/كبير؛ طويل/قصير؛ جميل؛ نظيف؛ المدرسة؛ بيتي؛ أختي؛ صديقي يوم السبت؛ في الصباح؛ الأمس؛ كل يوم sentence patterns in simple texts, such as أحب أن أكل... لا أحب أن... أذهب إلى؛ أذهب مع؛ They recognise questions and commands, for example, ما اسمك؟ /إذا تحب أن تلعب؟ من صديقك في المدرسة؟ هل بيتك كبير؟ ما هي لعبتك المفضلة؟ أجلس هنا من فضلك؛ تكلم الآن؛ إرفع يدك؛ تعال إلى هنا، and use vocabulary and simple sentences to communicate information about themselves, their family and classroom, such as أذهب، applying basic rules of word order and gender. Students translate frequently used words and simple phrases using visual cues, and create word lists, labels and captions in both Arabic and English for their immediate environment, for example، البيت؛ الغرفة؛ الحديقة؛ المدرسة؛ الصف؛ المعلمة؛ المدرس؛ المدير؛ الشارع؛ الباص؛ الملعب؛ الدكان هذا أبي؛ اسمه عادل؛ هذه معلمتي؛ إسمها أنسة هالة؛ أحب صديقتي كثيراً؛ أنا في فريق كرة القدم.

Students identify letters of the Arabic alphabet and join some letters to form simple words. They identify features of familiar texts. They distinguish between the language spoken by different Arabic speakers in different situations, such as at home with family or at school with the teacher, for example، من فضلك؛ هل يمكن أن...؟ هل أقدر أن...؟ لوسمحت، Students name some of the many languages that are spoken in Australia, including Arabic, and provide examples of simple words in Arabic that have been borrowed from English and vice versa. They identify how the ways people use language reflect where and how they live and what is important to them.

## Years 3 and 4

### The nature of the learners

At this level, children are developing awareness of their social worlds and their membership of various groups, including the Arabic class. They are further developing literacy capabilities in both Arabic and English, as well as biliteracy capabilities. They benefit from multimodal, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

### Arabic language learning and use

Learners interact with family and the wider Arabic-speaking community, and at school they interact with their peers and the teacher in a variety of communicative activities. Specific language learning skills such as memory and communication strategies are developed. Learners primarily engage in a variety of listening and viewing activities, and understand familiar stories, songs and poems. They use Arabic in everyday interactions, such as giving and following instructions *أرسم خطأ على الورقة؛ أكتب العنوان فوق*, attracting attention and seeking help *عندي فكرة رائعة!؛ ممكن أن أتكلم؟*. They participate in collaborative activities such as sharing information about their routines, friendships and leisure activities. They listen to, view and read a range of print, digital and spoken texts, such as interactive stories and performances, and use their imagination to create simple texts such as dialogues, stories and cartoons. They locate and classify key points of information in spoken, written and multimodal texts, and convey information about their family, home and neighbourhood in simple texts such as diary entries, emails and short stories.

### Contexts of interaction

The contexts in which students interact in learning and using Arabic are primarily the classroom, school and home. They have access to the wider community of Arabic speakers and resources through out-of-classroom activities and the use of virtual and digital technology. They work both independently and cooperatively, further developing their sense of personal as well as group identity, and of the cultural significance of family relationships.

### Texts and resources

Learners develop biliteracy skills through interacting with a range of spoken, written, visual and multimodal texts. Texts such as recipes, reports and family profiles show how language is used in different ways and for different purposes.

### Features of Arabic language use

Learners explore Arabic sounds, intonation and writing conventions to further develop their speaking and writing skills and initial understanding of their developing biliteracy. They use key grammatical forms and structures, such as verbs, pronouns, singular/plural forms and prepositions, to provide information in simple sentences and short texts about places *جاء وليد من مصر*, people, actions, events and feelings, for example, *عندما كان عمره أربع سنوات*, *عندما أعزف الموسيقى أشعر بالفرح*. They begin to develop a metalanguage for understanding and discussing language features, and make connections and comparisons between Arabic and English. Comparing the structures and patterns of Arabic with those of English helps learners understand both languages, assisting in the development of their biliteracy skills.

### Level of support

In the classroom, this stage of learning involves extensive support through scaffolding. Teachers model what is expected, introduce language concepts and resources needed to manage and complete tasks, and make time for experimentation, drafting and redrafting, providing support for self-monitoring and reflection. Support includes a range of spoken, written, visual and interactive resources, such as poems, songs, video clips and digital games.

## The role of English

Learners use Arabic in classroom routines, social interactions, learning tasks, and language experimentation and practice. Arabic and English are used for discussion, explanation and reflection. Learners explore connections between culture and language use in various Arabic-speaking communities and the wider Australian context, and reflect on their own sense of identity and their experiences as Arabic background speakers when communicating and interacting with others.

## Years 3 and 4 Content Descriptions

### Communicating

#### Socialising

Socialise and build relationships with the teacher, family and friends through the exchange of personal information relating to home and school environment, such as everyday routines [Key concepts: friendship, experiences, routine, time; Key processes: describing, expressing, sharing]

(ACLARC120)



#### Elaborations

- asking and answering questions about information relating to self, peers, friends and family members, for example,  
أين ولدت؟ ماذا تتكلم في البيت؟ ماذا يعمل أبوك؟ أين تذهب يوم السبت؟ من هي صديقتك؟ لماذا تحب جدتك؟ ماذا تفعل بعد المدرسة؟ أي رياضة تلعب؟  
ولدت في العراق؛ أتكلم العربية في البيت؛ أحب الشوكولاتة كثيرا؛ أحب أبي وأمي جدا؛ أبي يعمل في المستشفى؛ أمي طبيبة؛ أخي يدرس في المدرسة؛ أختي في الجامعة؛ يوم السبت أذهب إلى بيت جدي؛ يوم الأحد أذهب إلى المطعم.
- sharing information about daily routines and favourite activities at home and school, for example,  
أستيقظ باكرا؛ أكل الفطور؛ ألبس ثيابي؛ أشاهد التلفاز؛ أكمل فروض المدرسة؛ ألعب ألعابا إلكترونية؛ أرتب سريرتي؛ أنظف غرفتي؛ ألعب كرة القدم؛ أذهب إلى المسجد.
- using common expressions and appropriate body language when responding to frequently used comments and questions, for example,  
يبدو أنك متعب؛ متى نمت البارحة؟ لماذا تأخرت هذا الصباح؟ كيف تأتي إلى المدرسة؟ هل عندك طعام للفرصة؟
- exchanging simple correspondence such as notes, invitations or birthday cards in print or digital form, for example,  
هل تحب أن تأتي إلى حفلة عيد ميلادي؟ سمير؛ أنا أدعوك إلى بيتي يوم السبت؛ تعال نلعب معا.  
عيد ميلاد سعيد؛ كل عام وأنت بخير؛ أتمنى لك عيداً سعيداً.

Participate in collaborative tasks and shared experiences that involve planning and simple transactional exchanges, such as playing games, role-playing dialogues, and preparing and presenting group work

[Key concepts: participation, cooperation, collaboration; Key processes: sharing, negotiating]

(ACLARC121)



- asking and responding to questions in group activities such as number and memory games, for example, كم ورقة عندك؟ أي عدد اخترت؟ ما هي الأعداد التي تريدها؟ اخترت عدد ثمانية؛ عددي المفضل ستة؛ وصلت إلى الرقعة الثالثة؛ أنا في الخانة الأولى

- negotiating roles for shared tasks using simple expressions such as ماذا عن دور الأب؟ أنت لا تقدر ان تكتب كل القصة؛ أنا اكتب النصف وأنت تكتب النصف الآخر؛ أنا دوري المشتري وأنت دورك البائع؛ هل تحب أن تكون البائع؟

- participating in role-plays, such as buying goods from a shop, using props, for example, هل عندك حليب؟, to engage in conversation
- preparing, rehearsing and presenting a group activity for class or school about a familiar situation or event, using expressions such as اليوم سوف نقدم لكم عرضاً عن عيد الأم؛ شكراً لاستماعكم؛ أنا كامل وهذه لدينا وهذا محمود؛ نرجو أن تستمتعوا بالعرض

Participate in everyday classroom activities, such as giving and following instructions, attracting the teacher's attention and asking for repetition

[Key concepts: respect, politeness; Key processes: participating, requesting, responding]

(ACLARC122)



- giving and following classroom instructions, for example, أكتب التاريخ هنا؛ أرسم خطأ على الورقة؛ أكتب العنوان فوق؛ إغلق الباب؛ اجلس في مكانك؛ توقف عن الكلام؛ دورك؛ تكلم
- attracting attention and asking for help in classroom situations, for example, عندي فكرة رائعة؛! يمكن أن أتكلم؟
- requesting repetition, for example, ممكن أن تعيدي السؤال؟ لم أفهم السؤال؟ من فضلك، أعد السؤال. ما معنى...؟
- praising and encouraging peers, and using formulaic expressions and interjections, for example, ممتاز؛! جيد جداً؛ هذا عمل رائع!

Informing

Elaborations

Locate and classify information relating to familiar contexts, routines and interests from spoken, written and visual texts  
[Key concepts: time (routines), leisure; Key processes: listening, reading, viewing, selecting, sequencing]

(ACLARC123)



- recording and classifying information obtained from others, such as favourite foods and places to visit, for example,

يحب سالم التبول؛ يحب عادل الدجاج؛ تفضلّ سعاد الخضار؛ يحب علي كرة القدم؛ يفضلّ ماجد السباحة؛ ويفضلّ رامي العزف على الجيتار؛ تحب البنات الموسيقى بينما الأولاد يحبون الرياضة

- listening to short spoken texts with new vocabulary and unfamiliar language, and identifying key information, for example, the name and number on a recorded phone message

مرحباً

إسمي سهام

أريد التكلّم مع سامر بخصوص الإمتحان

أرجو الإتصال بي على الرقم 0456566777

- comparing profiles and stories in print and digital form about different people and their daily routines, and creating a display with names and short descriptions, for example,

هذه فادية؛ عمرها سبع سنوات؛ تسكن مع والديها وعندها أربع أخوات. تحب فادية المدرسة كثيراً وأيضاً تحب اللعب على الكمبيوتر والرسم والسباحة. فادية صديقة وقيّة وحنونة.

- gathering information about other people's interests, for example, through conducting interviews or surveys about weekend activities, and selecting specific information to include in a short report
- locating and sequencing information to describe people and events, for example,

البنات تدرس؛ يساعد الولد أمه؛ ينظف الأب الحديقة؛ تحضرّ أمي الفطور في الصباح؛ ينظف أبي السيارة في المساء

- obtaining and using information from print, digital and multimodal texts related to a range of learning areas, such as completing a simple science experiment, or naming countries, significant land features and historical places on a map, for example,

أهرامات مصر؛ معبد الأقصر؛ قلعة بعلبك؛ ملوية سامراء؛ مدينة نينوى الأثرية

Present information relating to home, school, neighbourhood and leisure in a range of spoken, written and digital modes  
[Key concept: representation (private life); Key processes: organising, selecting, presenting]

(ACLARC124)



- reporting on information gathered from sources such as interviews, surveys and brochures, using drawings, posters and collages
- creating print or digital texts to introduce family members and friends and describe relationships and personal information relating to their background and experiences, using simple descriptive language and supporting resources, for example,

وليد عنده ثلاث أخوات وأخ واحد صغير؛ يسكن وليد في منطقة رايد في بيت كبير مع عائلته. جاء وليد من مصر عندما كان عمره أربع سنوات. يحب وليد بيته وعائلته كثيراً

- creating a class book or visual/digital display relating to a school event such as an excursion to the zoo or museum, for example,

رحلة إلى حديقة الحيوان؛ في حديقة الحيوان؛ شاهدنا الأسد وهو نائم؛ كان هناك دب كبير وقرودة بأحجام مختلفة

رحلة المدرسة إلى المتحف؛ ذهبنا إلى المتحف يوم الخميس؛ شاهدنا هناك آلات قديمة وصور أثرية للسكان في أستراليا؛ وشاهدنا صوراً لسفينة تاريخية

- presenting information both orally and in writing on pastimes and activities relating to self and peers, describing actions, responses and feelings, for example,

ألعب كرة القدم جيداً؛ أصبح بمهارة؛ اقرأ بطلاقة؛ سمير يلعب الألعاب الإلكترونية بمهارة

عندما أعزف الموسيقى أشعر بالفرح؛ بالحزن؛ بالملل؛ بالنشاط؛ بالسعادة؛ أحب الرسم لأنني أرسم أبطال الكارتون

## Creating

Respond to imaginative texts, such as interactive stories and performances, identifying and describing characters, events, ideas and favourite elements

[Key concepts: character, people, places, experiences; Key processes: participating, responding, relating, reflecting]

(ACLARC125)



## Elaborations

- listening to, reading and viewing a range of print, digital and oral texts through shared and guided participation, and responding to questions about characters, ideas and events
- comparing an Arabic fable such as سندباد البحري؛ علاء الدين with an Aboriginal or Torres Strait Islander story and highlighting the similarities and differences in characters, events and the moral of the story



- discussing imaginative texts, using short statements to describe aspects such as characters, settings or events, and illustrating and captioning aspects of texts
- role-playing events in imaginative texts, using movement and actions to reinforce meaning and experimenting with voice and gestures to animate characters

Create and perform short imaginative texts, such as dialogues or collaborative stories based on Arabic fables, using formulaic expressions and modelled language

[Key concepts: imagination, experience; Key processes: presenting, creating, performing]

(ACLARC126)



- creating simple imaginative texts such as comics, short stories or poems, using modelled language to express own ideas and imagined experiences
- collaborating with peers to create and present picture or digital books, short plays or animations based on favourite characters in Arabic fables, using familiar language and formulaic expressions such as

هذا علي بابا؛ علي بابا هو البطل في قصة علي بابا والأربعين حرامي؛ علي بابا شاب ... يحب علي بابا ...

- modifying texts such as songs, for example, by substituting words in a well-known Arabic song or rhyme
- creating and performing alternative versions or endings of familiar stories, using voice, rhythm and gestures to animate characters

## Translating

Translate and interpret words, expressions and sentences in simple English and Arabic texts, noticing similarities and differences or non-equivalence

[Key concepts: meaning, translation; Key processes: moving between languages, comparing]

(ACLARC127)



## Elaborations

- using a picture or digital dictionary to find the meanings of simple vocabulary used in class, and comparing English and Arabic versions
- comparing Arabic expressions used in everyday interactions such as greetings with equivalent English expressions, identifying differences and similarities and words and expressions that do not translate easily, for example,

مرحباً؛ صباح الخير/صباح النور؛ كيف حالك؟ الحمد لله؛ نشكر الرب

- translating short, simple texts from Arabic into English and vice versa, using cues to interpret meaning, such as layout, headings and familiar vocabulary
- identifying words that change meaning according to the context and Arabic-speaking region, for example, لين/حليب، ميسوط

Produce bilingual texts and resources, including digital and online resources such as digital picture dictionaries, posters and signs, for their class and school community

[Key concepts: similarity, difference; Key processes: selecting, describing]

(ACLARC128)



- producing a parallel bilingual word list or digital picture dictionary by identifying known Arabic words or expressions and relating them to English equivalents, and vice versa, recognising that direct translation is not always possible
- composing captions for images in Arabic and English to create simple bilingual storybooks in print or digital formats
- creating texts in print, digital or online formats, such as descriptions in both Arabic and English on familiar topics, selecting from word lists vocabulary that best conveys the intended meaning in both languages
- creating simple action songs and raps which include alternative repetitive phrases in Arabic and English, to perform for the school community

## Reflecting

## Elaborations

Reflect on their experiences as Arabic background speakers when interacting in English and Arabic, observing differences in language use and behaviours

[Key concepts: culture, language, behaviour; Key processes: examining, connecting]

(ACLARC129)



- comparing their interactions in Arabic and English, noticing different behaviours and language used, for example, adding the words خالة عمو before the names of older family members and other adults to show respect, compared with addressing friends in English by their first name
- describing elements of Arabic language that are different from English, including gestures such as patting the heart a few times to indicate 'That's enough, thank you...'
- developing metalanguage for describing experiences of intercultural exchange in different contexts, for example,

أتكلم العربي في البيت مع جدي وجدتي ولكن مع إخوتي أتكلم بالإنجليزي؛ أمي تتكلم معي بالعربي

وأنا أرد عليها بالإنجليزي؛ عربيتي ليست قوية؛ أحب التكلم بالإنجليزية أكثر لأنها أسهل

Explore their own sense of identity, including elements such as family, background and experiences, and ways of using language in Arabic- and English-speaking contexts

[Key concepts: communication, identity; Key processes: reflecting, adjusting]

(ACLARC130)



- discussing the groups they belong to, including their families and Arabic cultural and language groups, and reflecting on how membership of these groups affects their own sense of identity
- creating texts in print, digital, online or multimodal formats that express personal views on identity, including as a member of different cultural and/or language groups, for example, their name, in English and/or Arabic, their life experiences overseas and in Australia, and reflecting on how these may be understood from an Australian and Arabic perspective
- mapping personal profiles by creating a chart, timeline or web profile to highlight significant experiences or events, for example, marking an event when they identified as Lebanese, Egyptian, Iraqi or Arab, such as during religious ceremonies or special national events
- noticing how they communicate in both Arabic- and English-speaking contexts, identifying differences in behaviour and discussing reasons for these, for example, how they would address their teacher compared to a family member such as an uncle

## Understanding

### Systems of language

### Elaborations



Recognise and reproduce Arabic pronunciation and intonation patterns using vocalisation and features of individual syllable blocks, and understand that in Arabic script, most letters change appearance depending on their position

[Key concepts: sound and writing systems, syllables; Key processes: noticing, describing, comparing]

(ACLARU131)



- discriminating between simple vowels, for example, تَ، ثَ، نَ، long vowels or the three vowel letters ا، و، ي، such as تَا، ثَا، نَا and consonant letters in a syllable block
- using basic punctuation in writing, including question marks (?), commas (,) and full stops (.) and semi-colons (;)
- recognising that letters change form depending on their place in the word, for example,

لَ: كَتَبَ؛ يَكْتُبُ؛ كَتَابَكَ؛ عَ: عَيْنٌ؛ مَعْلَمٌ؛ مَ

- noticing that vocalisation such as َ، ُ، ِ may change the function of the word depending on where it is placed, for example, كُتِبَ؛ كُتِبَ؛ لَعِبَ؛ لَعِبَ
- experimenting with Arabic words and vowels to construct and deconstruct syllable blocks, for example, كَاتِبٌ؛ سَالٌ... لَمْ؛ قَادِي؛ كَرِيسِي؛ غَرِيفَةٌ؛
- using basic pronunciation and intonation rules when speaking and reading aloud
- deducing from familiar sounds and contexts how to spell new words, for example, predicting how to spell هَادِي؛ فَادِي having learnt how to spell شَادِي
- comparing different forms of writing for the letter أ، for example, أ؛ إ؛ آ

Understand and use key grammatical forms and structures, such as basic pronouns and possessive pronouns, singular/plural forms of regular nouns and adjectives, and prepositions

[Key concepts: number, syntax, verb forms; Key processes: sequencing, applying, relating]

(ACLARU132)



- using subject–verb–object word order in simple sentences relating to home and school environment, recognising the use of the definite article and its impact on the meaning of the sentence, for example,  
أكمل وسام الدرس؛ أكمل وسام درساً؛ نظفت سماح الغرفة؛ نظفت سماح غرفة
- understanding and applying singular nouns and regular plural noun endings in masculine and feminine forms, for example,  
معلم- معلمون؛ معلمة - معلمات
- using singular, second person and plural possessive pronouns to describe relationship or ownership, for example,  
هذا دفترك يا سمير؛ لدينا هذه حقبتك؛ أمي أليس هذا مفتاح سيارتك؟ أبي أين نظارتك؟ كتبهم؛ لعبكم؛ غرفنا
- using a range of adjectives in singular and plural form to describe appearance, feelings and personalities, for example,  
أختي طويلة وأخي قصير؛ عين أخي واسعة؛ أبي طويل القامة؛ أمي نحيفة الجسم؛ أنا سعيد جداً؛ أختي حزينة لأنها أضاعت كتابها المفضل؛ أمي مرحة جداً وأبي ودود وضحوك
- using past tense verbs to recount events related to home and school contexts, for example,  
قدمت فرضي للمعلمة؛ تأخرت عن الدرس؛ نمت متأخراً؛ نسيت كتبي في البيت
- using imperative forms of simple verbs when giving others instructions, for example,  
كل طعامك؛ نظف أسنانك؛ أكتب الجملة؛ أفتحي كتابك؛ إمسكي القلم؛ إسالي أمك
- expressing negation in simple sentences, for example,  
لا أحب مادة العلوم
- using adverbs of place and time to expand on expressions, for example  
استيقظت باكراً؛ وصلت إلى المدرسة متأخراً؛ شاهدت المباراة في الملعب؛ قرأت الكتاب في مكتبة المدرسة
- using a variety of prepositions to expand on spoken and written interactions, for example  
في وقت الفراغ؛ في العطلة؛ ذهبت من البيت إلى المدرسة؛ أثناء الغداء إتصلت بأبي
- understanding and using simple question words in interactions, for example  
متى أتيت إلى البيت؟ من أعد لك الغطور؟؛ ماذا احضرت للغداء؟ كيف أتيت إلى المدرسة؟

Understand that familiar spoken and written Arabic texts, such as conversations and stories, have particular features and structures relating to different purposes and audiences  
[Key concepts: linguistic features, genre, structure; Key processes: observing patterns, distinguishing]

(ACLARU133)



- noticing differences between different types of texts in Arabic, for example, comparing a verbal recount of a well-known fable with the written text, or a text message with a phone call, an email with letter
- recognising how elements of texts in print, digital and online formats, such as title, layout, illustrations and size of script in a Big Book, combine to make meaning
- identifying and comparing the features of different types of texts, observing similar patterns and identifying differences, for example, the opening and signature in an email and a letter, a description in a story and a diary entry
- classifying a range of texts in print, digital and online formats, such as stories, digital greeting cards, recipes, advertisements (print and online versions) and posters, according to their purpose(s), for example, to entertain, to describe, to inform or to persuade, and recognising language features typically associated with particular texts, such as the use of imperatives in recipes and time markers in stories

#### Language variation and change

Understand that Arabic as a spoken language varies according to region and country and that meaning can be influenced by gestures, tone and purpose  
[Key concepts: dialect, variation; Key processes: observing, explaining]

(ACLARU134)



#### Elaborations

- reflecting on how they communicate with their family and friends and with people less close to them, noticing differences in word choice, language use and communicative behaviour
- understanding that Arabic as a language has a standard form called اللغة العربية الفصحى, which is mainly used in writing, and a range of spoken dialects that differ greatly from region to region, for example, Lebanese, Egyptian, Sudanese and the Iraqi and Gulf regional dialects
- understanding how differences in gestures and tone are used to change the meaning of spoken text, and how the purpose of interaction, such as to instruct or invite, changes the emphasis on words and expressions being used

Recognise that languages change over time and influence one another

[Key concepts: language change, influence, exchange; Key processes: observing, identifying, discussing]

(ACLARU135)



- identifying how Arabic has influenced other languages, for example, Indonesian (Kitab = كتاب, Kursi = كرسي) and Spanish (aceite = زيت), and the number system in English
- understanding that Arabic, like all languages, is constantly expanding in response to intercultural experiences to include new words and expressions, for example,

دردشة على الإنترنت

- recognising that some Arabic words are derived from other languages, such as الفستق, which is borrowed from Greek to mean 'pistachio'; or قز, which is borrowed from Persian to mean 'raw silk'
- understanding that some languages are continuously evolving while others are endangered or being revived, for example, indigenous languages throughout the world, including Aboriginal languages and Torres Strait Islander languages in Australia



## Role of language and culture

Compare and reflect on cultural practices relating to ways in which language is used in various Arabic-speaking communities and in the wider Australian context

[Key concepts: difference, expression, practices; Key processes: identifying, distinguishing, relating, comparing]

(ACLARU136)



## Elaborations

- examining aspects of Arabic culture in familiar contexts, for example, identifying language use such as كل عام وأنتم أحسن وأهل وسهلاً شرفتونا and behaviours such as eating sweets at different celebrations and occasions
- reflecting on and explaining to others the significance of some common Arabic cultural practices and events, such as offering visitors food and drink, and serving sweets during special occasions, or coffee in times of mourning
- comparing the cultural importance of music and traditional dance in different Arabic-speaking communities as expressions of identity and emotions, for example,

الدبكة اللبنانية والجوية العراقية؛ والرقص الصعيدي الفلكلوري

## Years 3 and 4 Achievement Standard

By the end of Year 4, students interact with the teacher and peers to share personal information about aspects of their lives, such as experiences, everyday routines and leisure activities, for example, عمري تسع سنوات؛ أنا مولود في أستراليا؛ أتيت إلى أستراليا وأنا صغير ، such as giving and following instructions, asking for repetition, planning shared activities and completing simple transactions, for example, هل من فضلك أريد المساعدة؛ أن أذهب إلى الحمام؟؛ They use formulaic expressions when interacting, such as giving and following instructions, asking for repetition, planning shared activities and completing simple transactions, for example, هل من فضلك أريد المساعدة؛ أن أذهب إلى الحمام؟؛ They use features of Arabic pronunciation and intonation when speaking and reading aloud. Students locate and classify information relating to familiar contexts and present it in modelled spoken, written and visual texts. They describe characters, events and ideas and express opinions about favourite elements in imaginative texts, and use formulaic expressions, for example, في يوم من الأيام؛ كان هناك , and modelled language to create short imaginative texts. They use vocabulary related to school, home and everyday routines, for example, دراسة؛ التعليم؛ فروضي؛ مواد المدرسة؛ غرفة النوم؛ المطبخ؛ الطابق العلوي أستيقظ من النوم؛ أتناول الفطور؛ استقل الباص؛ أكمل واجبات المدرسة؛ أشاهد التلفاز؛ أقرأ الكتاب Grammatical forms and structures in simple spoken and written texts, such as word order, singular and plural forms of regular nouns and adjectives, personal and possessive pronouns, for example, كتاب/كتب؛ غرفة/غرف؛ صف/ صفوف؛ صديق/أصدقاء؛ أنت/أنتِ؛ هو/هي/هم؛ . In written texts, they use prepositions such as قبل النوم ، and prepositions such as بعد العشاء؛ أثناء الدرس؛ بين الملعب والساحة؛ غرتي/غرفة أخي؛ مدرستي؛ مدرستا . Students translate familiar and frequently used language relating to familiar environments and create simple bilingual texts for the classroom and school community. They describe how language involves behaviours as well as words and share their own experience as background speakers as they interact with others.

Students identify and use Arabic sound and writing patterns, for example أ، ء، و؛ والياء، الألف المقصورة ي including combining letters to form words, vocalisation, and features of individual syllable blocks such as أكل، إشتري أبي بيتاً، رأيت كلباً، في بيتي غرفة. They identify the features and structure of different types of texts, for example، العنوان، الحكبة، النهاية القافية؛ فعل الأمر؛ الجمل؛ أمل؛ أسف؛ القصيرة أدوات الحوار؛ الأدوار في الحوار. They identify similarities and differences between various Arabic dialects and explain how meaning can be influenced by gestures and tone. Students provide examples of how the Arabic language has changed over time and identify words and expressions in Arabic that have emerged from contact with other languages and vice versa. They compare language use and cultural practices in Arabic-speaking communities and in the wider Australian context, identifying culture-specific terms and expressions, particularly those related to special occasions, for example، كيفية الإحتفال في المناسبات؛ زيارة الأهل في الأعياد؛ الإحتفال بأعياد الميلاد

## Years 5 and 6

### The nature of the learners

At this level, learners have established communication and literacy skills in Arabic that enable them to explore aspects of Arabic language and culture as well as topical issues drawn from other key learning areas. They are widening their social networks, experiences and communication repertoires in both Arabic and English and developing some biliteracy capabilities. They participate in collaborative tasks that both recycle and extend language. They are gaining greater independence and becoming more conscious of their peers and social context, and increasingly aware of the world around them.

### Arabic language learning and use

Purposeful language use in authentic contexts and shared activities in the classroom develop language skills and enhance communication and understanding. Learning how Arabic is structured reinforces learners' oracy and literacy. Learners develop their speaking skills by interacting with teachers, peers, family and local Arabic speakers to share their own and enquire about others' experiences *أقرأ قصة قبل النوم؛ وأنت هل تقرأين قبل النوم؟*, social activities and opinions. They have access to a broader range of vocabulary, and use a growing range of strategies such as effective listening skills to support communication. They write more accurately and fluently for a range of purposes, contexts and audiences. They listen to, view and read Arabic folk tales, fables and films to engage with themes, characters and events, exploring embedded cultural beliefs, values and practices, and use their imagination to create and perform songs, poems, short plays and video clips. They obtain information from a range of sources about social, cultural and communicative aspects of lifestyles in Arabic-speaking communities, and present the information in different formats for particular audiences. Individual and group presentation and performance skills are developed through modelling, rehearsing and resourcing the content of presentations.

### Contexts of interaction

Learners use Arabic in the classroom and in their extended social space, such as family, neighbourhood and the community, for a growing range of purposes, for example, exchanging information, expressing ideas and feelings, and responding to experiences. They are able to work more independently, but also enjoy working collaboratively in pairs and in groups. They explore cultural aspects of communication, and use information and communications technologies (ICT) to support and enhance their learning.

### Texts and resources

Learners interact with an increasing range of informative, persuasive and imaginative texts about neighbourhoods, places, and Arabic-speaking communities and individuals. They refer to and use more established grammatical and lexical resources to understand and communicate in Arabic. The use of dictionaries is encouraged for accuracy and expansion of language acquisition.

### Features of Arabic language use

Learners' pronunciation, intonation and phrasing are more confident, and they apply appropriate writing conventions, including spelling and punctuation, in a range of print, digital and multimodal texts. They use grammatical structures, such as verb conjugation, suffixes, linguistic elements such as conjunctions and a range of adjectives and adverbs to describe actions and events according to time and place *هو كُتِبَ؛ هي ركضت*, share information about life at home and school *أمي تطبخ طعاماً لذيذاً؛ أبي يغسل*, elaborate on ideas and information and express opinions relating to their personal and social worlds. They understand how language use varies when interacting with different people and for different purposes. They explore cross-linguistic and intercultural influences of other languages on Arabic, such as Aramaic, Syriac and Assyrian, and regional languages such as Persian, Kurdish and Turkish.

## Level of support

While learners work both independently and collaboratively at this level, ongoing support and feedback are incorporated into task activities such as the production of written texts. Support includes the provision of models, scaffolds, stimulus materials, and resources such as word charts, vocabulary lists and dictionaries.

## The role of English

Classroom interactions are increasingly bilingual. Arabic is used primarily for communication, while English and Arabic are used for discussion of linguistic features and cultural practices, and for reflective tasks and explanations. Learners are given opportunities to think about personal and community identity. They explore the relationship between language and culture, and ask questions about cultural values and practices and how these relate to their own sense of identity as Arabic background speakers when interacting in different Arabic- and English-speaking contexts.

## Years 5 and 6 Content Descriptions

### Communicating

#### Socialising

Socialise and maintain relationships with peers and the teacher by sharing information about their personal experiences and social activities

[Key concepts: relationships, experiences; Key processes: describing, listening, comparing, explaining]

(ACLARC137)



#### Elaborations

- exchanging information about everyday experiences, for example,  
ماذا تفعل بعد المدرسة؟ متى تأكل طعام العشاء؟ أين تلعب الرياضة؟  
بعد المدرسة ألعب كرة القدم؛ في الساعة الثامنة أذهب إلى النوم؛ وأنت متى تنام؟  
أقرأ قصة قبل النوم؛ وأنت هل تقرأين قبل النوم؟
- describing friends and family members, including physical appearance and personal characteristics/qualities, for example,  
أمي امرأة طويلة ورشيقة؛ تحافظ على صحتها؛ أبي شخص منظم في عمله ومسؤول في بيته؛ صديقي سامي مهندس ولكنه لا يهتم بدراسته ولا بصحته؛ أصدقائي جميعهم لطفاء ولكنهم لا يأخذون المدرسة بجدية
- sharing feelings about weekend activities, using different modes of communication such as text messages, email or social media, and giving reasons for choices made, for example,  
يوم السبت ألعب التنس مع أبي؛ في العطلة الأسبوعية أذهب مع عائلتي إلى المطعم؛ أحضر حصة للموسيقى يوم الجمعة؛ أشعر بالسعادة في حصة الموسيقى؛ أحب العزف على البيانو كثيراً؛ أتعلم اللغة العربية يوم السبت صباحاً؛ اخترت الرياضة لأنها مفيدة للجسم؛ الموسيقى تساعدني على التفكير
- recounting experiences with family and friends in a variety of ways, for example, in conversations, diaries or digital presentation  
ذهبت البارحة مع عائلتي إلى المتحف؛ شاهدت مع أخي фильماً جديداً في السينما؛ كانت لعبة الركبي ممتعة؛ كانت رحلة المدرسة إلى حديقة الحيوان ممتعة

Collaborate in group tasks and organise shared experiences that involve making suggestions and decisions and engaging in transactions

[Key concepts: organisation, transaction; Key processes: negotiating, explaining, advising, making choices]

(ACLARC138)



- making collaborative decisions and arrangements using expressions for counting, ordering and organising ideas, for example,  
أولاً؛ نختار أفراد الفريق؛ ثانياً نوزع الأدوار؛ ثالثاً؛ نعرض الأفكار؛ أخيراً نعمل على دورنا

في البداية سوف أجمع الصور؛ بعد ذلك سوف نبحث في الإنترنت عن المعلومات وفي النهاية سنجمع كل شيء سوياً

- engaging in transactions by asking for and providing information, such as giving prices and asking for goods and services, for example,  
ما سعر...؟ بكم هذه اللعبة؟ ما سعر كيلو البرتقال؟ بكم كيس الخبز؟ ربطة الخبز بدولار ونصف؟ سعر كيلو التفاح ثلاثة دولارات

أحتاج مساعدة من فضلك؛ هل تقدر أن تساعدني؟ أنا أبحث عن خونة لقيادة الدراجة؛ أين أجدها؟ هل عندكم الفيلم الكرتوني الجديد؟

- making suggestions and choices in the allocation of roles and explaining the reasons for such choices, for example,  
أنا أحب أن أكون الطبيب؛ لماذا لا تكون أنت المعلم؟ لماذا لا تأخذ دور النادل في المطعم؟ دوري طبيب لأنني أحب أن أكون طبيباً في المستقبل؛ خذي دور الأم لأن دورها قصير
- creating displays, presentations or performances for family, friends or the school community to showcase their progress in learning Arabic

Interact in classroom activities, such as creating and following shared rules and procedures, expressing opinions, and asking for and providing clarification

[Key concepts: attitude, values, roles, responsibility; Key processes: expressing, sharing, requesting, clarifying, planning]


(ACLARC139)



- contributing to classroom activities by providing suggestions, such as for developing rules for a bilingual classroom, for example,  
إستمع للمعلمة؛ إحترم الجميع؛ إنتظر دورك؛ لا تأخذ شيئاً ليس لك؛ إذهب إلى الحمام في الفرصة؛ أكمل كل دروسك في الصف؛ لا تصرخ  
كن مؤدباً؛ لطيفاً؛ هادئاً؛ عادلاً؛ ودوداً؛ كوني هادئة؛ لطيفة؛ صادقة

- expressing opinions about procedures and experiences, for example,  
هذا الواجب صعب؛ الإمتحان طويل؛ ما عندي وقت؛ المعلمة لم تصحح إمتحان الإملاء بعد
- asking for and providing clarification, for example,  
أين أضع الصور؟ أين أكتب الجملة التالية؟ ماذا تقصد؟ أقصد: ضع الصورة تحت الكتابة؛ أكتب الجملة بجانب الصورة
- giving advice and sharing ideas with peers about biliteracy development and learning strategies, for example,  
الأفضل أن نكتب حجم العنوان؛ هذه الكتابة أفضل من الأخرى؛ أقترح أن نستعمل الألوان في الرسم



Informing	Elaborations
<p>Listen to, view and read a range of texts to locate, classify and organise information relating to social and cultural worlds [Key concepts: time, place, media, culture; Key processes: listening, viewing, reading, selecting, organising]</p> <p>(ACLARC140)</p> 	<ul style="list-style-type: none"> <li>identifying and classifying information in texts such as advertisements, conversations, brochures and announcements, and sharing the information with others in a different format, for example, presenting a chart of favourite television programs or computer games البرنامج التلفزيوني المفضل هو ...؛ أفضل برنامج ...؛ أحب برنامج ...؛ لعبتي الإلكترونية المفضلة هي ...؛ أفضل الألعاب الإلكترونية الحاسوبية</li> <li>reading texts and extracting key points relating to a range of topics, for example, social activities for young people in the local community, and discussing information with peers, using expressions such as الطقس هذه الأيام بارد جداً؛ الصيف هذا العام سيكون حاراً؛ قلة الأمطار هذه السنة الشباب يحبون رياضة كمال الأجسام ويذهبون إلى النوادي الرياضية؛ تحب البنات رقص الزومبا؛ هل تحبين الرقص أيضاً؟</li> <li>reading, viewing and listening to a variety of texts to collect and organise information about an Arabic cultural event or celebration, such as الأعياد الوطنية أو الدينية, in a digital display for the class or school community</li> <li>identifying and comparing perspectives on cultural aspects of lifestyles in different Arabic-speaking communities as represented in spoken and written texts, for example, الجريدة المحلية كتبت أن الأغاني الجديدة مملّة؛ ولكن الجميع يحبها</li> </ul>

Convey ideas and information on topics of interest and aspects of culture in different formats for particular audiences  
[Key concepts: audience, context, lifestyle; Key processes: using, transposing, summarising]

(ACLARC141)



- presenting information or ideas in multimodal texts for a particular audience, such as a virtual tour of the school or neighbourhood for a sister school in an Arabic-speaking community overseas
- creating a performance or interactive display to inform younger children about the benefits of maintaining Arabic language
- conveying information relating to significant people, places or events in Arabic-speaking communities through different text types, such as a poster for a concert, a profile of a famous Arabic-speaking actor or a digital guide to a place of interest
- preparing and giving simple oral or visual presentations on aspects of their personal world, such as a timeline of growth and change, or family celebrations of birthdays and other special occasions, for example,

ولدت في العراق وأنيت إلى أستراليا وعمرى خمس سنوات؛ أنا مولود في أستراليا وعيد ميلادي في شهر مارس؛ ولدت في شهر أيلول؛ أحتفل بعيد ميلادي في ديسمبر؛ عيد زواج أبي وأمي في شهر آب

- presenting key ideas relating to aspects of lifestyle in the local community, using graphic organisers to convey information in particular ways, for example, to show priorities (list/table), compare statistics or ideas (Venn diagram), or highlight frequency (graphs)

الرياضة ضرورية للصحة؛ المأكولات السريعة وأضرارها؛ الألعاب الإلكترونية وعدم الإختلاط بالعائلة؛ السمنة والكسل

## Creating

## Elaborations

Share responses to a range of imaginative texts, including multimodal and digital texts, such as cartoons, folk tales, fables and films, by expressing opinions on key ideas, characters and actions, and making connections with own experiences and feelings

[Key concepts: connection, feelings; Key processes: interpreting, expressing, explaining, comparing]

(ACLARC142)



- listening to and viewing imaginative texts in print, digital and multimodal formats, such as cartoons, folk tales and fables, and sharing opinions or feelings about ideas, events and experiences, using expressions such as  
سندباد رجل شجاع؛ علي بابا حرامي ظريف؛ لا أحب قصة علاء الدين والمصباح السحري؛ القصة مملة وغير معقولة؛ القصة فيها خرافات كثيرة؛ قصة المصباح السحري مثيرة لكنها غير واقعية

- responding to questions about characters in different types of imaginative texts, such as films or cartoons, by listing words or expressions associated with the character's personality and explaining how they can or cannot relate to them, for example,  
شخصية الولد في الفيلم مثل شخصيتي؛ هو يحب اللعب وأنا كذلك؛ لقد سافر وهو صغير وأنا أيضاً أتيت إلى أستراليا وأنا صغير؛ البنات في الكارتون تحب الثياب الملونة مثلي ولكنها مشاغبة وأنا هادئة وأسمع كلام أُمي

- comparing favourite characters or events in imaginative texts such as cartoons, stories or digital games, using expressions such as  
اللاعب الأول أقوى من اللاعب الثاني؛ هذه اللعبة أصعب من اللعبة الأخرى؛  
أفضل شخصية في القصة هي صديقة عيبر لأنها أكثر واحدة تحب سناء وتساعدنا؛ أحب شخصية عندي هي سمير لأنه مضحك

- discussing key messages and cultural elements in imaginative texts, such as the moral of a story/fable, an idea or value in a song, or the qualities or behaviour of a character

Create and perform imaginative texts in print, digital or online formats, such as songs, stories, video clips or short plays, based on a stimulus, concept or theme

[Key concepts: imagination, creativity, expression; Key processes: composing, performing, imagining]

(ACLARC143)



- creating own imaginative texts based on characters, settings and events in familiar stories for own and others' enjoyment and interest
- creating individual or collaborative poetry, such as an acrostic poem or rap, experimenting with rhyme and rhythm
- creating, performing and filming own imaginative texts in print, digital or online formats, such as a commercial for a new product, a short video clip of a role-play, or an announcement about an event
- creating and performing alternative versions of known songs or short plays by creating new lyrics or dialogue and experimenting with voices and actions to convey different moods and feelings

## Translating

## Elaborations

Translate and interpret texts from Arabic into English and vice versa for peers, family and community, and identify words and expressions that may not readily correspond across the two languages

[Key concepts: correspondence, interpretation, audience; Key processes: translating, comparing, explaining]

(ACLARC144)



- identifying words and expressions in Arabic and English that cannot be readily translated, clarifying meanings and explanations, for example, *فزت فوزاً ساحقاً لعبت لعباً جميلاً، كالقمر*؛
- interpreting Arabic expressions in familiar texts such as greeting cards, menus and stories, and considering how these expressions reflect aspects of Arabic language and culture
- translating texts such as public signs, advertisements and food packaging from Arabic into English and vice versa, for example, 'no parking', 'no dogs', 'no-smoking zone', *الوقوف ممنوع؛ الكلاب ممنوعة؛ التدخين ممنوع*, to identify differences in elements of language structure and vocabulary use
- creating Arabic versions of school signs, notices and class rules, considering why some words and expressions require flexibility in translation, for example, 'the oval', 'the office', 'the canteen', 'out of bounds', 'no hat, no play'  
*الملعب؛ مكتب الإدارة؛ المقصف/دكان المدرسة؛ ممنوع اللعب في هذه المنطقة؛ اللعب غير مسموح بدون قبعة*

Produce bilingual texts and resources such as displays, instructions and newsletters for own learning and for the school community, identifying cultural terms in either language to assist meaning

[Key concepts: bilingualism, linguistic landscape; Key processes: translating, modifying]

(ACLARC145)



- designing bilingual texts such as a poster for a class or school assembly performance, or a newsletter about a sports carnival or school event
- using bilingual dictionaries and electronic translating tools to create bilingual texts such as captions, menus and timetables, comparing own version with peers' and identifying differences in translation
- creating parallel lists of informal Arabic and English expressions for own use in everyday interactions with friends and family
- creating bilingual texts, such as songs, a board game, a web page for recipes or an instruction manual for a game, identifying and labelling culture-specific terms to support understanding

## Reflecting

## Elaborations

Reflect on their experiences of interacting in Arabic- and English-speaking contexts, discussing adjustments made when moving between languages

[Key concepts: biculturalism, meaning, context, belonging; Key processes: comparing, explaining]

(ACLARC146)



- explaining changes they make when moving between English- and Arabic-speaking contexts, for example, adjusting the way they communicate to adults and authority figures in Arabic by using *لو سمحت؛ من فضلك؛ أرجوك*, or how they use different introductions depending on the audience, such as using *بالإذن يا أبي؛ هذا سليم صديقي من المدرسة* to introduce friends to their parents and *عادل؛ تعال؛ هذا ماهر* to introduce friends to each other
- identifying changes they make when interacting in an Australian-English context, for example, using different forms of address, or different ways of showing politeness, and discussing why these adjustments are appropriate
- reflecting on instances when moving between Arabic- and English-speaking contexts has felt comfortable, awkward or difficult and explaining why this might be the case, for example, translating to parents what the teacher is saying, helping an elderly person who cannot speak English find the bus stop
- discussing the ways in which they communicate with Arabic speakers, for example, making appropriate eye contact, allowing for personal space, and respecting elderly people, parents and teachers, and making comparisons with the ways in which they communicate with English speakers

Reflect on how own biography, including family origins, traditions and beliefs, impacts on identity and communication

[Key concepts: self, complexity, belief systems; Key processes: finding connections, reflecting, discussing]

(ACLARC147)



- discussing how their Arabic cultural heritage influences who they are, how they think about things and how they interact and behave in different contexts
- identifying aspects of personal identity such as age, gender and social status that are important when interacting in Arabic-speaking contexts and may be understood differently in Australian cultural contexts
- identifying key influences on their sense of identity, such as their family origins, traditions, beliefs and significant events, for example, *مكان الولادة؛ التربية العائلية؛ عدد أفراد العائلة؛ العادات والتقاليد التي تربي عليها؛ خبرات الطفولة في المدرسة والبيت؛ تأثير الأصدقاء؛ المفاهيم الاجتماعية السائدة؛ المفردات التي تستخدم في البيت؛ في الشارع وفي المدرسة*
- exploring how they communicate with one another, their teachers and families, noticing if there are any changes in the way they see themselves in different contexts, for example, a family celebration, a school concert, or the birthday party of a non-Arabic-speaking friend

## Understanding

### Systems of language

### Elaborations

Understand patterns of intonation and pronunciation, including the way vowels soften and extend sounds, and apply appropriate conventions to their writing

[Key concepts: sound systems, application, writing systems;

Key processes: analysing, applying]

(ACLARU148)



- understanding that vowel marks influence the way words are pronounced, for example,  
أكلت التفاحة؟ أكلت التفاحة؛ المدرسة واسعة/في المدرسة
- discriminating between the use of alif, waaw and yih as either consonants or long vowels in words, for example,  
سال الدم من يد سعاد/سال الولد المعطمة
- applying pronunciation rules when speaking and reading aloud, for example,  
؛ المدة والشدة؛ والتنوين؛ والياء المقصورة والتاء المربوطة والطويلة م/ع/ل/مة؛ ت/ل/ميذ...
- recognising the different ways of pronouncing the long vowel ا, for example, ندى؛ لذا؛ لدى؛ متى؛ فتى, and writing the long vowel ء, for example, شيء؛ قراءة؛ مسؤول
- applying phonic knowledge to spell unfamiliar words, for example,  
جئت؛ أكل؛ شيء
- applying accurate spelling in familiar words, phrases, sentences and texts

Develop and apply understanding of verb conjugation, suffixes, basic conjunctions and a range of adjectives and adverbs to construct simple sentences

[Key concepts: grammar, syntax, vocabulary knowledge; Key processes: applying, explaining, understanding]

(ACLARU149)



- applying rules of past tense verb conjugation to describe past actions and events, for example,  
أنا أكلت؛ أنت شربت؛ أنت ذهبت؛ هو كتب؛ هي ركضت؛ هم تأخروا
- producing complex sentences using present tense verb conjugation, for example,  
أمي تطبخ طعاماً لذيذاً؛ أبي يغسل السيارة كل أسبوع؛ أساعد في تنظيف البيت دائماً؛ المعلمون يتكلمون كثيراً
- expressing negation in complex sentences, for example  
لا أريد أن ألعب هذه اللعبة؛ ليس عندي طعام مفضل؛ لم؛ لن
- using the imperative form of verbs to address different people and groups, orally, such as in speeches and presentations, or in writing, such as in a group email, for example,  
تعالوا جميعاً نشارك في يوم تنظيف أستراليا؛ هيا شاركو معنا؛ قولوا للجميع؛ لا تتأخروا  
understanding gender and number agreement  
between nouns and adjectives, for example  
رخص؛ ثلاثة كتب رخيصة؛ عشرة كتب غالية؛ طاولة واحدة ثقيلة؛ أربع  
طاولات قديمة؛ تسع طاولات كبيرة  
using irregular adjectives to describe number, shape and colour, for example  
فزت في المرتبة الأولى؛ أثبتت الثاني في الإمتحان؛ حقيبتني حمراء؛ قميص  
أحمر؛ قلم أخضر؛ ممحاة خضراء؛ شكل مدور؛ مثلث؛ مربع؛  
describing a relationship using a possessive pronoun for singular and plural third person, for example  
سليم يحب أبي كثيراً؛ هناك تستمع إلى أمها دائماً
- using conjunctions (بينما) to make comparisons between people or actions, for example, كامل صديق ودود بينما مازن شخص غيور؛ أمل تلعب التنس بينما علياء تسبح بمهارة  
and to link ideas and sentences, for example, لكن؛ كذلك
- using adverbial phrases to expand on ideas and elaborate on information related to feelings, attitudes and abilities, for example  
أمي تتكلم بثقة كبيرة؛ المعلم يشرح الدرس بطريقة مفهومة؛ أخي يتكلم في الخطب بجرأة كبيرة
- understanding and applying rhetorical questioning techniques in oral and written interactions to provoke thought and response, for example, أليس كذلك؟؛ من منا لا يحب اللعب على الكمبيوتر؟
- building compound sentences to express opinions, preferences or reasons, for example  
الكاتب المفضل عندي هو... لأن قصصه مشوقة وفيها كثير من المفاجآت؛ قصص  
مسلية وتحتوي على الخيال

Explore the structure and language features of spoken and written Arabic texts, such as news reports and conversations, recognising that language choices and the form of Arabic used depend on purpose, context and audience

[Key concepts: structure, coherence, textual features; Key processes: connecting, applying]

(ACLARU150)



- identifying the purpose, context and audience of a range of familiar texts, for example, fairy tales, songs, poems, short plays and video clips
- listening to, reading and viewing different types of texts with a common topic and comparing features, for example, examining a print report, a television report and an internet announcement about an accident and discussing how the different features of each text combine to make similar meaning
- discussing key features, audience and purpose of different types of texts, for example, a shopping list serves as a reminder to self of items to be purchased, whereas a permission note seeks permission from another person to do or have something
- making connections between the degree of formality of a situation and the form of Arabic used, such as the use of colloquial Arabic in informal spoken texts and of Modern Standard Arabic in formal spoken situations and in written texts
- analysing how different types of texts create specific effects by using particular aspects of language, for example, superlative adjectives and imperative verb forms in advertisements designed to persuade customers

## Language variation and change

## Elaborations

Explore how language use differs between spoken and written Arabic texts, and depends on the relationship between participants and on the context of the situation

[Key concepts: language, variation, context, relationship; Key processes: observing, explaining]

(ACLARU151)



- understanding the importance of using appropriate forms of address when interacting with different people, for example, the use of *سيد ماجد؛ أستاذ هاني؛ سيدة عبير؛ خالتي رانيا؛* with adults, both close relatives and strangers
- recognising how language use reflects the mood, feelings, attitudes or relationships of the people involved, for example, *إنها أُمِّي تتصل على المحمول مرة ثانية! سعاد، ماذا تريد الآن؟*
- experimenting with different vocabulary and language structures in Modern Standard Arabic, and making comparisons with Arabic dialects spoken by themselves and peers, discussing similarities and differences
- comparing spoken and written texts, for example, a spoken and a print advertisement, or a spoken conversation and an email, and explaining how mode relates to linguistic structures and features and how this affects meaning
- recognising differences in language use between class presentations and everyday conversations
- explaining why different forms of Arabic are used depending on the context of communication, such as the use of Modern Standard Arabic when communicating with people with different dialects or with the teacher in the classroom, compared with the use of colloquial Arabic at home



Explore the origins of Arabic and how it has been influenced by and influences other languages  
[Key concepts: language, change, borrowing; Key processes: reflecting, selecting, connecting]

(ACLARU152)



- recognising that the Arabic alphabet has similarities with the Aramaic alphabet system (alpha being the first letter, and beta the second), and that the Arabic ordering system أ ب ج د is based on the Aramaic alphabet
- understanding that many words in Arabic are borrowed from indigenous languages of the Arabic-speaking world, such as Assyrian, Aramaic and Syriac, Phoenician and Berber, for example, رأس؛ دم؛ أخ؛ أخت؛ شمس؛ لسان؛ أنا؛ أنت؛ بوظة؛ دولاب؛ دولمة؛ بسطرمة؛ and regional languages such as Persian, Turkish and Kurdish, for example, بابل؛ بحرین؛ سوريا؛ بیت لحم؛ موصل؛ لبنان؛ أور؛ بیروت؛
- exploring the meaning of famous names of people and places and reflecting on their origin and on naming systems, such as
- investigating the influence of Arabic on other languages such as Berber, Kurdish, Amharic, Tigrinya, Persian, Pashto, Urdu, Punjabi, Portuguese, Sindhi, Tagalog, Turkish, Spanish, Hindi, Swahili, Somali, Malay and Indonesian, for example, the Arabic word for 'book' كتاب is used in most of the languages listed
- identifying languages that were derived from Arabic, for example, Maltese and Nubi



## Role of language and culture

Explore how language use reflects particular value systems, attitudes and patterns of behaviour by comparing ways of communicating across cultures  
[Key concepts: values, attitudes, behaviour; Key processes: exploring, describing, comparing]

(ACLARU153)



## Elaborations

- describing own and others' ways of communicating, and identifying aspects that reflect traditions, values and practices in Arabic-speaking communities
- exploring words or expressions commonly used in informal interactions in the Australian context, and interpreting or explaining them for young Arabic speakers, for example, 'mate' or 'fair dinkum'
- noticing similarities and differences between own ways of communicating and interactions between young Arabic and English speakers in different contexts and situations, for example, expressions of politeness or turn-taking in conversations, and reflecting on the influence of culture on language use

## Years 5 and 6 Achievement Standard

By the end of Year 6, students use spoken and written Arabic to exchange personal information and describe people, places and ideas related to their personal experiences and social activities such as celebrations for example, أذهب مع عائلتي لزيارة جدي وجدتي, and other interests such as أشاهد sport (for example, أألعب رياضة المفضلة مع أصدقائي بعد المدرسة في الحديقة العامة, في الأعياد؛ في العطلة الأسبوعية أأشاهد أفلام الكرتون مع عائلتي في السينما؛ أألعب ألعاب إلكترونية). They make shared decisions, for example, ...أريد أن, provide suggestions such as ...يمكن أن, and complete transactions. When participating in classroom routines and activities, they follow shared rules and procedures, express opinions and ask for clarification, for example, ...أعتقد أن...؛ ما معنى. Students use patterns of Arabic pronunciation and intonation when interacting. They locate, classify and organise information from a range of spoken, written and visual texts related to aspects of culture and lifestyle. They present ideas and information on topics of interest and aspects of culture in different formats for particular audiences. They respond to a range of imaginative texts by expressing opinions on key elements for example, ...من القصة نتعلم أن, characters for example, لا أحب الملك في الفيلم لأنه, and actions for example, أنا أيضا يجب أن...؛ أنا مثل, and making connections with own experience, for example, يجب على نيمو أن يسمع كلام أبيه. They create and perform short imaginative texts based on a stimulus, concept or theme. They use a variety of tenses for example, أذهب/ يذهب/ تذهب, suffixes for example, أأكلت/أكلت/أكلت, basic conjunctions for example, أو, and a range of adjectives for example, الصفة للمذكر والصفة للمؤنث للأشياء والأشخاص, and adverbs for example, سريعا؛ ليلا؛ صباحا؛ يوميا, to construct sentences and to produce short texts. Students translate texts from Arabic into English and vice versa, identifying words that are not easily translated, such as كومبيوتر, and create bilingual texts for their own learning and for the school community. They identify ways in which their own biography for example, السيرة الذاتية؛ الخبرات, traditions for example, العادات العائلية والإجتماعية, and beliefs for example, المعتقدات الخاصة, impact on their identity and influence the ways in which they communicate in Arabic and English.

Students identify the role of vowels in softening and extending sounds and apply writing conventions to own constructions. They distinguish between the structure and features of different types of spoken and written Arabic texts and identify ways in which audience, context and purpose influence language choices and the form of Arabic used. They provide examples of how language use and ways of communicating vary according to the relationship between participants and the purpose of the exchange, for example, أنواع الجمل: الإسمية والفعلية؛ الترداد في بعض العبارات؛ طول الجمل والفواصل الشفهية فيها. They identify how languages influence one another, including the influence of indigenous languages of the Arabic-speaking world and regional languages such as Aramaic, Syriac, Phoenician, Persian, Kurdish and Turkish on Arabic, for example, المفردات المستعارة؛ أصل الكلمات. They give examples of how language use reflects particular value systems, attitudes and patterns of behaviour across cultures.

## Years 7 and 8

### The nature of the learners

These years represent a transition to secondary school. Students in this sequence are continuing to study Arabic, bringing with them an established capability to interact in different situations, to engage with a variety of texts and to communicate about their immediate world and that of Arabic-speaking countries and communities overseas.

### Arabic language learning and use

The focus of learning shifts from the world of learners' own experience and imagination to the wider world. Learners make cross-curricular connections and explore intercultural perspectives and experiences relating to teenage life and interests. They engage in a range of interactions with others, expressing their feelings *أعطينا رأيك*, exchanging and clarifying their views *تأخرت في الصباح لأنني إستيقضت متأخراً*, describing and explaining their actions and responses *ما رأيك؟ سامي أعطينا رأيك*, and negotiating and making arrangements *أن ساعدتني في البحث؛ سنحصل على درجة عالية*. They increasingly access information from local sources and the internet to explore perspectives and views on topics of interest to teenagers, such as leisure, entertainment and special occasions. Learners use different processing strategies and their knowledge of language, increasingly drawing on their understanding of text types, when conveying information in a range of texts. They produce personal, informative and persuasive texts, such as blogs, diary entries, emails, reports, articles and speeches, about their own social and cultural experiences at home, at school, and in Arabic-speaking communities in the Australian context. They examine a range of imaginative texts, such as Arabic legends, to analyse and give their opinions on themes, characters, events, messages and ideas *الفيلم غير واقعي*, and discuss and compare how elements of Arabic culture are represented. They use their imagination to create and perform songs, short plays and stories to entertain different audiences. They use vocabulary and grammar with increasing accuracy, drafting and editing to improve structure and clarify expression and meaning.

### Contexts of interaction

Learners work both collaboratively and independently, exploring different modes and genres of communication with particular reference to their current social, cultural and communicative interests. They pool language knowledge and resources to plan, problem-solve, monitor and reflect. They use Arabic to interact with teachers, peers and local Arabic speakers, participating in authentic situations at home, at school and within the local community. The context of interactions extends beyond the home and classroom and involves participation in community events or celebrations. Additional opportunities for interaction are provided by purposeful and integrated use of information and communications technologies (ICT), for example, videoconferencing and e-learning.

### Texts and resources

Learners read, view and interact with a broad range of texts and resources specifically designed for learning Arabic in school contexts, such as textbooks, readers, videos and online materials, including those developed for computer-supported collaborative learning. They also access authentic materials created for Arabic-speaking communities, such as films, literature, websites and magazines. They use a range of dictionaries and translation methods to support comprehension.

### Features of Arabic language use

Learners use appropriate pronunciation, intonation, rhythm patterns and writing conventions to convey specific meaning in a range of texts. By building their vocabulary knowledge, learners are able to develop and express more complex concepts in Arabic. They use a range of grammatical forms and structures to convey relationships between people, places, events and ideas. They employ a variety of sentence structures, including grammatical elements such as adjective–noun agreement, dual forms of nouns and verbs, and irregular plural, imperative and auxiliary verbs to describe and compare people, actions and events, elaborate on ideas and opinions and enrich their understanding and use of language. They make connections between texts and cultural contexts, identifying how cultural values and perspectives are embedded in language, and how Arabic speakers use particular language and gestures to convey their feelings about and attitudes towards other people and ideas.

### Level of support

The class will likely comprise background learners with a range of prior experience in studying Arabic. Learners are supported through multilevel and differentiated tasks. Consolidation of prior learning is balanced with the provision of new, engaging and challenging experiences. As they develop increasing autonomy as language learners and users, learners are supported to self-monitor and reflect on language use in response to their experiences in diverse contexts.

### The role of English

The classroom is increasingly characterised by bilinguality, with Arabic being the principal language of communication. English may be used separately or in conjunction with Arabic to express ideas, personal views and experiences relating to communicating in Arabic and English in different contexts of interaction. Learners continue to develop a metalanguage for thinking and communicating about language, culture and their sense of identity from a bilingual perspective, and about the importance of maintaining their Arabic cultural heritage.

## Years 7 and 8 Content Descriptions

Communicating	
Socialising	Elaborations

Initiate and sustain interactions with others by expressing and exchanging opinions on topics of interest, and maintain relationships through apologising, inviting or praising  
[Key concepts: experiences, attitudes, etiquette, respect; Key processes: speaking, writing, expressing, inviting, accepting and declining, explaining]

(ACLARC154)



- initiating conversations, including face-to-face and virtual conversations, by asking peers about personal interests, for example,

هل تحب المأكولات العربية؟ ما هو طعامك المفضل؟ أنا أيضاً أحب الوجبات السريعة ؛ هل تريد أن تأتي معي إلى مطعم الوجبات السريعة بعد المدرسة؟

أمي طبخة ماهرة؛ تعال إلى بيتنا يوم السبت؛ هل تحب الذهاب معنا إلى المنتزه/ الحديقة؟

أنا أسف؛ أمي لا تسمح لي. أعذرني ليس عندي وقت؛ سوف أسأل أبي. نعم؛ طبعاً؛ سوف أتصل بأبي أولاً.

ممتاز! هذا رائع!

- developing and sustaining conversations with peers, including online or virtual conversations, on topics of interest, such as sport, games and music, for example,

هل شاهدت أمس مباراة كرة القدم؟ برأيك من سيفوز بالكأس؟ من هو لاعبك المفضل؟ هل نزلت اللعبة الإلكترونية الجديدة إلى الأسواق؟ إنها لعبة مسلية. هل تحبين الأغنية الجديدة؟

- exchanging information and opinions on a range of topics such as home, school, leisure and travelling, for example,

هل تحب المنطقة التي تسكن فيها؟ لماذا؟ منطقتي جميلة وشارع بيتي هادئ؛ أبي يريد أن يشتري بيتاً جديداً وأنا لا أريد أن أترك بيتنا؛ أنا أحب بيتنا كثيراً؛ أريد ركوب الدراجة ولكن ليس عندي خوذة. ما رأيك بلعبة كرة القدم؟ أنا أحب القراءة كثيراً؛ وأنت؟

- expressing hopes and feelings, and describing personal plans for school holidays and the weekend, for example,

في عطلة نهاية الأسبوع أحب أن أذهب إلى البحر لأن الطقس سيكون حاراً؛ أتمنى أن نسافر إلى كوينزلاند في العطلة المدرسية. أنا سعيد لأننا سوف نسافر في العطلة؛ في العطلة المدرسية سوف ألعب التنس كل يوم؛ يوم السبت القادم سأذهب إلى السينما مع إخوتي؛ يوم الأحد القادم سأذهب إلى السوق مع أمي لأشتري حذاءً جديداً للرياضة

- using communication strategies such as apologising, inviting and praising when interacting in social situations, for example,

عفواً؛ تفضل؛ أنت بنت ذكية

Take action in collaborative tasks, activities and experiences that involve negotiation, making arrangements, problem-solving and shared transactions

[Key concepts: negotiation, expressing preference, collaboration; Key processes: planning, discussing, agreeing/disagreeing, making decisions]

(ACLARC155)



- expressing preferences for plans, comparing and contrasting alternatives, and negotiating solutions, for example,

أفضل من ...؛ الأفضل...؛ الأحسن...

أفضل ان نشترى هذه اللعبة لأنها حديثة؛ لا أتفق معكم على الذهاب إلى السينما في المساء؛ ماذا لو نذهب في عطلة المدرسة؟ في المساء تكون السينما مزدحمة أما أثناء النهار فتكون هادئة. سأتصل بك في عطلة نهاية الأسبوع لأنّ ذلك أفضل من أيام الأسبوع

- collaborating with others in online or real settings to plan events, such as arranging a day out or a birthday party, and making shared decisions, such as negotiating how much to spend on presents, or a budget for a day out, for example,  
هل تحب أن نذهب إلى البولنغ يوم السبت؟ أبي سوف يأخذني إلى هناك الساعة العاشرة صباحاً؛ هناك نلتقي؛ نلتقي بعد المدرسة؛ حفل عيد ميلاد قيس يوم الأحد. سأتي لأخذك معي إلى بيته. الحفلة ستبدأ الساعة السادسة
- responding to invitations in print, digital or online formats by accepting or declining and providing reasons for non-attendance, for example,  
شكراً جزيلاً على الدعوة؛ سأحضر الحفلة؛ آسف لا أقدر أن آتي إلى السينما لأن أمي لا تسمح لي. أنا مدعوة لحفل زواج ابن عمتي ولا أستطيع أن آتي معكم إلى البولنغ.
- asking for others' opinions on group weekend plans, and resolving disagreements by providing alternative suggestions, for example,  
يا سمير؛ هل قررت أن تأتي معنا إلى السينما يوم السبت؟ لا تقلق كل شيء سوف يكون على ما يرام؛ الغالبية منا تفضل الذهاب إلى البولنغ؛ لذا من العدل أن تقبل يا هادي قرار الأغلبية؛ ماذا لو شاهدنا عرضاً مسرحياً؟ ربما عرضاً غنائياً؟ يا سلمى أنا أعرف أنك تحبين الموسيقى؛ لذلك تعالي نحجز تذكرة عرض "الأميرة النائمة" الموسيقي. ما رأيك؟

Engage in classroom interactions and exchanges, clarifying meaning, and describing and explaining actions and responses

[Key concepts: opinion, perspective, mindful learning, exchange; Key processes: describing, explaining, clarifying, expressing]

(ACLARC156)



- exchanging ideas and suggestions with peers, for example,  
ماذا تقترح يا سامي؟ أعطنا رأيك؛ كيف يمكن أن ننظم الأدوار بيننا؟ ما رأيكم؟
- clarifying meaning of common expressions by giving examples, such as  
أعني أن كل واحد منا يكتب صفحة؛ أقصد أنا وهناء نبحث عن الصور؛ وعادل ووفاء وسمر يكتبون المقاطع؛ مثلاً؛ مثل؛ على سبيل المثال
- contributing to class discussions by expressing opinions, using reflective language, for example,  
لو كان لدينا وقتاً أطول؛ لأضفنا موسيقى على البحث؛ كان الإمتحان صعباً وطويلاً؛ أصبحت القراءة في الصف مملة
- describing actions and responses and giving reasons, for example,  
وضعتُ الصورة هنا لأنها صغيرة ومناسبة؛ فاتني القطار لأنني استيقظت متأخراً؛ أنا متعب اليوم لأنني نمت الساعة العاشرة ليلاً. إن ساعدتني في البحث؛ سنحصل على درجة عالية

## Informing

Locate, interpret and compare information and ideas from a variety of texts relating to topics of interest such as leisure, entertainment and special occasions

[Key concepts: representation, community; Key processes: identifying, classifying, comparing, summarising, relating, understanding]

(ACLARC157)



## Elaborations

- identifying context, purpose and audience in a range of texts in print, online or digital formats, such as articles, reports and documentaries
- gathering information independently and collaboratively about events or people and comparing how various sources, such as magazines, newspapers and websites, use language to convey meaning
- listening to, viewing and reading texts to extract elements that reflect different aspects of Arabic culture related to topics such as entertainment and special occasions, for example,  
حفلات المطربين؛ البرامج الترفيهية؛ برامج المسابقات  
الأعياد الدينية المختلفة وطرق الإحتفال بها؛ عيد الأم؛ عيد الأب؛ أعياد الميلاد الخاصة؛ مناسبات الخطوبة والزواج  
الأفلام العربية الحديثة؛ البرامج النقدية الساخرة؛ البرامج الحوارية؛ البرامج الوثائقية

Present information to describe, compare and report on ideas and experiences in print, digital and multimodal formats selected to suit audience and purpose

[Key concepts: representation, experience, audience; Key processes: describing, summarising, comparing, reporting]

(ACLARC158)



- conveying information in texts such as notices and newspaper announcements to inform others about an issue of interest or an upcoming event, for example, إعلان هام؛ تحتفل الجالية العربية بعيد الأم في إحتفال كبير في الحديقة العامة يوم السبت القادم؛ الدكتورة ريم ستلقي محاضرة عن الشباب والمستقبل في الجامعة

- presenting views on topics related to personal experiences in texts such as blogs, emails and speeches, for particular purposes and audiences
- organising information and presenting it to an Arabic-speaking audience, for example, creating a visual presentation comparing cultural aspects of life at school and at home for young Arabic speakers or a video recording of a cooking demonstration for their classmates
- reporting on own and others' experiences, such as holiday trips or a school camp, in a text such as a digital presentation, and comparing own experiences with others', using expressions such as

بالنسبة لي، الرحلة كانت ممتعة بينما غالبية تلاميذ الصف شعروا بالملل؛ بالرغم من الساعات الطويلة التي قضيناها في الطريق؛ إلا أنني لم أشعر بالتعب لكن أصدقائي كانوا متعبين جداً

## Creating

Compare ways in which people, places and experiences are represented in different imaginative texts, analysing ideas, themes and messages and contrasting them with own experiences

[Key concepts: representation, morality, context; Key processes: analysing, comparing, contextualising, explaining]

(ACLARC159)



## Elaborations

- expressing personal opinions on ideas presented in various texts such as stories, films, songs or video clips, for example, الفيلم يشجع الشباب على الدراسة وهذا ممتاز؛ المقطع الغنائي جميل ومؤثر؛ الفيلم غير واقعي؛ يعرض الفيلم مشاكل الشباب مع الأهل؛ الأغنية جميلة فهي تعبر عن الصداقة
- stating and explaining personal preferences about characters, themes, ideas and events in texts, using expressions such as أفضل شخصية في الفيلم هي سميرة لأنها تعرف ما تريد؛ عادل شخصيته مؤثرة لأنها تمثل شخصية معظم الشباب العربي وتعرض مشاكلهم؛ أحداث القصة متسلسلة ومنطقية؛ الأب في المسلسل ليس مثاليًا أبداً؛ الأم أيضا دورها تقليدي
- analysing how people, places and experiences are represented in a variety of imaginative texts, such as extracts from a play or scenes from a film, and comparing how key messages and beliefs are communicated
- expressing and exchanging opinions on typical features, language use and cultural elements in contemporary songs, films or video clips from the Arabic-speaking world, and comparing them with similar texts from the English-speaking world



Create and present imaginative texts, including multimodal and digital texts, such as songs, poems, plays, stories or video clips, involving fictional characters, events and contexts, to entertain different audiences

[Key concepts: imagination, emotion, context, audience; Key processes: composing, performing, building context and character, entertaining]

(ACLARC160)



- creating cartoons, plays or short stories to share in class about an imagined experience in their own life or a dream for the future
- illustrating own imaginative stories in print, visual or digital formats, such as captioned photo stories
- composing and performing imaginative texts for the school community, through role-plays, raps and video clips, using expressive language and movement to illustrate meaning and to entertain
- creating modified versions of traditional Arabic stories and films, such as علاء الدين والمصباح السحري, by introducing new characters or contexts or alternative endings

## Translating

Translate and interpret texts from Arabic into English and vice versa, compare own translations with others', discuss differences and possible reasons and alternatives, and make language choices that best convey equivalent meaning

[Key concepts: meaning, equivalence, choice; Key processes: interpreting, comparing, refining]

(ACLARC161)



## Elaborations

- translating and interpreting texts from Arabic into English and vice versa, using print and online dictionaries, and translation tools or programs, and experimenting with interpreting unknown words or expressions, reflecting on challenges associated with transferring meaning from one language to another
- comparing own and others' translations of the same text, commenting on differences and similarities between versions and considering possible reasons for these
- translating and interpreting texts, using print and online dictionaries, and translation tools or programs, identifying culturally specific vocabulary, for example, عفواً سلامتك، ألف مبروك الحمد لله على السلامة، and expressions, such as نشكر الرب، and discussing the translation process relating to choice of words that best reflect the meaning, equivalence and contextual appropriateness
- paraphrasing English words or expressions that have no specific equivalent in Arabic, such as 'mufti day' or 'fundraiser', and annotating them in order to convey their intended meaning



Create bilingual texts on particular themes or events in different modes, including multimodal and digital modes, such as menus, brochures, cartoons or video clips, explaining culture-specific words and expressions, for example, by using captions and descriptions

[Key concepts: language, culture, meaning; Key processes: selecting, relating interculturally, designing]

(ACLARC162)



- creating bilingual subtitles, captions or commentaries for texts, such as brochures in print and digital formats, digital presentations or digital video clips, that inform the school community about aspects of culture in the Arabic-speaking world
- producing bilingual texts in both Arabic and English about community events, such as promoting a concert or an interview with a celebrity on a community radio station, in print or multimedia formats, for example, posters or advertisements
- designing menus or programs for Arabic-themed events, with key items and information in Arabic and explanatory notes in English
- creating a short film about social interactions among different speakers of Arabic, explaining cultural elements that may vary in different parts of the Arabic-speaking world and which may be unfamiliar to English-speaking viewers

Reflecting	Elaborations
<p>Reflect on cultural differences between Arabic and English communicative styles, and discuss how and why they modify language for different cultural perspectives</p> <p>[Key concepts: communication, cultural perspectives; Key processes: reflecting, discussing, connecting]</p> <p>(ACLARC163)</p> 	<ul style="list-style-type: none"> <li>discussing cultural cues in communication that suggest differences in traditions, ideas or values, for example,  التحية المتكررة مثلاً: كيف حالك وكيف العائلة؟ ؛ التعابير الدينية مثل: إن شاء الله؛ إن شاء الربّ وعشنا</li> <li>reflecting on the influence of Arabic culture on their own communication style, for example, using gestures, words or expressions with particular cultural significance in Arabic, such as kissing your own right hand, then raising your eyes and your right hand to express thanks, and discussing whether they modify their communication style when interacting in English</li> <li>comparing choices of language and behaviours when communicating in Arabic and English, explaining the modifications they make and why, for example, when addressing older people with titles such as عم (عمّو)؛ خالة؛ (طننت)</li> <li>considering own and others' responses and reactions in Arabic–English intercultural exchanges and discussing reasons for different interpretations of meaning, for example, an Arabic-speaking man stroking his moustache in connection with an oath or promise indicates sincerity, while raising the right hand when swearing an oath is used in the Australian context</li> </ul>
<p>Reflect on how and why being a speaker of Arabic contributes to their sense of identity and is an important part of their Arabic cultural heritage</p> <p>[Key concepts: cultural heritage, identity; Key processes: reflecting, explaining]</p> <p>(ACLARC164)</p> 	<ul style="list-style-type: none"> <li>discussing how being bilingual allows them to present 'self' to others in particular ways, for example, as 'Arabic' or 'Lebanese'/'Egyptian'/'Iraqi', and recognising that identity includes culture as well as language</li> <li>reflecting on the role of language in expressing identity, considering when, with whom and why different languages are used, and reflecting on whether their own identity changes when they use different languages</li> <li>expressing to others how Arabic is part of their identity, reflecting on when, how and why they use Arabic</li> <li>sharing views of what their Arabic culture 'is', discussing what elements of culture they accept or reject, and exploring how culture relates to language, identity and experience, using statements such as 'My culture is ...', 'Culture can ...'</li> </ul>
Understanding	
Systems of language	Elaborations

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Understand and apply rules of intonation and pronunciation in spoken texts, and apply writing conventions with increased accuracy in written texts

[Key concepts: writing conventions, pronunciation, sounds;

Key processes: selecting, speaking, writing]

(ACLARU165)



- understanding that Arabic sentences can be separated by commas and that a paragraph may only have one full stop at the end
  - understanding that the marks used in the Arabic script such as التنوين، الشدة، المدة influence pronunciation and meaning in words and sentences, for example, أمل /أمال، دعوة/دعوى
  - using the rhythms of the Arabic language, including intonation, tone and stress, to increase fluency and enhance expression
  - applying spacing rules between words and using their knowledge of writing conventions to expand on ideas when writing short texts
  - making choices in relation to the use of punctuation such as (؛) and adjusting the flow of ideas by enhancing text cohesion and expression
-

Understand and use grammatical forms and structures, such as adjective–noun agreement, adverbial phrases (time, place and manner), and irregular plural, imperative and auxiliary verbs, to expand on spoken and written ideas

[Key concepts: grammar, accuracy; Key processes: elaborating, speaking, writing]

(ACLARU166)



- using سوف in addition to the present tense to express future plans, for example,  
سوف أدخل إلى الجامعة بعد الثانوية العامة؛ سوف أشتري سيارة بعد الإمتحانات
- understanding and describing current, recurring and future actions, using auxiliary verbs, for example,  
ما زال أبي يعمل في المطار؛ ما زالت أختي تدرس الطب
- using the conditional mood as a formulaic expression, for example,  
لو نجحت في الأمتحان هذا العام فسوف يشتري لي أبي لعبة إلكترونية جديدة
- understanding and using the conjunction (بينما) to compare people or actions, and enhance expression, for example,  
رياضة السباحة ممتعة ومفيدة خاصة هنا في أستراليا؛ بينما لعبة كرة القدم شعبية أكثر
- referring to a date of an event, such as a birthdate, and noticing that names of months vary in different regions of the Arabic-speaking world, for example,  
الخامس من إبريل 1999؛ العاشر من نيسان ٢٠٠١
- using ordinal numbers to sequence ideas in oral interactions and written texts, for example,  
أولاً؛ ثانياً؛ ثالثاً؛ أخيراً
- using interrogative words and expressions, such as هل، لم، to ask questions and make requests, for example,  
لم تأخرت اليوم وأنت عندك إمتحان؟ هل فهمت ما قلت لك؟ رجاءً؛ أحضر البحث غداً لأنك لم تقدمه أمس؛ من فضلك هل تستطيع أن تقول لي كيف أذهب إلى البنك؟
- expanding their knowledge of noun–adjective agreement through understanding and applying the irregular plural form, for example,  
بيت/بيوت كبيرة؛ كرسي/كراسي جديدة؛ كتاب/كتب قيمة؛ يوم/أيام جميلة؛ تلميذ/تلاميذ مجتهدون؛ معلمون ملتزمون
- using specific structures relating to expressions of praise, encouragement and persuasion, for example,  
ممتاز! أحسنت! عمل رائع؛ هيا واصل عملك أنت شخص ذكي؛ أكمل الصورة وقدمها للعرض؛ لا تتكاسل واصل الركض؛ إعرض كتاباتك على الصحيفة المحلية؛ أنت كاتب بارع
- using expressions such as الأكبر من؛ الأكبر to indicate preference and compare, for example,  
هذا اللاعب أكبر من اللاعب القديم؛ إن مدرستنا فيها أدوات حديثة أكثر من المدارس الأخرى؛ بيتنا هو الأجذ في المنطقة؛ سيارة أبي أقدم سيارة رأيتها في حياتي
- expressing opinions and feelings using expressions such as

أشعر بالسعادة عندما أسافر إلى المناطق الريفية في أستراليا؛ أعتقد أن أستراليا أجمل دولة في العالم

- using conjunctions such as **بِالرَّغْمِ مِنْ** to show differences and contrasts in ideas, for example,  
بِالرَّغْمِ مِنْ أَنَّ الشَّمْسَ ساطعة إلا أَنَّ الطقس بارد؛ بالرَّغْمِ مِنْ نجاحي في الإمتحان لم يشتر لي أبي اللعبة الإلكترونية

Expand understanding of how the structure and language features of personal, informative and imaginative Arabic texts suit diverse audiences, contexts and purposes  
[Key concept: textual conventions; Key processes: comparing, examining]

(ACLARU167)



- applying knowledge of texts and their purpose, and predicting the meaning of unfamiliar words and phrases
- analysing the language features and text structure of different samples of a particular type of text, including digital and online texts, such as a diary entry or a blog, to identify how ideas, representations and reflections are presented
- comparing the use of language features such as imagery and exaggeration in a range of imaginative texts, and discussing how these features are used to convey meaning to and entertain the audience
- examining how the structures and features of a variety of informative texts, including online and digital texts, such as reports and articles, reflect the intended purpose and how the choice of vocabulary reflects ideas and perspectives
- explaining linguistic choices made to vary texts according to their intended audience and degree of formality, for example, changing from Modern Standard Arabic to colloquial Arabic to indicate changes in relationship between participants or degree of (in)formality

## Language variation and change

## Elaborations

Explain how elements of communication and choice of language and register vary according to the cultural context and situation

[Key concepts: body language, expression, negotiation, choice; Key processes: reflecting, selecting, connecting]

(ACLARU168)



- understanding how particular gestures and body language used by various Arabic speakers, such as eye contact and the use of personal space, reflect feelings and attitudes towards other people and towards ideas
- recognising that different situations require different levels of politeness depending on the context and speaker, for example, a gift from parents to a teacher may be seen as a polite gesture in some Arabic cultures but as inappropriate in the Australian school context, while declaring an opposing opinion on a current issue may be acceptable in the Australian context but viewed as being disrespectful in some Arabic cultures
- identifying and reflecting on how emotions and attitudes, such as respect or embarrassment, and personal views are reflected in the choice of language in various social settings, such as public forums and school contexts
- identifying and comparing the features of language that distinguish the purpose for which it is used, for example  
فعل الأمر مع واو الجماعة في الخطبة: هيا شاركوا في المهرجان العربي الحافل؛ استخدام "يا ليت؛ يا ليتني" في التعقيب على الأحداث في مدونة شخصية
- comparing informal classroom discussions of a current event or issue with news and current-affairs programs, and analysing differences

Explore and reflect on the impact of social, cultural and intercultural changes such as globalisation and new technologies on the use of Arabic in different contexts

[Key concepts: globalisation, technology, dynamic systems; Key processes: researching, explaining, reflecting]

(ACLARU169)



- investigating and describing the influence of globalisation and new technologies such as the internet on Arabic as a dynamic language
- exploring the power and function of Arabic regional dialects in digital and social media
- researching and reporting on the influence of Arabic language and culture in the local and broader Australian community, for example, the food industry (Lebanese restaurants and bakeries), the entertainment industry and the media (the Arab Film Festival, SBS Arabic radio and television, Arabic films) and education (Arabic bilingual schools)
- reflecting on changes in their own use of the Arabic language, identifying new terms and behaviours that they have adopted into their everyday language in response to changes in technology and social media

## Role of language and culture

## Elaborations

Understand and reflect on language choices made in everyday communication in order to express ideas and perspectives that relate to cultural elements

[Key concepts: cultural expression, representation; Key processes: analysing, selecting, reflecting]

(ACLARU170)



- identifying and discussing how values or attitudes are differently reflected in Arabic and English, for example, attitudes to being on time reflected in language such as لا تستعجل؛ لن تهرب الحفلة؛ لا تهتم يوجد وقت كثير and social interactions such as expressing thanks or appreciation more or less directly, or attitudes to making an apology
- considering how differences between ways of using language reflect cultural influences, for example, العبارات التي نقال في المناسبات: ألف مبروك؛ عتي للمنة عام؛ بالأفراح والمسرات؛ زواج مبارك
- examining how and why language and cultural practices are interconnected, for example, by identifying religious origins or connotations associated with places such as كربلاء؛ مكة الكرامة؛ أورشلیم المقدسة؛ دير الزور

## Years 7 and 8 Achievement Standard

By the end of Year 8, students use written and spoken Arabic to initiate and sustain classroom interactions with others, to exchange views, for example, السباحة رياضة ممتعة؛ أعتقد أن السفر مفيد جدا , and express feelings such as أشعر بالفرح؛ بالسعادة عندما أَلعب رياضة , They use language conventions, such as الترتيب/الوقف والإملاء والقواعد ال التعريف؛ الفواصل والنقط في نهاية الجمل . They use vocabulary and sentence structures to apologise (for example, أنا آسف؛ أعتذر عن , invite (for example, أرجو أن , and offer praise, for example, رأيي أن ...؛ أعتقد أن . They clarify meaning, explain actions and responses, and complete transactions by negotiating, making arrangements and solving problems, for example, ماذا لو أكملنا البحث مع؟؛ هل تريد أن أساعدك؟ , سوف , They apply pronunciation and rhythm patterns in spoken Arabic to a range of sentence types. They locate, interpret and compare information and ideas on topics of interest from a range of written, spoken and multimodal texts, and convey information and ideas in a range of formats selected to suit audience and purpose. They express opinions on the ways in which characters and events are represented in imaginative texts, and explain ideas, themes and messages, for example, ... في القصة؛ هيام أذكى من عبير ؛ في النص الأول... بينما في النص الثاني . Students create texts with imagined places, events, people and experiences in a range of forms to entertain different audiences. They use grammatical forms and features such as adjective–noun agreement for example, الشاب الوسيم/الشابة الجميلة , adverbial phrases to indicate time, place and manner for example, في منتصف الطريق , and irregular, plural, imperative and auxiliary verbs for example, كان وأخواتها, فعل الأمر جمع التكسير , to elaborate their oral and written communication. They translate texts from Arabic into English and vice versa, and compare own translations with others', explaining differences and possible reasons and alternatives. They make language choices that best reflect meaning to create bilingual texts, identifying and using words and expressions that carry specific cultural meaning. Students explain how and why they adjust their language use according to different cultural contexts, and how being a speaker of Arabic contributes to their own sense of identity.

Students apply their knowledge of writing conventions, such as punctuation, to convey specific meaning in a range of texts, for example, الفواصل وعلامات الإستفهام والاستنكار والتعجب والجمل المبينة . They analyse the structure and linguistic features of a range of personal, informative and imaginative texts and explain how these features are influenced by the context, audience and purpose. Students explain how and why changes to social settings affect verbal and non-verbal forms of communication. They explain the impact of social, cultural and intercultural changes such as globalisation and new technologies on the use of Arabic in different contexts. They explain how language choices they make reflect cultural ideas, assumptions and perspectives, for example, العبارات الشعبية؛ مصطلحات ذات دلالة دينية؛ العناوين الذكورية مثل رئيس للمذكر والمؤنث .



## Years 9 and 10

### The nature of the learners

At this level, students bring to their learning existing knowledge of Arabic language and culture and a range of strategies. They are increasingly aware of the world beyond their own and are engaging with youth-related and social and sustainability issues. They require continued guidance and mentoring but work increasingly independently to analyse, reflect on and monitor their language learning and intercultural experiences. They are considering future pathways and options, including the possible role of Arabic in these.

### Arabic language learning and use

Learners are immersed in Arabic language, initiating and engaging in discussions and debates on topics of interest, and responding to enquiries. They reflect on the cultural and linguistic appropriateness of their language use in interactions and make necessary adjustments. They engage in an increasing range of interactions with others, seeking and giving advice لأنك تحب الرياضه، discussing future plans and aspirations discussing future plans and aspirations أنا أحترم رأيك كثيراً، لا أتفق معك إطلاقاً. They access and evaluate information about places, events, people, experiences and cultures from diverse sources, and convey perspectives and views on topical issues such as friends, family and relationships, social issues, youth culture, community matters and the natural and built environments, making connections with their own ideas and experiences. Learners produce a range of texts, such as informative, narrative, descriptive, procedural or persuasive texts, for a variety of contexts, audiences and purposes. They use their imagination to create and present texts, such as stories, plays, poems and speeches, and to express ideas, attitudes and values through different characters, events, settings and techniques. They develop translating and interpreting techniques and intercultural awareness in order to mediate between languages and cultures. Through their engagement with diverse texts and resources, students explore how cultural practices, concepts, values and beliefs are embedded in texts and how language choices shape and reflect perspectives and meaning.

### Contexts of interaction

Learners interact with peers, the teacher and other Arabic speakers both locally and globally through a variety of means and modes of communication, including digital, online, collaborative performances and group discussions. The context of interaction extends beyond the classroom and involves investigating and reporting on issues in the local community and transacting with local Arabic speakers to negotiate services. These experiences provide learners with a sense of connectedness and purpose as Arabic and English speakers.

### Texts and resources

Learners use diverse resources such as Arabic newspapers, magazines, documentaries, films, stories, songs, television programs, entertainment performances and web pages as references to assist them with discussions and research projects on Arabic language and culture. They explore a variety of text types, such as poems, articles, formal letters, interviews and speeches, and engage with a range of informative, historical or literary perspectives, views and arguments. Learners use a range of dictionaries and translation methods to support comprehension, build vocabulary and elaborate on ideas.

### Features of Arabic language use

Learners apply appropriate pronunciation, rhythm, stress and tone and a variety of language features and complex sentence structures to enhance their spoken and written communication. They apply complex grammatical structures, such as indirect object pronouns and passive voice, to express their ideas objectively in texts such as articles and speeches, for example, لا تهتم . They expand on their views and opinions by using persuasive language, such as the subjunctive and imperative moods (لا تنسوا! شاهدوا الفيلم الاسطوري) and use cohesive devices to link and sequence ideas and information, for example, في البداية أود أن أحدثكم عن يوم النظافة. They analyse and explain how and why language use varies according to cultural contexts, relationships and purposes, and develop the language of reflection in Arabic.

### Level of support

Support at this level of learning includes rich and varied stimulus materials, continued scaffolding and modelling of language functions and communicative tasks, and explicit instruction and explanation of the grammatical system, with opportunities for learners to discuss, clarify, practise and apply their knowledge. Critical and constructive teacher feedback combines with peer support and self-review to monitor and evaluate learning outcomes, for example, through portfolios, peer review or e-journaling.

### The role of English

Arabic is predominantly used as the medium for classroom interaction and content delivery. English is used only when necessary to allow for further reflection on and discussion or explanation of more demanding concepts, particularly when making connections between language and culture. Learners explore how language influences cultural experiences and ways of thinking and of viewing the world. They examine their own personal and cultural identity and reflect on the nature of intercultural exchanges in which they are involved. They question the assumptions that Arabic and English speakers bring to interactions, and discuss ways to increase mutual understanding. They view their bilingualism and biculturalism as an asset for themselves and for Australia.

## Years 9 and 10 Content Descriptions

Communicating	
Socialising	Elaborations

Initiate, sustain and extend interactions with others through seeking and giving advice, and discussing future plans, aspirations, relationships and social issues

[Key concepts: relationships, education, community, social issues; Key processes: advising, explaining, persuading, commenting, justifying]

(ACLARC171)



- sustaining interactions by asking for and providing specific information and elaborating on ideas, for example,  
ماذا تعني بهذا؟؛ قلت بأنك تحب السفر؛ إلى أين تريد أن تسافر؟؛ ما معنى...؟
- extending on others' responses by providing suggestions and giving advice, for example,  
بما أنك تحب الرياضة؛ أنصحك بالسباحة لأنها مفيدة جداً؛ لماذا لا تقرأ هذا الكتاب؟ جرب هذا القلم الجديد. ضع الصورة هنا؛ هذا مكان مناسب لها
- sharing ideas and making suggestions relating to own and others' experiences and aspirations, for example,  
أنا أيضاً مثلك أحب السباحة؛ أُمي أيضاً لا تسمح لي باللعب على الحاسوب أيام الأسبوع؛ إن أردت سأرسل لك رسالة إلكترونية فيها كل المعلومات؛ أتمنى أن ألتحق بفريق التنس؛ أتمنى أن أتعلم الموسيقى
- participating in discussions, via online and virtual forums, relating to relationships and social issues such as youth employment, smoking and poverty, using reasoning and justification, for example,  
لا يستطيع الشباب العمل بدوام جزئي لأن واجبات المدرسة كثيرة؛ التدخين مضر بالصحة فهو يسبب الكثير من الأمراض الخطيرة؛ يزداد الفقر في المجتمع ويجب على الجميع أن يحاربه

Negotiate actions and contribute ideas, opinions and suggestions in interactions related to shared tasks, transactions and problem-solving, managing different views and perspectives

[Key concepts: roles, perspectives, responsibility; Key processes: commenting, selecting, evaluating]

(ACLARC172)



- planning and negotiating collaboratively in scenarios related to travelling or living in an Arabic-speaking country, such as using transport, eating out or visiting tourist attractions, for example,  
عندما أصل إلى القاهرة سوف أستأجر سيارة لأصل إلى الفندق؛ أفضل وسيلة مواصلات هي سيارة الأجرة؛ سوف أسافر إلى المناطق الريفية في القطر؛ في لبنان الأطعمة لذيذة لذلك سأذهب إلى مطاعم مختلفة؛ أحب المأكولات العربية الشعبية. سوف أزور جميع المناطق الأثرية في الأردن
- making complaints and recommendations and seeking solutions, for example,  
أعترض على طريقة معاملة الزبائن؛ الفندق بحاجة إلى منظفين أكثر؛ الطعام كان بارداً ولم أقدر أن أكله؛ أسعار الثياب عالية جداً
- organising an event such as a youth meeting through social media to raise awareness of environmental or ethical issues
- contributing opinions using online and digital forms of communication such as emails, school chat forums and community websites to discuss various social issues such as youth employment opportunities or issues related to freedom and equality, for example,  
أصبح وجود فرص للعمل مستحيلاً؛ إنها كارثة إنسانية؛ إنها عار على مجتمعنا؛ مساواة جميع المواطنين حق إنساني؛ حرية الإنسان في التعبير خط أحمر

Engage in language learning tasks and experiences,  
discussing and justifying ideas and opinions  
[Key concepts: interconnection across concepts and actions,  
mindful learning; Key processes: discussing, connecting,  
justifying]

(ACLARC173)



- expressing and justifying own opinion in class discussions and debates, for example,  
أتفق معك جداً؛ أوافقك الرأي؛ أنا أحترم رأيك كثيراً  
لا أتفق معك في رأيك. لا أوافقك الرأي
- eliciting, reflecting on and responding to others' opinions, for example,  
ما رأيك في هذه الجملة؟ هل تتفق معي؟ هل توافقتني على كلامي؟ وأنت يا سعيد؛  
ماذا تعتقد؟ سميرة؛ ما رأيك في الموضوع؟  
كلامك صحيح مئة بالمئة؛ أنت على حق في قولك هذا صحيح!  
أعتقد أن كلامك ليس صحيحاً؛ أنت لست دقيقاً في كلامك؛ مع احترامي لشخصك؛  
أرى أن كلامك ليس منطقياً. أسفة رأيك غير مقنع
- making connections between ideas and consequences, and cause and effect, for example,  
وصلت إلى المدرسة متأخراً لأن سيارتي أمتعت في الطريق؛ لم أكمل الدرس  
أمس لأن بيتنا كان مليئاً بالزوار؛ لم أكمل واجب العلوم لأنني لم أفهم السؤال  
إن سبب صعوبة الإمتحان هي الأسئلة الأخيرة؛ المعلمة لم تشرح الدرس جيداً؛  
عاقبني الأستاذ في الفرصة لأنني تأخرت عن الصف؛ اتصلت المعلمة بأمي  
لأنني أتكلم كثيراً في الصف ولا أستمع لشرحها
- praising, complimenting and encouraging peers when discussing ideas, for example,  
ممتاز! رائع! فكرة هائلة! واصل مجهودك. هذه فكرة عبقرية! أنت ذكي جداً!  
فكرتك مذهلة

Informing

Elaborations

Locate, analyse, interpret and evaluate information from online and digital sources on issues of interest to young people, making connections with own experiences and considering various perspectives

[Key concepts: representation, perspective, private and public world; Key processes: summarising, interpreting, evaluating, connecting, relating]

(ACLARC174)



- understanding main ideas and evaluating information from texts such as articles, reports, charts, diagrams and news items, on topics such as environmental sustainability, world sports, and youth culture, for example,

السخرية من وضع معين؛ التنديد بفعل معين؛ تركية فكرة ما من خلال العبارات اللغوية والصور والتنسيق العام للتقرير



- distinguishing between fact and opinion in texts such as articles and reports in print and digital form, using critical literacy skills to recognise bias by evaluating textual purpose used, for example,

التحيز لفكر ما؛ المبالغة؛ إن جميع الشباب متهور؛ هذا جيل غير مسؤول

الحيادية تجاه الأفكار المؤيدة والمعارضة؛ هناك بعض الشباب المتهور؛ إن غالبية الشباب غير مسؤول

- analysing and interpreting information collected from various sources, including digital or online sources, such as concept maps, charts and tables, by summarising, sequencing and prioritising, considering audience, purpose and context and drawing personal conclusions, for example,

من الواضح أن...؛ في الخاتمة...؛ هذا يؤدي إلى...؛ خلاصة الكلام...؛ في النهاية

...

- using information obtained from a range of sources in order to debate issues of interest, such as the generation gap, teenage issues, immigration or parents' expectations, using persuasive and evaluative language, making connections with own experiences and considering different perspectives, for example,

الهوة بين الأهل والأبناء كبيرة وعميقة دون شك؛ يجب على الأهل مساعدة أبنائهم في مرحلة المراهقة؛ أليس كذلك؟ نحن بحاجة إلى تغيير الفكر؛ علينا أن ننظر إلى المسألة بحكمة؛ يجب علينا جميعاً أن ندعم الشباب في إختياراتهم

Construct and present texts in varied styles and formats to convey own and others' perspectives on ideas and information for different contexts, audiences and purposes  
[Key concepts: audience, purpose, media, perspectives; Key processes: constructing, persuading, comparing, evaluating, connecting]

(ACLARC175)



- producing texts in oral, written and multimodal formats, such as blogs, print and online articles and oral presentations, to convey own ideas and interpretations of various texts for different contexts, audiences and purposes
- conveying information relating to community matters in texts such as posters, brochures and web pages, for example, a brochure promoting a holiday destination, a poster for a doctor's surgery encouraging healthy eating, or a web page reviewing a new Arabic film
- persuading others to express their opinions or think seriously about a particular issue of interest in texts such as blogs, using language expressions such as  
لنفكر بجديّة؛ هل يُعقل أن...؛ لم لا؟ أليس هذا معقولاً؟ هذا خبرٌ في منتهى الغرابة!  
لا بد وأن نأخذ موقفاً واضحاً؛ علينا جميعاً أن نشارك في هذا الإعتراض؛ هيا  
نكتب رسالة لصاحب المحطة
- evaluating and reporting on a contemporary social, ethical or environmental sustainability issue using a range of presentation techniques, for example, flow charts, PowerPoint presentations or video clips



## Creating

Explore a range of imaginative texts, analysing themes, values and techniques, and discussing how aspects of language and culture help create particular effects  
[Key concepts: culture, emotion, values, style; Key processes: analysing, discussing, interpreting, evaluating]

(ACLARC176)



## Elaborations

- listening to, reading and viewing a range of imaginative texts, including digital, online or multimodal texts, such as short stories, films and poetry, identifying technical aspects and analysing elements of language that convey emotions and values
- reading texts such as poems and short stories, analysing the main messages the author wishes to convey and discussing the values presented in the texts and connecting them to their own experiences
- analysing and evaluating the lyrics of contemporary Arabic songs, identifying themes, messages and cultural aspects expressed through language
- discussing how texts such as short films or video clips portray social issues such as relationships, wealth and poverty and cultural change, and values such as honesty and equality

Create and present imaginative texts to express ideas, attitudes and values through characters, events and settings for a range of audiences, contexts and purposes

[Key concepts: imagination, creativity, morality; Key processes: composing, engaging, projecting, presenting]

(ACLARC177)



- creating various types of imaginative texts, such as songs, stories or video clips for video-sharing websites, to convey messages that reflect own perspectives on Arabic values and practices such as traditional filial piety or the value of education in modern society
- creating imaginative texts in print, digital or online formats, such as short stories, video clips or plays, and building characters, themes and settings to entertain a specific audience, such as younger learners of Arabic
- composing and presenting imaginative poems and songs that relate to significant celebrations or events in both Australia and the Arabic-speaking world, for example, الأعياد الوطنية؛ عيد المعلم؛ العيد الوطني الأسترالي؛ عيد شهداء الأندلس

- creating reflective and critical texts such as diaries, blogs and articles to express own opinions on imaginative texts such as films, stories or poems, using expressions such as

يا إلهي كم كان الفيلم مملاً؛ دور الأم في الفيلم كان قاسياً جداً؛ لم أستمتع بقراءة القصة أبداً؛ لقد كانت أحداثها غير منطقية؛ قافية القصيدة جيدة لكن تعابيرها متكررة

## Translating

Translate and interpret texts from Arabic into English and vice versa for different audiences and contexts, and reflect on how cultural values, attitudes and perspectives are represented in each language

[Key concepts: audience, context, perspective, values; Key processes: reflecting, interpreting, comparing, analysing]

(ACLARC178)



## Elaborations

- translating texts such as advertisements and letters from Arabic into English and vice versa, with the assistance of print, electronic and online translators, identifying cultural elements and reflecting on how they are encoded in common words and expressions, for example,

هيا أسر عوا؛ لا تدعوا الفرصة تفوتكم؛ إنها رحلة العمر؛ صديقتي الغالية على قلبي؛ سلام حار أرسل لك من أستراليا؛ أشواقى وقلباتى لك ولجميع أفراد العائلة؛ ودمت لصديقتك ...

- reflecting on the difficulty of achieving equivalence in translations of creative texts such as poems, songs and video clips, identifying and explaining words and phrases that require particular elaboration or explanation, for example,

والله ولي التوفيق؛ رافقتك السلامة؛ على ما يرام؛

- experimenting with interpreting and translating popular Arabic expressions, proverbs or idioms, and reflecting on the social and cultural values that may be embedded in them, for example,

الجار قبل الدار؛ من جد وجد ومن زرع حصد؛ في الثأني السلامة وفي العجلة الندامة؛ الوقاية خير من العلاج

- analysing existing translations of texts, such as subtitled short films, making comparisons with own translations and reflecting on why versions may vary

Create bilingual texts that reflect aspects of culture for Arabic-speaking and English-speaking audiences in the school and wider community, for example, pamphlets, travel brochures or road directories

[Key concepts: representation, cultural literacy; Key processes: interpreting, referencing, relating interculturally]

(ACLARC179)



- considering how to maintain the integrity of original texts when translating into Arabic or English, for example, explaining culture-specific concepts relating to Arabic-speaking communities, such as التحيات والسلامات والسؤال عن الأهل والأقارب, or to the Australian context, such as 'the bush' or 'the outback', and representing original ideas and meanings bilingually
- producing bilingual texts, such as video clips with subtitles, explaining cultural practices in Australia for Arabic-speaking viewers, for example, bushwalking, Anzac Day commemorations
- producing digital and online texts in both Arabic and English, such as brochures and leaflets, for different contexts, purposes and audiences, such as Arabic-speaking students studying in Australia, Arabic-speaking tourists, or Australian schools hosting Arabic-speaking visitors, and reflecting on the process of working in both languages
- creating captions or commentaries in Arabic and English to accompany texts such as song lyrics, video clips, film extracts or parts of a television program, exchanging and comparing bilingual texts with peers using online forums and discussing the best ways of achieving consistency in meaning

## Reflecting

Reflect on how meanings vary according to cultural assumptions that Arabic and English speakers bring to interactions, and take responsibility for contributing to mutual understanding

[Key concepts: cultural assumptions, judgement; Key processes: reflecting, relating interculturally]

(ACLARC180)



## Elaborations

- considering how being bilingual offers additional ways of interpreting the world and representing experience
- challenging cultural assumptions and offering different perspectives to new cultural contexts or situations, for example, the idea that all Arabic-speaking people dress the same or eat the same food, many Arabic speakers speak more than two languages, every Middle Eastern country has its cultural uniqueness
- identifying moments of embarrassment or communication breakdown in own intercultural interactions, exploring reasons for these and suggesting adjustments that could be made to enhance mutual understanding, for example, explaining to a non-Arabic speaker that exposing the sole of your foot/shoe to a person's face would be considered extremely bad manners and interpreted as a grievous insult
- discussing elements of successful intercultural communication, for example, attentive listening and objectivity when discussing social issues, and understanding that mediating and negotiating differences in perspective can prevent and resolve interpersonal problems and conflicts



Reflect on own cultural identity and how it is both shaped by and influences ways of communicating, thinking and behaving  
[Key concepts: perception, identity, communication; Key processes: discussing, evaluating, reflecting]

(ACLARC181)



- composing a cultural identity profile to exchange with non-Arabic speakers, making decisions about what points of information will be of most interest to others
- reflecting on choices made to present self to others in particular ways or to conceal aspects of identity when interacting across cultures, noticing differences in the way they communicate, think and behave in different contexts
- exploring how individual ways of communicating, thinking and behaving reflect and help to shape their own cultural identity, for example, why an Arabic-Australian teenager who speaks English better than they do Arabic and is more familiar with the Australian cultural context may view themselves as more Australian than Arabic
- comparing and contrasting an Arabic and an Australian experience, such as الإحتفالات العائلية
- considering how their own and others' identity may shift according to the place and time

## Understanding

### Systems of language

Understand how rules of Arabic pronunciation, including patterns of stress and rules of pause, and writing conventions enhance meaning and aesthetic effect  
[Key concepts: fluency, complexity, appropriateness; Key processes: applying, analysing, synthesising]

(ACLARU182)



### Elaborations

- understanding that certain sounds in Arabic words can be dropped from pronunciation, such as the t sound in السماء البنت مريضة؛ الشمس مشرقة and tashkeel in صافية
- understanding that sentences can contain one or more verbs and can be joined with و or other cohesive devices
- recognising the need for a pause or change of tone in complex sentences with embedded clauses, for example, كنت مع صديقي عماد؛ صديقي من المدرسة؛ عندما شاهدنا الحادث الأليم
- applying understanding of how tone can convey emotions and shade meaning, such as distinguishing between colloquial or formal language, for example, حقاً؟ يا إلهي! معقولة؟ تعال إلى هنا حالا
- reflecting on the role of pronunciation, rhythm, word stress and intonation in effective communication, and applying this knowledge to own interactions
- using knowledge of Arabic pronunciation and spelling rules when engaging with authentic spoken and written texts
- evaluating own spelling and pronunciation in relation to their understanding and expression

Analyse how the use of grammatical elements such as indirect object, passive voice, dual form, verb tense and word order impact on tone, speech level and formality, and on meaning-making

[Key concepts: register, grammatical systems, meaning; Key processes: analysing, explaining, manipulating, applying]

(ACLARU183)



- understanding that Arabic uses the dual form of nouns, verbs and adjectives, in both masculine and feminine forms, for example, هذان كتابان؛ الوردتان جميلتان، أنتما تلعبان؛ هذان كتابان؛ الوردتان جميلتان، أنتما تلعبان
- understanding the importance of vocalisation on the subject word and the object word and analysing how this affects the meaning of the sentence, for example, كلمت الأم البنت؛ كلمت الأم البنت
- manipulating interrogative verb forms to ask a range of questions, for example, قل لي لم لم تتصل بي؟ اتصلت بك عدة مرات ولم ترد عليّ أخبرني ماذا تريد أن تصبح في المستقبل؟ إشرح لي أسباب عدم قبولك دعوتي لحفل عيد ميلادي. ألسنا أصدقاء؟
- understanding and applying indirect object pronouns and passive voice to express ideas objectively in texts such as articles and speeches, for example, مُنِعَ الكتاب بسبب أفكاره الجريئة؛ خُصَصَ وقت بعد المدرسة لتعليم اللغة العربية
- using cohesive devices to sequence ideas, for example, في البداية أود أن أحدثكم عن يوم النظافة العالمي؛ وبعد ذلك سأشرح لكم طرق المشاركة في هذا اليوم؛ ثم سأريكم بعض الصور وختاماً سأخذكُم في جولة قصيرة حول الحديقة العامة
- extending use of negative forms, for example, لم أحب أبداً مشاهدة الأفلام القديمة التي تشاهدها أمي لأنها لا تناقش أموراً عصرية؛ ليس كل ما تقرأونه في الكتب صحيحاً ولا ما تشاهدونه على التلفاز حقيقةً
- using إلا to express exceptions, for example, جميع أصدقائي يلعبون رياضة ما خلال الأسبوع إلا أنا
- using comparative and superlative forms of adjectives to describe people and objects, for example, صديقتي هناء هي أجمل فتاة رأيتها في حياتي؛ فهي أحسن صديقة؛ وأكثر واحدة تحب مساعدة الآخرين؛ إنها أيضاً أمهر طبّاخة والأفضل في كل شيء
- understanding how to use exaggeration and emphasis for effect, for example, ألف مبروك على رخصة القيادة؛ أنا أفكر بك دائماً؛ قلت للمرة المليون بأنني لم اسمع جرس المحمول لأردّ عليك
- developing metalanguage to discuss grammatical features and to explain how word order, tenses and moods, adjectives and adverbs can be used to enhance meaning and expand expression
- using imperative verb tenses to persuade, encourage and advise others, for example, شاركوا في الرّدّ على الموقع الإلكتروني؛ لا تنسوا شاهدوا الفيلم الأسطوري؛ سيعجبكم جداً؛ هيا تشددوا وحاولوا أن تكملوا البحث بجدارة؛ إتصلوا على الرقم المذكور في الإعلان

- using subjunctive mood to express doubt, uncertainty or emotion, for example,  
قد يكون كلامك صحيحاً ولكنني لست متأكداً منه؛ ربما تقبل أمي أن أذهب معك  
إلى الحفل لست متأكدة
- creating compound and complex sentences by using embedded clauses, for example,  
أحب القراءة كثيراً بالرغم من أن الكثير من الناس لا يحبون أن يقرأوا بل  
يفضلون مشاهدة التلفاز ؛ لا أعرف لماذا أصدقائي والذين أصولهم عربية؛ لا  
يحبون الأغاني العربية!

Understand the relationship between purpose, audience, context, linguistic features, and the textual and cultural elements associated with different types of texts, such as persuasive, argumentative and expository texts

[Key concepts: perspective, purpose, audience; Key processes: analysing, correlating, discussing, explaining]

(ACLARU184)



- analysing how language choices help achieve particular purposes and effects in particular types of texts, such as descriptive language in documentaries; reflective language in personal blogs, diary or journal entries, including digital diaries; and persuasive language in advertisements and speeches
- analysing a range of expository texts such as news reports and feature articles, identifying language features and any elements of bias or objectivity
- discussing and evaluating how language is used to express ideas and justify opinions in texts such as debates or segments of a talk show on topical issues of interest to teenagers
- identifying and discussing the use of diacritics in texts for decorative purposes such as book titles, letter heads and nameplates
- examining a range of spoken and written texts, discussing similarities and differences in and connections between context, purpose and audience, and what the texts reveal about social relationships and processes, for example, reflections of status, authority, or concepts of respect and politeness

## Language variation and change

Analyse and explain how variations in Arabic language use relate to roles, relationships and the context of interactions, and consider how and why these would differ from interactions in English or other languages represented in the classroom

[Key concepts: genre, variation, intercultural literacy; Key processes: analysing, explaining, reflecting]

(ACLARU185)



## Elaborations

- investigating the nature and use of the Arabic language in different contexts of interaction, for example, by asking Arabic-speaking students in Australia when, with whom and for what purpose they use Arabic or English, and reflecting on similarities and differences in interactions in both languages
- reflecting on how various Arabic speakers' views on social or cultural roles and relationships are reflected in texts such as traditional sayings, idioms, proverbs, poetry and song lyrics
- comparing a variety of texts relating to interactions in different Arabic-speaking regions, and analysing how aspects of the language used in varying social contexts reflect certain values and world views

Reflect on the dynamic nature of language, relating it to constantly changing environments and cultural conditions such as contact with other languages and cultures and changing circumstances in local and global contexts  
[Key concepts: communication, influence, power of language, changing environment; Key processes: investigating, examining, analysing, explaining, reflecting]

(ACLARU186)



- recognising that language changes over time, for example, by viewing classical and contemporary Arabic films and comparing how certain ideas and concepts are differently represented through the language used
- examining how English is influencing and modifying Arabic language use in particular settings, for example, in the entertainment industry, such as in films and television programs; in online contexts; and in language used to express global concepts such as الديمقراطية؛ الليبرالية
- considering how moving between Modern Standard Arabic and regional dialects reflects personal, social and political histories and changing contexts

## Role of language and culture

Explore how language both shapes and reflects thoughts and world views and encourages action and reaction, and is shaped by community and individual cultural experiences  
[Key concepts: cultural experience, thought, behaviour; Key processes: discussing, reflecting, expressing opinions]

(ACLARU187)



## Elaborations

- recognising the importance of learning and maintaining Arabic and other languages in order to access the cultural understanding, values, beliefs and mindsets of others
- reflecting on personal encounters with cultural practices that have impacted on own ways of thinking and reacting and have helped to shape their attitudes to and views of the world around them, and discussing ways to increase intercultural understanding
- discussing and reflecting on how language use, such as persuasive, motivational or emotive language in texts, and in different forms of media, such as the internet, impacts on social behaviour, actions and reactions

## Years 9 and 10 Achievement Standard

By the end of Year 10, students use written and spoken Arabic to initiate, sustain and extend formal and informal interactions with the teacher, peers and others in a range of settings. They use language spontaneously to respond to others, seek and give advice for example, *عندي أصدقاء كثير؛ علاقتي بعائلتي وطيدة؛ أحب معلمتي كثيرا لأنها...*, describe relationships for example, *كيف أستطيع أن...؛ أعتقد أ...*, discuss aspirations for example, *أريد أن أكون رائد فضاء*, and future plans (for example, *بيتتي القديم كان أجمل من بيتي الحالي*), compare experiences for example, *في المستقبل؛ أريد أن أسافر إلى أوروبا؛ عندما أكبر؛ أريد أن أدخل الجامعة*, and justify opinions for example, *(... لأن...؛ بسبب* ) on social issues of interest to them. They listen to different views and perspectives when interacting with others, and take action, solve problems and contribute ideas, opinions and suggestions. They apply pronunciation rules and rhythm to complex sentences to enhance spoken interactions. They analyse, interpret and evaluate information on topical issues of interest to young people, making connections with their own experiences and considering various perspectives. They convey information and perspectives using different text types and modes of presentation to suit different contexts and audiences and to achieve different purposes. They share their response to different imaginative texts by analysing themes for example, *المشاعر التي يوججها*, techniques for example, *الكناية والاستعارة*, and values, and identify ways in which aspects of language and culture create particular effects, such as *النص؛ هدف النص؛ الموضوع*. Students create imaginative texts for a range of audiences, contexts and purposes, to express ideas, attitudes and values through characters, events and settings. When creating texts, they use a variety of grammatical elements to enhance meaning, such as indirect object, passive and active voice, negation for example, *ليس عندي وقت؛ لا يوجد وقت؛ لن أجد الوقت*, verb tense and word order for example, *في وقت من الأوقات؛ في*, and time and place clauses such as *الجملة الاسمية والجملة الفعلية؛ ظرف الزمان أو المكان في بداية الجملة*. Students translate and interpret texts from Arabic into English and vice versa and explain how cultural values, attitudes and perspectives are represented. They create a range of bilingual texts for a variety of purposes and audiences. They explain the relationship between language, culture and identity, question perceptions, and modify language and behaviours in intercultural interactions as appropriate.

Students apply their understanding of complex pronunciation rules and writing conventions, such as stress patterns and rules of pause, to enhance meaning and aesthetic effect. They analyse a range of persuasive, argumentative and expository texts and explain the relationship between context, purpose, audience, linguistic features, and textual and cultural elements such as *التحية*. They explain how and why variations in Arabic language use relate to roles, relationships and contexts of interaction. Students analyse the ways in which languages change in response to changing environments. They explain how language use reflects thoughts and world views and is shaped by cultural experiences.

# **The Australian Curriculum Languages - Arabic Years 7–10 (Year 7 Entry) Sequence**

## Years 7 and 8

### The nature of the learners

Students who enter the background language learner pathway in Arabic in Year 7 may have strong connections to Arabic language and culture through family and community and varying degrees of oracy in Arabic. Their textual knowledge developed through English literacy supports the development of literacy in Arabic. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive.

### Arabic language learning and use

Learners use modelled and rehearsed language in familiar and unfamiliar contexts and increasingly generate original and personal language. They interact in class routines and activities, expressing their ideas and feelings (أحب جدي كثيراً), exchanging opinions (هذا الواجب صعب؛ الإمتحان طويل) and managing shared tasks (أولاً؛ نختار أفراد الفريق؛ ثانياً نوزع الأدوار). They listen to, read and view a range of texts and create spoken and written texts to present ideas and information to a variety of audiences in different contexts. Learners work both collaboratively and independently, exploring different modes and genres of communication with particular reference to their current social, cultural and communicative interests. They explore and discuss themes, characters and events in Arabic folk tales, fables and films, and plan, draft and present imaginative texts, such as stories, plays, cartoons and comics. They make cross-curricular connections and explore intercultural perspectives and experiences through interaction with an increasing range of Arabic speakers.

### Contexts of interaction

Learners come to the classroom understanding and using Arabic within the world of their experience, which is likely to be the home and community domains. At this level, possible contexts of interaction could include the world of learning, for example, discussing the shift from primary to secondary school, the concepts of home and friendship, family, shared events and leisure activities. Learners contextualise and use their background language and culture as much as possible while socialising and exchanging information. They pool language knowledge and resources to plan, problem-solve, monitor and reflect. This will not necessarily be characterised by the fluent use of Arabic, but rather by the way they use their background knowledge of Arabic language and culture in communication. Interactions are authentic in relating to the world of teenage experience, and performance based. Additional opportunities for interaction are provided through purposeful and integrated use of information and communications technologies (ICT), for example, videoconferencing and online activities such as e-learning.

### Texts and resources

Learners work with a range of texts designed for language learning, such as textbooks, audio recordings, teacher-generated materials and online resources. They also use authentic materials such as blogs, newsletters, advertisements, magazines, video clips and apps. Their knowledge is extended through exploration of Arabic texts on the internet, and audiovisual materials, cultural performances, and community events and activities, such as the Arabic Film Festival. As background language learners, they are also likely to engage with bilingual, subtitled and captioned texts.

### Features of Arabic language use

Learners understand and use features of the Arabic sound and writing systems, and make connections between spoken and written texts. They use appropriate pronunciation and intonation when communicating and interacting in a range of contexts, and apply spelling rules when writing in Arabic script. They explore Arabic syntax and linguistic structures and begin to use metalanguage by identifying grammatical terms. They apply elements of Arabic grammar to the production of texts, such as articles, nouns, adjectives, personal pronouns, verb tenses, conjunctions, adverbs, statements, negation and questions, to describe people, actions and events (أستيقظ في الصباح), discuss preferences (أحب طعام أمي؛ لا أحب الأكل السريع), expand on expression (في الطريق إلى المدرسة), and link ideas and information (أو؛ أيضاً؛ كذلك). They understand ways in which the English language works as a system and how English is similar to and different from Arabic. They discuss the influence of other languages and cultures on Arabic language, and recognise variations in language use across Arabic-speaking countries, regions and communities. They make connections between texts and cultural contexts, identifying how cultural values and perspectives are embedded in language and how language choices determine ways in which people, issues and circumstances are represented.

### Level of support

Learners have varying degrees of Arabic oracy and literacy competence and are supported through multilevel and differentiated tasks. Support includes scaffolding, modelling and monitoring, explicit instruction and feedback, structured activities for practising new language, and the use of gesture and movement. Students are supported to develop autonomy as language learners and users, and to self-monitor and adjust their language use in response to their experience in diverse contexts. Opportunities to review and consolidate are an important component of learning at this level.

### The role of English

Arabic is the main language of instruction and interaction. Arabic and English may be used when discussing concepts, functions and structures relating to language use, and when exchanging and comparing experiences in learning Arabic and English. English may be used for conceptually demanding explanations and discussions, particularly when making connections between Arabic and other languages and cultures and discussing how language and culture connect to make meaning. Learners are encouraged to reflect on how they interact in Arabic and English, and on their own sense of identity from a bilingual perspective.

## Years 7 and 8 Content Descriptions

Communicating	
Socialising	Elaborations



Interact with peers and the teacher to exchange information about self, family and friends, routines, leisure activities, interests and special days, and express feelings, likes and dislikes

[Key concepts: personal world, leisure; Key processes: interacting, describing, socialising]

(ACLARC001)



- greeting the teacher and peers, and introducing themselves, family and friends, using formulaic expressions and appropriate body language, for example,

مرحباً؛ صباح الخير؛ كيف حالك/حالك؟؛ بخير شكراً

إسمي عادل؛ أنا مريم

هذا صديقي علي؛ هذه صديقتي ريم؛ هذا أبي وهذه أمي؛ اسم أخي رامي؛ عمري ست سنوات؛ عمر أخي سنة

- exchanging information about a range of topics, such as family, friends, routines, school and leisure activities, for example,

أنا طويل؛ أنا شاطر؛ بيتي صغير؛ غرفتي واسعة؛ صديقي علي ذكي؛ مدرستي كبيرة؛ معلمتي طيبة

أستيقظ باكراً؛ أكل الفطور؛ أليس ثيابي؛ أشاهد التلفاز؛ أكمل فروض المدرسة؛ أرتب سريري؛ أنظف غرفتي؛ أذهب كرة القدم؛ أذهب إلى المسجد

بعد المدرسة أذهب كرة القدم؛ في الساعة الثامنة أذهب إلى النوم

يوم السبت أذهب للتنس مع أبي؛ في عطلة نهاية الأسبوع أذهب مع عائلتي إلى المطعم؛ أحضر حصة الموسيقى يوم الجمعة؛ أشعر بالسعادة في حصة الموسيقى؛ أحب العزف على البيانو كثيراً؛ أتعلم اللغة العربية يوم السبت صباحاً

- asking about and expressing likes and dislikes using simple language such as

من تحب في العائلة؟ ماذا تحب في المدرسة؟ هل تحب المدرسة؟ أحب جدّي كثيراً؛ لا أحب الرياضة في المدرسة

- asking and answering questions about personal experiences in relation to self, peers, friends and family members, for example,

أين ولدت؟ أي لغة تتكلم في البيت؟ ماذا يعمل أبوك؟ أين تذهب يوم السبت؟ من هي صديقتك؟ لماذا تحب جدتك؟ ماذا تفعل بعد المدرسة؟ أي رياضة تفضل؟

ولدت في العراق؛ أتكلم العربية في البيت؛ أحب الحلوى كثيراً؛ أحب أبي وأمي جداً؛ أبي يعمل في المستشفى؛ أمي طبيبة؛ أخي يدرس في المدرسة؛ أختي في الجامعة؛ يوم السبت أذهب إلى بيت جدّي؛ يوم الأحد أذهب إلى المطعم

- exchanging correspondence such as notes, invitations or birthday cards in print or digital form, for example,

هل تحب أن تأتي إلى حفل عيد ميلادي؟ سمير، أدعوك إلى بيتي يوم السبت؛ نعال نلعب معاً

عيد ميلاد سعيد؛ كل عام وأنت بخير؛ أتمنى لك عيداً سعيداً

- sharing experiences with family and friends in a variety of ways, for example, by recounting events such as special celebrations in conversations and through social media

ذهبت البارحة مع عائلتي إلى المتحف؛ شاهدت مع أخي فيلماً جديداً في السينما؛ كانت لعبة الركبي ممتعة؛ كانت الرحلة المدرسية إلى حديقة الحيوان ممتعة

Participate in collaborative planning, decision making and shared transactions, using different modes of communication  
[Key concepts: collaborative learning, performance, presentation; Key processes: planning, listening, deciding, transacting]

(ACLARC002)



- making decisions about roles, using simple expressions such as  
ماذا عن دور الأب؟ أنت لا تقدر ان تكتب كل القصة؛ أنا اكتب النصف الأول وأنت النصف الآخر؛ ليكن دوري المشتري وأنت دورك البائع؛ هل تحب أن تكون البائع؟
- planning, rehearsing and presenting a group activity for class or school relating to a familiar situation or event such as Mother's Day, using expressions such as  
اليوم سوف نقدم لكم عرضاً عن عيد الأم؛ شكراً لاستماعكم؛ أنا كامل وهذه لي أنا وهذا محمود؛ نرجو أن تستمتعوا بالعرض.
- making collaborative decisions and arrangements using expressions of counting, sequencing and organising ideas, for example,  
أولاً نختار أفراد الفريق؛ ثانياً نوزع الأدوار؛ ثالثاً نعرض الأفكار؛ أخيراً نقوم بدورنا  
في البداية أنا سوف أجمع الصور؛ وأنت تبحث عن المعلومات في الإنترنت وفي النهاية سنجمعها
- participating in transactions by asking for and providing information such as price, and requesting goods and services, for example,  
ما سعر...؟ بكم هذه اللعبة؟ ما سعر كيلو البرتقال؟ بكم كيس الخبز؟ كيس الخبز بدولار ونصف؟ سعر كيلو التفاح ثلاثة دولارات  
أحتاج مساعدة من فضلك؛ هل تستطيع أن تساعدني؟ أبحث عن خوذة لقيادة الدراجة أين أجدها؟ هل عندكم الفيلم الكارتوني الجديد؟

Interact in classroom routines and activities, developing language for a range of classroom functions and processes, such as following instructions, asking and answering questions, and requesting support by asking for repetition, permission and help

[Key concepts: roles, routines; Key processes: listening, responding, contributing]

(ACLARC003)



- participating in everyday classroom routines such as roll call, taking turns, giving and following classroom instructions, and asking questions and responding to the teacher and peers, for example,

نعم؛ أنا هنا؛ حاضر؛ ممكن أن أتكلم؟ ممكن أن أقول شيئاً؟

أكتب التاريخ هنا؛ أرسم خطأً على الورقة؛ أكتب العنوان فوق؛ إغلق الباب؛  
أجلس في مكانك؛ افتح الدفتر؛

ضع الحقيبة على الأرض؛ ارفع يدك؛ إنتظر دورك متى يدق الجرس؟ كيف أكتب  
...؟ ما معنى...؟

- making polite requests such as attracting attention and asking for help in classroom situations, requesting repetition, asking for and providing clarification, asking permission and responding appropriately, for example,

ممكن أن أتكلم؟ عندي فكرة رائعة!

ممكن أن تعيدي السؤال؟ لم أفهم السؤال؟ من فضلك أعد السؤال. ما معنى...؟

أين أضع الصورة؟ أين أكتب الجملة التالية؟ ماذا تقصد؟ أقصد ضع الصورة تحت  
الكتابة. أكتب الجملة بجانب الصورة

هل يمكنني الذهاب إلى الحمام؟ هل يمكنني أن آخذ الكتاب؟ شكراً يا معلمة! مع  
السلامة؛ إلى اللقاء

- responding to the teacher's questions, taking turns, praising and encouraging peers, and using formulaic expressions and interjections, for example,

لماذا تأخرت عن المدرسة؟ نمت كثيراً؛ أمتي تأخرت في البيت؛ توقفت سيارة أبي  
في الطريق؛ أخي سبب لنا التأخير

- contributing to classroom activities, such as by developing classroom rules, expressing opinions on procedures and tasks, and giving advice and sharing ideas with peers, for example,

إستمع للمعلمة؛ إحترم الجميع؛ إنتظر دورك؛ إذهب إلى الحمام في الفرصة؛

أكمل كل دروسك في الصف؛ كن مؤدباً؛ لطيفاً؛ هادئاً؛ عادلاً؛ ودوداً؛ كوني هادئة؛  
لطيفة؛ صادقة

هذا الواجب صعب؛ الإمتحان طويل؛ ما عندي وقت؛ لم تصحح المعلمة إمتحان

الإملاء بعد؛ الأفضل أن نوضّح العنوان؛ هذا الخط أفضل من الآخر؛ أقترح

استعمال الألوان في الرسم

Informing

Elaborations

Listen to, read and view a range of spoken, written and multimodal texts; identify, sequence and classify key points of information such as details about people and events; and use the information in new ways

[Key concepts: information, text; Key processes: listening, reading, viewing, locating, transposing]

(ACLARC004)



- listening to and viewing texts such as stories, songs, notices or video clips and identifying key points of information, using intonation and visual cues such as gestures and facial expressions to assist understanding
- identifying letters, words and phrases in written Arabic, for example, titles, labels and captions
- participating in shared reading of print and digital texts such as short stories or other texts relating to familiar events and contexts, using pictures, intonation and contextual cues to predict meaning and identify key information
- locating and sequencing information used to describe people and events, for example,

البنت تدرس؛ الولد يساعد أمه؛ الأب ينظف الحديقة؛ في الصباح أمي تحضر  
الطور؛ في المساء أبي ينظف السيارة

- responding to questions that elicit details such as colour, quantity and place about participants and objects, for example,

ما لون الفستان؟ لون الفستان أحمر؛ ما لون المقلمة؟ لون المقلمة أحمر

كم عدد الأقلام؟ كم كتاباً يوجد هنا؟ يوجد أربعة كتب

أين تعمل أمك؟ تعمل أمي في المستشفى؛ يدرس أخي في المدرسة

- classifying and categorising information gained from others, such as favourite foods and places to visit, for example,

سالم يحب التبولة؛ عادل يحب الدجاج؛ سعاد تفضل الخضار؛ علي يحب كرة  
القدم؛ ماجد يفضل السباحة؛ رامي يفضل العزف على الغيتار

تحب البنات الموسيقى بينما الأولاد يحبون الرياضة

- listening to short spoken texts with unfamiliar language, and identifying specific details, for example, the name and number on a recorded voice message

مرحباً

إسمي سهام

أود التكلّم مع سامر بخصوص الإمتحان

أرجو الإتصال بي على الرقم 0456566777

- gathering information about other peers' activities through conducting interviews about weekend activities and selecting specific information to use in a short report

Convey and present ideas and information obtained from different sources relating to home, school, leisure and interests

[Key concepts: information, text, personal world; Key processes: presenting, conveying, reporting]

(ACLARC005)



- describing personal possessions and classroom items using simple sentences, for example,  
حقيبتي كبيرة وثقيلة؛ صفي صغير وجميل؛ طاولة المعلمة غير مرتبة؛ النافذة في الصف مكسورة؛ عندنا لوح ذكي جديد في الصف؛ صديقي وليد يجلس معي
- reporting on information gathered from peers using simple structures such as  
وليد لا يحب الرياضيات ولا القراءة؛ عند فادية أخ صغير في المدرسة؛ فاطمة تسكن في شقة؛ مازن يحب الديناصورات
- contributing to a class photo story, such as by writing or reading aloud captions to own photos and other aspects of personal information, for example,  
هذه أنا عندما كان عمري أربع سنوات؛ كان شعري طويلاً؛ هذا مازن؛ كان يركب في الصباح؛ على حقيبتي صورة أميرة؛ هاني يحب أفلام الحركة؛ هذه أنا أكتب الحروف؛ هذا شادي يشاهد التلفاز؛ هذه عبير تشرب العصير
- using simple sentence structures, familiar vocabulary and supporting resources to describe immediate environment, family members and friends, and discussing relationships and personal information relating to own background and experiences, for example,  
وليد عنده ثلاث أخوات وأخ صغير؛ يسكن وليد في منطقة ريفية في بيت كبير مع عائلته؛ جاء وليد من مصر عندما كان عمره أربع سنوات؛ يحب وليد بيته وعائلته كثيراً
- creating a class book, visual/digital display or collection related to a school excursion or camp
- presenting information in spoken or written form about own and peers' leisure activities, describing experiences and expressing feelings, for example,  
ألعب كرة القدم جيداً؛ أسبح بمهارة؛ أقرأ بطلاقة؛ ألعب الألعاب الإلكترونية كثيراً؛ سميح يلعب التنس  
عندما أعزف الموسيقى أشعر بالفرح؛ بالحنن؛ بالملل؛ بالنشاط؛ بالسعادة؛ أحب الرسم

Creating

Elaborations

Participate in imaginative experience by listening to, viewing and reading texts, such as songs, cartoons, folk tales and other stories, and sharing opinions, ideas and responses relating to characters, settings and events

[Key concepts: imagination, plot, tradition, character, message; Key processes: identifying, relating, describing]

(ACLARC006)



- participating in shared reading of imaginative texts, sharing opinions and responding to questions
- responding to imaginative texts such as stories, rhymes and songs through play-acting, or using illustrations, captions and movement, or miming favourite characters
- listening to, reading and viewing a range of texts in print, digital and oral formats, and participating in guided discussion, for example, by responding to questions about characters, ideas and events
- discussing imaginative texts and making short statements about aspects such as characters, settings or events
- listening to and viewing imaginative texts such as folk tales and fables and sharing opinions or feelings about them using expressions such as

أحبّ قصة علاء الدين لأنها مسلية؛ قصة علاء الدين مملّة لأنها قديمة

- describing characters, events or contexts in different types of imaginative texts such as films and cartoons, and listing words or expressions associated with a character's personality and explaining how they can relate to them, for example,

أنا أحبّ دور الولد في الفيلم لأنه شقيّ مثلي؛ البنت غيورة جداً؛ الأب في الفيلم حنون مثل أبي

- comparing favourite characters or events in imaginative texts such as cartoons, stories or digital games using expressions such as

البنت في القصة أفضل من أخيها لأنها صديقة ولا تكذب؛ عادل صديق مخلص أكثر من سمير

Create and adapt texts with imaginary scenarios, characters and events, using modelled language and different modes of presentation

[Key concepts: imagination, genre, performance; Key processes: creating, experimenting, presenting]

(ACLARC007)



- creating own version of a story by sequencing a series of pictures with captions or by creating a storyboard with labels using modelled language, for example,

استيقظ سامر صباحاً؛ غسل وجهه؛ بعدها ذهب إلى...؛ في طريقه شاهد ... في النهاية عاد إلى ...

- creating and presenting own story in digital form based on imaginary scenarios, using familiar contexts and modelled language, for example,

في يوم من الأيام؛ كان هناك...؛ كان يوجد مرة..

- producing and presenting picture/digital books or short plays or animations that use familiar Arabic words and expressions
- creating and performing alternative versions or endings of known stories, using voice, rhythm and gestures to animate characters
- creating and performing alternative versions of known songs or raps by creating new lyrics and using new voices to convey mood
- composing, performing or filming texts for own and others' enjoyment and interest, for example, a description of an imaginary character or animal, a commercial for a new product, a short film, or a poster advertising an event

## Translating

## Elaborations

Translate and interpret short spoken and written texts, such as dialogues, speeches, labels, signs and messages, from Arabic into English and vice versa, using contextual cues and textual features, and recognising aspects that are similar or different in each language

[Key concepts: equivalence, difference, context; Key processes: translating, interpreting, comparing, explaining]

(ACLARC008)



- demonstrating and explaining hand gestures and facial expressions that can be used without language to convey meaning
- using a picture or digital dictionary to find the meanings of words and expressions used in class, comparing English and Arabic versions of each word
- comparing Arabic expressions used in everyday interactions such as greetings with equivalent English expressions, identifying differences and similarities that reflect cultural associations or nuances, for example, مرحباً؛ كيف حالك؟ السلام عليكم؛ سلام ونعمة؛ صباح الخير؛ صباح النور
- interpreting Arabic expressions in dialogues and speeches and discussing how these expressions reflect aspects of Arabic language and culture, for example, لا؛ حقاً؟ يا إلهي! كلامك عجيب! لا لا قل لي الحقيقة؛ صدقتي يا سامي!؛ مع السلامة؛ الله معك؛ الرب معك
- translating texts such as labels, public signs and messages from Arabic into English and vice versa to identify differences in elements of language structure and vocabulary use, for example, 'no parking', 'no dogs', 'no-smoking zone', 'insert card'
- creating Arabic versions of school signs, notices, timetables and class rules, and considering why some words and expressions require flexibility in translation, for example, 'the oval', 'the office', 'the canteen', 'out of bounds', 'no hat, no play'

Create bilingual texts such as posters, games and signs for the classroom and school community, making decisions about words and expressions that do not readily translate



[Key concepts: bilingualism, audience, meaning; Key processes: translating, reasoning, explaining]

(ACLARC009)



- creating a digital bilingual dictionary for classroom use
- making bilingual greeting cards for family celebrations such as Mother's Day, using greetings in Arabic alongside English ones, for example, عيد أم سعيد؛ عيد أم مبارك؛ كل عام وأنت بخير؛ كل عام وأنت بألف خير؛ دمت لي سالمة
- creating captions in Arabic and in English for a display of a class event or experience such as a sports day or school concert
- producing a parallel bilingual word list by relating known Arabic words or expressions to English equivalents and vice versa, noticing that direct translation is sometimes inappropriate
- designing bilingual texts such as posters or signs for class or school assembly performances, a sports carnival, displays or events
- creating parallel lists of informal Arabic and English expressions for own use in everyday interactions with friends and family, including expressions drawn from various Arabic dialects represented within the classroom, for example, 'see you later', 'no worries'
- composing bilingual texts such as a board game or an instruction manual for a game



Reflecting	Elaborations
<p>Reflect on personal responses and reactions during interactions in Arabic, recognising how interaction involves culture as well as language</p> <p>[Key concepts: intercultural exchange, language, culture, response; Key processes: identifying, reflecting, explaining]</p> <p>(ACLARC010)</p> 	<ul style="list-style-type: none"> <li>discussing their own level of comfort with using particular gestures when interacting across cultures, for example, making or not making eye contact when communicating with older people, kissing on the cheek, and hugging or not hugging when greeting someone</li> <li>sharing with peers how it feels to use Arabic and English in different contexts, for example, at home, at school and in the Arabic-speaking community, reflecting on instances when these interactions have felt comfortable, awkward or difficult and explaining why this might be the case</li> <li>developing language to describe personal reactions to and feelings about intercultural experiences, for example, <ul style="list-style-type: none"> <li>أشعر بالراحة عندما... لا أشعر بالراحة عندما... أشعر بالخجل حين... أشعر بالحزن... أشعر بالتعب...</li> </ul> </li> <li>noticing how their Arabic/Lebanese/Egyptian/Iraqi culture influences their linguistic choices, for example, changing terms of address and level of formality depending on the context of interaction and the relationship between participants, such as the use of 'عم؛ خالة' or title plus first name, for example, سيدة هناء؛ عم كريم؛ إستاذ هاني, when addressing people formally</li> <li>discussing how language reflects cultural concepts and values, for example, the importance of seeking agreement and compromise as reflected in the way Arabic people express disagreement ( بالرغم من إحترامي لك؛ ( لا اتفق معك ), the importance of respect as seen in the way Arabic people greet each other or when showing emotion by hugging and tapping on shoulders</li> </ul>
<p>Reflect on own identity, including aspects that relate to personal observations, experiences and feelings, and recognise how elements of identity such as family background, school and interests impact on intercultural exchange</p> <p>[Key concepts: self, profile, identity; Key processes: recognising, relating, discussing]</p> <p>(ACLARC011)</p> 	<ul style="list-style-type: none"> <li>mapping their own linguistic and cultural profiles, for example, by creating a timeline or web profile to highlight formative elements such as family languages, traditions and beliefs, key relationships and intercultural experiences</li> <li>identifying events, relationships and experiences that have contributed to building a personal and/or collective sense of identity, for example, <ul style="list-style-type: none"> <li>مكان الولادة؛ جنسية الأهل؛ أسس القيم التي تربي عليها؛ المجموعات أو الفرق التي ينتمي إليها مثل فريق كرة القدم؛ فرقة الرقص؛ فريق التمثيل المدرسي؛ فريق المناظرات</li> </ul> </li> <li>identifying aspects of personal identity such as age, gender and social status that are important when interacting in Arabic, for example, using the correct personal pronouns to address elderly people (أنت/أنت)، shaking or not shaking hands depending on gender, and the number of kisses on the cheek</li> <li>comparing cultural and intercultural experiences and language capabilities with peers, and exchanging views on the benefits of being bilingual</li> </ul>

## Understanding

Systems of language	Elaborations
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Understand features of the Arabic sound system, including intonation and pronunciation, and how these are represented in written form, and apply writing conventions to form letters, words and texts

- exploring the Arabic alphabet and script, noticing that sounds differ in both systems, for example, ح؛ ط، ظ، ع، خ؛ ط، ظ، ع، and that letters are joined in different ways to make words, for example,

باب؛ خال؛ حال؛ هذا؛ هم؛

[Key concepts: alphabetical systems, writing conventions, sound and letter differentiation; Key processes: distinguishing, relating, applying]

- discriminating between simple vowels, for example, تاء، ة، ئ، long vowels such as تو، ئي، ئا، and consonant letters in

(ACLARU012)

- recognising that letters change form depending on their



- exploring the Arabic alphabet and script, noticing that sounds differ in both systems, for example, ح؛ ط؛ ظ؛ ع، غ؛ ص؛ ض؛ ق، and that letters are joined in different ways to make words, for example، باب؛ خال ؛ حال ؛ هذا؛ هي؛
- discriminating between simple vowels, for example، تَ؛ تِ؛ تْ، long vowels such as تُو، تَي؛ تِ، and consonant letters in a syllable block
- recognising that letters change form depending on their place in the word, for example، ح: حصان؛ محب؛ سامح؛ ي: يده؛ لين؛ سامي
- inferring from familiar sounds and contexts how to spell new words, for example, predicting how to spell هادي؛ having learnt how to spell وادي؛ شادي
- noticing that vocalisation such as َ، ِ، ُ may change the function of the word depending on where it is placed, for example، كُتِبَ؛ كُتِبَ؛ لَعِبَ؛ لَعِبَ
- comparing the different ways to write the letter (ا), for example، اى؛ وئى؛ اءى؛ اءى
- pronouncing words following basic pronunciation rules
- recognising the different ways of sounding the long vowel (ا), for example، نداء؛ ندى؛ لدا؛ لى؛ متى؛ فتى، and writing the ء، for example، شىء؛ قراءة؛ مسؤول، recognising variations in forms of spoken Arabic associated with particular regions, such as the pronunciation of رز and سكر in the Levant compared with سُكَّر and رُز in other Arabic-speaking regions

Understand and use aspects of key grammatical forms and structures in spoken and written texts, such as articles, nouns, adjectives, personal pronouns, verbs and verb tenses, conjunctions, adverbs, statements, negation and questions, and use vocabulary that relates to familiar environments and activities

[Key concepts: grammar, syntactic relationship; Key processes: understanding, applying, comparing]

(ACLARU013)



- learning frequently used words related to the home and school environment, for example, بيت؛ عائلة؛ أب؛ أم؛ إخوة؛ معلمة؛ مدرسة؛ حصّة؛ صف؛ كتاب؛ دراسة؛ فرصة؛ وقت فراغ؛ أيام الأسبوع
- understanding the effect of word order in phrases and sentences, for example, الجملة الفعلية: كتب الولد القصة؛ جاءت البنّت إلى المدرسة؛ يعمل أبي في المطار
- recognising the different parts of speech and categorising words into groups, for example, الاسم؛ الفعل؛ الصقّة؛ الحرف
- recognising definite and indefinite articles with nouns and knowing that nouns have a gender, for example, تلميذ/ التلميذ؛ مُعلّمة العلوم؛ المعلّمة
- understanding that adjectives have a gender and that they follow the noun and its gender, for example, الأب حنون؛ الأم جميلة؛ الكرسي كبير؛ الطاولة صغيرة
- describing aspects of own daily activities, using simple present tense verbs, for example, استيقظ في الصباح؛ تناول الفطور؛ استقلّ الباص؛ أدخل الصف؛ أكمل الواجب؛ أليس ثيابي
- understanding and using simple verbs to express likes and dislikes, for example, أحب طعام أمي؛ لا أحب الأكل السريع؛ أحب الرياضة ولا أحب الرسم
- using demonstrative pronouns to identify people, objects or animals, for example, هذا كتاب؛ هذه مسطرة
- using singular possessive pronouns, for example, بيتي؛ سريري؛ معلّمتي؛ غرفتك؛ كتابك؛ حقّبتّها؛ دفتره
- using singular personal pronouns, both masculine and feminine, with appropriate simple present tense verbs to describe aspects of home or school life, for example, تحبّ أمي العمل؛ هي نشيطة؛ يحبّ أبي الطبخ؛ هو ماهر
- understanding and responding to basic familiar instructions using imperatives, for example, افتح الباب؛ اجلس؛ في مكانك؛ لا تتكلم دون إذن؛ نظّف غرفتك؛ اكمل عمالك
- exploring the use of simple conjunctions such as أو؛ أيضاً؛ كذلك
- using adverbs of place and time to expand expression, for example, باكراً؛ صباحاً؛ بعيداً؛ قريباً؛ شرقاً؛ غرباً
- understanding and using singular nouns and regular plural noun endings in masculine and feminine forms, for example, معلم/معلمون؛ معلّمة/معلّمات
- expressing negation in simple sentences, for example, لا أحب السفر؛ ليس لدي إخوة
- using a range of adjectives in singular form to describe appearance, feelings and personalities, for example, أمي طويلة وأبي وسيم؛ صديقي سعيد ومعلّمتي حزينة؛ أخي ظريف وأختي مزعجة
- using past tense verbs to recount events related to home and school contexts, for example,

قدمت فرضي للمعلمة؛ تأخرت عن الدرس؛ نمت متأخراً؛ نسيت كتيبي في البيت

- understanding and using simple question words in their interactions with peers, for example,  
متى أتيت إلى البيت؟ من أعد لك الفطور؟ ماذا احضرت للغداء؟ كيف أتيت إلى المدرسة؟
- developing knowledge of cardinal and ordinal numbers to describe time and date, for example, (أذار) الساعة الواحدة،  
ظهراً؛ اليوم السادس من إبريل (نيسان)/اليوم أربعة مارس
- applying rules of present tense verb conjugation when speaking to peers and the teacher, for example,  
أنت تدرس كثيراً؛ أنت تلعبين مع غيري؛ أنتم تلاميذ مجتهدون
- building metalanguage to describe grammatical concepts and develop learning resources, for example, verb charts, vocabulary lists, and groups of pronouns, adverbs or adjectives

Identify the structure and textual features of a range of personal, informative and imaginative texts, and recognise how these contribute to meaning

[Key concepts: meaning, genre, structure; Key processes: identifying, sequencing, organising]

(ACLARU014)



- understanding that texts in Arabic can be short or long, spoken, written, digital, visual or multimodal, for example, labels, stories, signs, songs and captions
- understanding that texts have a purpose, for example, train timetables indicate the time the train arrives or departs the station, recounts describe past events and experiences, greeting cards convey feelings, and labels tell us information about an item
- recognising how elements of texts such as the title, layout and the size of the script all combine to make meaning
- identifying and comparing the features of different types of texts, observing similar patterns and identifying differences, for example, the opening and the signature of an email and a letter, a description in a recount and in a diary entry
- identifying the purpose, context and audience of a range of familiar texts, for example, songs, poems, short plays and video clips
- comparing texts on a common topic, for example, a print report, a television report and an internet announcement about an accident, and discussing how features of texts assist in making meaning
- describing key features of different types of texts and discussing audience and purpose, for example, a shopping list serves as a reminder to self to purchase particular items, while a permission note seeks permission to do or have something
- analysing how different types of texts in Arabic create specific effects through the use of different language features, for example, the use of superlatives in advertisements designed to persuade, or the use of repetition for emphasis in speeches

Language variation and change

Elaborations

Understand that spoken and written Arabic varies according to regions and countries, and according to context, situations and relationships

[Key concepts: variation, dialect, context; Key processes: identifying, distinguishing, relating, analysing]

(ACLARU015)



- recognising that forms of address and greetings may vary according to the time of day, gender, a person's background and the social status of the participants, for example,

مرحباً؛ أهلاً؛ صباح الخير / مساء الخير؛ سلام ونعمة؛ السلام عليكم ورحمة الله وبركاته؛ سلام الرب معك

سيد أمين؛ الأنسة هالة؛ الأستاذ فارس

- recognising that informal forms of address are commonly used and are accepted as the norm in various Arabic-speaking communities, for example,

عم جوزيف؛ عمّة سناء؛ خالة عبير؛ ست صباح؛ عم سليم

- identifying how they communicate with their family and friends and with people less close to them, noticing differences in word choice and language use and communicative behaviour
- explaining how their spoken language at home may differ from the language spoken in class, and recognising similarities and differences between various dialects represented within the classroom
- understanding that the Arabic language has a standard form called Al Fusha, اللغة العربية الفصحى, which is mainly used in writing, and a range of oral dialects that differ greatly from region to region, for example, regional dialects from Lebanon, Palestine, Morocco, Iraq, Egypt
- understanding how gestures and tone are used to change the meaning of speech, and how the purpose of interactions, such as to command or invite, would change the emphasis on words being used, for example,

زينب؛ تعالي! تعالي! يا زينب. ضع الكتاب على الطاولة؛ الكتاب؛ ضعه على الطاولة الآن!

Understand that the Arabic language has changed and continues to change through interaction with other languages and cultures

[Key concepts: change, language contact, intercultural contact; Key processes: observing, identifying, classifying]

(ACLARU016)



- recognising that Arabic has borrowed many words from English, for example, إنترنت; كومبيوتر; تلفاز, and English has borrowed words from Arabic, such as 'admiral', 'alcohol', 'algebra', 'coffee', 'genie', 'hazard' and 'sultan'
- recognising that Arabic as a language has experienced many changes over time and that classical Arabic is only used in ancient literature and religious texts
- understanding that Arabic, like all languages, is constantly expanding to include new words and expressions through interaction with other languages and cultures, for example, التواصل الاجتماعي; دردشة على الإنترنت,
- recognising that the Arabic alphabet has similarities with the Aramaic alphabet system (alpha being the first letter, and beta the second), and that the Arabic ordering system أ، ب، ج، د is based on the Aramaic alphabet
- recognising that many words in Arabic are borrowed from indigenous languages of the Arabic-speaking world such as Aramaic, for example, أب، رأس، دم، أخ، أخت، شمس، لسان، أنا، and that many colloquial words, for example, بوظة، دولا، دولمة، بسطرمة، are borrowed from regional languages such as Persian and Turkish

## Role of language and culture

Explore how language use reflects one's thoughts, perceptions and culture, recognising that language and culture are interrelated systems for meaning-making

[Key concepts: perception, influence; Key processes: reflecting, discussing, questioning, making meaning]

(ACLARU017)



## Elaborations

- exploring the meaning of 'culture', and understanding that it involves visible elements, such as ways of eating and behaving, and invisible aspects, such as how people live, what they value and how they think of themselves and others
- noticing similarities and differences between naming systems across languages represented in the classroom, and noticing that Arabic-speaking students may have names from other cultures and languages
- understanding that particular Australian-English terms and expressions have no equivalent in Arabic, for example, 'billabong' and 'the bush', and that terms such as 'the movies', 'footy' and 'backyard' reflect aspects of Australian lifestyles
- recognising and explaining to others the significance of some common Arabic cultural practices and events, such as offering visitors food and drink, for example, تفضل صحة وهنا؛ بالهناء والشفاء
- exploring the importance of music and traditional dance in some Arabic cultures as an expression of identity and emotions, for example, الدبكة الفلسطينية والعراقية؛ والرقص الفلكلوري
- exploring words or expressions commonly used in informal Australian interactions, and deciding how to interpret or explain them to young Arabic speakers, for example, 'mate', 'fair dinkum'

## Years 7 and 8 Achievement Standard

By the end of Year 8, students use written and spoken Arabic to exchange information about their personal worlds and to express feelings, likes and dislikes. They use formulaic language for a range of classroom functions and processes, such as asking and responding to questions, following instructions, requesting repetition and asking for permission and assistance, for example, متى أكملت البحث؟ من ساعدك في إكمال الواجب المدرسي؟ هل يمكن أن تعيد السؤال؟ لو سمحت؛ ممكن أن أستخدم الهاتف؟ من فضلك ممكن أن تساعدني في حمل صندوق الكتب؟. Students use rehearsed and some spontaneous language to engage in planning, transacting, making arrangements and negotiating. They apply features of pronunciation and rhythm in spoken Arabic to a range of sentence types. They locate, classify and sequence key points of information from a range of sources and communicate information and ideas related to home, school, leisure and interests using different modes of presentation. They share their responses to different imaginative texts by expressing feelings and ideas about the ways in which characters, settings and events are represented. Students use modelled language to create imaginative texts or alternative versions of texts they have listened to, read or viewed. They use key grammatical forms and structures in spoken and written texts, such as articles, nouns, adjectives, personal pronouns, verbs and verb tenses, conjunctions, adverbs (for example, ال التعريف البيت؛ المدرسة؛ الدراسة؛ العائلة؛ المواد الدراسية؛ الهوايات كبير/كبيرة؛ طويل/طويلة؛ ممتع/ممتعة؛ مفيد/مفيدة؛ مدرستي كبيرة؛ عائلتي صغيرة؛ بيتي واسع؛ شارعنا ضيق؛ أنت؛ أنت؛ أنتم؛ هو؛ هي؛ هم؛ أذهب إلى المدرسة؛ نذهب إلى السينما؛ ذهبت إلى السينما؛ ذهبت إلى زيارة الأقارب و؛ أو؛ كذلك؛ أيضاً؛ لأنّ يومياً؛ غالباً؛ أحياناً؛ بكيّت بشدة؛ تكلمت بحماس؛ إستيقضت متأخراً؛ وصلت إلى المسرح باكراً لا أستطيع أن أكمل البحث؛ لم أستطع أن أجيب على جميع أسئلة الإمتحان أين نتمرّن لكرة القدم؟), They apply writing conventions to written texts, such as They use contextual cues and textual features to translate and interpret everyday texts from Arabic into English and vice versa, and identify similarities and differences in translation. They create texts in Arabic and English, identifying words and expressions that do not readily translate, such as باللهناء والشفاء؛ والله ولي التوفيق. They compare ways of communicating in Arabic and English and explain how their own biography influences their cultural identity and ways of communicating.

Students identify and apply the writing conventions of the Arabic alphabet and script, making connections between spoken and written Arabic in texts. They identify the structure and features of different personal, informative and imaginative texts and provide simple explanations as to how these elements contribute to meaning. They identify ways in which spoken Arabic varies according to regions and countries, and provide examples of how Arabic has changed over time due to influences from other languages and cultures. Students identify how written Arabic varies in style and in the use of formal and informal forms, for example, أنت/حضرتك/حضرتكم, according to context, situation and the relationship between participants. They identify ways in which language use reflects cultural ideas, thoughts and perceptions.

## Years 9 and 10

### The nature of the learners

Learners increasingly communicate in Arabic in everyday interactions and in domains beyond the home. They continue to be immersed in Arabic language and culture, making connections and comparisons with other languages and cultures. They have a growing awareness of the wider world, including the diversity of languages, cultures and forms of intercultural communication. They begin to consider their role as bilingual, intercultural communicators in the Australian context. They are considering future pathways and prospects, including how Arabic may feature in these.

### Arabic language learning and use

This is a period of language exploration, vocabulary expansion, and experimentation with different modes of communication. Learners use Arabic to communicate and interact, exchange information, express and justify opinions (أريد ركوب العجلة ولكن ليس), and plan, negotiate and solve problems in shared tasks and transactions (ماذا لو نذهب في عطلة المدرسة؟). They access and evaluate information from a range of sources, and present ideas and views from a range of perspectives in different formats and contexts and for particular audiences. They use their imagination to create a range of texts, such as stories, plays and video clips, about past events and experiences and future possibilities, using a range of techniques to entertain different audiences. There is a balance between activities that focus on language forms and structures and those that emphasise communicative tasks and performance. Learners recognise that moving between Arabic and English involves interpretation and personal response as well as literal translation and factual reporting. Task characteristics and conditions at this level are more complex and challenging, providing opportunities for collaborative as well as independent language planning and performance, and development and strategic use of language and cultural resources. Learners discuss the relationship between language, culture and identity, exploring in more depth the concept of being bilingual and bicultural.

### Contexts of interaction

Greater control of language structures and systems increases confidence and interest in communicating in a wider range of contexts beyond the home. Contexts of interaction in Arabic move beyond the immediate world of teenage experience to more active participation in the local community, for example, by engaging in local community events or celebrations. Learners participate in discussions and presentations on topics of interest and on life experiences in different contexts and cultures, and view television programs, documentaries, music performances and films to further explore Arabic language and culture. Additional opportunities for interaction are provided by purposeful and integrated use of information and communications technologies (ICT), for example, videoconferencing and e-learning.

### Texts and resources

Learners read, view and interact with a broad range of texts and resources specifically designed for learning Arabic in school contexts, such as textbooks, readers, videos and online materials, including those developed for computer-supported collaborative learning. They also access authentic materials created for Arabic-speaking communities, such as films, literature, websites and magazines. They use a range of dictionaries and translation methods to support comprehension, build vocabulary and elaborate on ideas.

### Features of Arabic language use



Learners use appropriate pronunciation, rhythm and intonation in communication and interaction, and apply accurate spelling and punctuation in a range of written texts. They gain greater control of grammatical elements, such as word order, a range of tenses, conditional and subjunctive moods, embedded clauses, imperative forms, and vocative case, to elaborate on ideas and information relating to people and events (أخي يلعب كثيراً لكن أختي تدرس دائماً), discuss future plans and aspirations (سوف أذهب إلى الجامعة؛ سوف أسافر مع أهلي؛ سوف أشتري سيارة), persuade audiences (تكلّم مع سامر! أحسنت؛ ممتاز! مرة ثانية؛ هيا حاول مرة ثانية؛ ممتاز! أحسنت؛ تكلّم مع سامر), express doubt, uncertainty or emotion (ربما نذهب إلى السينما يوم السبت), and link and extend ideas and information (أخيراً! بعد ذلك؛ أخيراً). They analyse text more critically, identifying how language choices reflect perspectives and meaning in a range of texts, and developing their understanding of the relationship between context, purpose and audience. They demonstrate understanding of language variation and change, and of how intercultural experience, technology, popular culture, migration and globalisation influence forms of communication.

### Level of support

This stage of learning involves consolidation and progression. Learners need opportunities for new challenges and more independent learning experiences. Continued scaffolding, modelling and monitoring are required to support these challenges. A range of resources is provided and processes modelled for the development of more autonomous self-monitoring and reflecting strategies, such as online journalling, video documenting and discussion forums. Continued focused attention on grammatical and textual features supports learners in the production of texts.

### The role of English

The classroom is increasingly characterised by bilinguality, with Arabic being the principal language of communication. English continues to be used as the medium for substantive discussion, comparison, analysis and reflection, although learners at this level are able to discuss some abstract and complex views and ideas on language, culture and intercultural experience in Arabic. They explore the interrelationship between language, culture and identity, and reflect in more depth on the concept of being bilingual. They discuss the influence of Arabic and English on their ways of communicating, thinking and behaving, how living and moving between cultures has impacted on their own bilingual identity, and how successful communication requires flexibility, awareness and openness to alternative ways.

## Years 9 and 10 Content Descriptions

Communicating	
Socialising	Elaborations

Initiate and sustain interactions to develop relationships with peers and adults, exchanging ideas, opinions and feelings, comparing experiences and discussing future plans  
[Key concepts: relationships, opinion, experiences, future; Key processes: exchanging, comparing, discussing]

(ACLARC018)



- initiating and sustaining conversations on topics of interest by using expressions such as  
هل تحب المأكولات العربية؟ ما هي أكلتك المفضلة؟ أنا أيضاً أحب الوجبات السريعة؛ هل تريد أن تأتي معي إلى الحديقة بعد المدرسة؟  
أمي طبخة ماهرة. تعال إلى بيتنا يوم السبت. هل تحب الذهاب معنا إلى المنتزه/ الحديقة؟  
أنا آسف؛ أمي لا تسمح لي. أعذر ليس لدي وقت؛ سوف أسأل أبي. نعم؛ طبعاً؛ سوف أتصل بأمي أولاً.  
هل شاهدت مباراة كرة القدم أمس؟ برأيك من سيفوز بالكأس؟ من هو لاعب المفضل؟ هل نزلت اللعبة الإلكترونية إلى الأسواق؟ إنها لعبة ممتعة. هل أكملت واجب المدرسة؟ أحتاج إلى مساعدة؛ إن الواجب صعب
- exchanging information and opinions on a range of topics such as home, school, leisure and travelling, for example,  
هل تحب المنطقة التي تسكن فيها؟ لماذا؟ منطقتي جميلة وشارع بيتي هادئ؛ أبي يريد أن يشتري بيتاً جديداً وأنا لا أريد أن أترك بيتنا؛ أنا أحب بيتنا كثيراً؛ أريد ركوب الدراجة ولكن ليس عندي خوذة. ما رأيك بلعبة كرة القدم؟ أنا أحب القراءة كثيراً؛ وأنت؟
- expressing wishes and feelings, and describing personal plans for school holidays or weekend, for example,  
في عطلة نهاية الأسبوع أحب أن أذهب إلى البحر؛ لأن الطقس سيكون حاراً؛ أتمنى أن نساfer في العطلة المدرسية. أنا سعيد لأننا سوف نساfer في العطلة؛ في عطلة المدرسة سوف ألعب التنس كل يوم؛ يوم السبت القادم سأذهب إلى السينما مع إخوتي؛ يوم الأحد القادم سأذهب إلى السوق مع أمي لأشتري حذاءً جديداً للرياضة.
- elaborating on others' responses by providing suggestions and giving advice, for example,  
بما أنك تحب الرياضة، أنصحك بالسباحة لأنها مفيدة جداً؛ لماذا لا تقرأ هذا الكتاب؟ جرب هذا القلم الجديد. ضع الصورة هنا؛ هذا مكان مناسب لها
- comparing own and others' experiences and future aspirations by sharing ideas and making suggestions, for example,  
أنا أيضاً مثلك أحب السباحة؛ أمي أيضاً لا تسمح لي باللعب على الحاسوب أيام الأسبوع؛ إذا أردت سأرسل لك رسالة إلكترونية فيها كل شيء؛ أتمنى أن ألتحق بفريق التنس؛ أتمنى أن أتعلم الموسيقى

Participate in collaborative projects, providing ideas and suggestions, negotiating and justifying options, solving problems and completing transactions

[Key concepts: participation, contribution, prioritisation; Key processes: suggesting, justifying, discussing, negotiating, transacting]

(ACLARC019)



- expressing preferences for plans, comparing and contrasting alternatives using

أفضل من...؛ الأفضل...؛ الأحسن...

أفضل ان نشترى هذه اللعبة لأنها حديثة؛ لا أتفق معكم على الذهاب إلى السينما في المساء؛ ماذا لو نذهب في عطلة نهاية الأسبوع؟ في المساء تكون السينما مزدحمة أما أثناء النهار فتكون هادئة. سأتصل بك في عطلة نهاية الأسبوع؛ هذا أفضل من أيام الأسبوع.

- making suggestions, such as when arranging a day out or a birthday party, for example,

هل تحب أن نذهب إلى البولنغ يوم السبت؟ أبي سوف يوصلني إلى هناك الساعة العاشرة صباحاً؛ هناك نلتقي؛ نلتقي بعد المدرسة؛ حفل عيد ميلاد قيس يوم الأحد. سأني لأخذك معي إلى بيته. الحفلة ستبدأ الساعة السادسة

- responding to invitations by accepting or declining and providing explanations, for example,

شكراً جزيلاً على الدعوة؛ سأحضر الحفلة. أسف لا أقدر أن آتي إلى السينما لأن أمي لا تسمح. أنا مدعوة لحفل زواج ابن عمتي ولا أقدر أن آتي معكم إلى البولنغ

- collaborating with peers to organise class displays and events, such as an Arabic music day, and agreeing or disagreeing with suggestions, for example, أنت فكرة رائعة؛ عيقرى

- completing tasks involving authentic or simulated transactions, such as asking for, giving and following directions to real locations, for example,

كيف أذهب إلى محطة القطر؟ أين البنك؟ أرجوك أرشدني إلى المكتبة

- discussing problems, such as a disagreement with parents, sibling or classmate over having to share a room or computer, or a complaint about unsatisfactory goods or services, and suggesting solutions

Contribute to structured discussions and tasks by asking and responding to questions, clarifying understanding, elaborating on opinions and expressing agreement or disagreement  
[Key concepts: discussion, opinion; Key processes: discussing, clarifying, expressing]

(ACLARC020)



- initiating and sustaining discussions by inviting peers to make suggestions, clarifying meaning and giving examples, expressing agreement or disagreement, and praising, complimenting and encouraging others and their ideas, for example,

ماذا نقترح؟ ما رأيك؛ سامي أعطنا رأيك؛ كيف يمكن أن ننظم الأدوار بيننا؟ ما رأيكم؟

أقصد أن كل واحد منا يكتب صفحة؛ قصدي؛ أنا وهؤلاء نبحث عن الصور؛ وعادل ووفاء وسمر يكتبون المقاطع

مثلاً؛ مثل؛ على سبيل المثال

أتفق معك جداً؛ اتفق على ما تقول؛ أنا أحترم رأيك كثيراً

لا أتفق معك إطلاقاً؛ لا أتفق معك في رأيك. أنا لا أوافقك الرأي

ممتاز! رائع! فكرة رائعة! واصل مجهودك. أنت ذكي جداً!

- expressing own opinions, and eliciting and reflecting on the opinions of others, for example,

لو كان لدينا وقتاً أطول؛ لوضعنا موسيقى في البحث؛ كان الإمتحان صعباً وطويلاً؛ أصبحت القراءة سهلة

ما رأيك في هذه الجملة؟ هل تتفق معي؟ هل توافقتني على كلامي؟ وأنت يا سعيد؛ ماذا تعتقد؟ سميرة؛ ما رأيك في الموضوع؟

كلامك صحيح مئة بالمئة؛ أنت على حق؛ كلامك ليس صحيحاً؛ أسفة لا أتفق معك

- explaining actions and responses, for example,

وضعت الصورة هنا لأنها صغيرة ومناسبة؛ تأخرت في الصباح كثيراً؛ أنا متعب اليوم لأنني نمت الساعة العاشرة ليلاً. إن ساعدتني في البحث، سنحصل على درجة عالية

- giving reasons and making connections between ideas and consequences, for example,

وصلت إلى المدرسة متأخراً لأن سيارة أمي تعطلت في الطريق؛ لم أكمل الدرس بالأمس لأن بيتنا كان مليئاً بالزوار؛ لم أكمل واجب العلوم لأنني لم أفهم السؤال

عاقبني الأستاذ في الفرصة لأنني تأخرت عن الصف؛ اتصلت المعلمة بأمي لأنني أتكلم كثيراً في الصف

Informing

Elaborations

Extract, organise and evaluate information and ideas from a range of texts, analysing meaning, gist and purpose  
[Key concepts: meaning, purpose, audience; Key processes: extracting, organising, analysing]

(ACLARC021)



- identifying the context, purpose and target audience of texts such as advertisements, messages and announcements
- independently and collaboratively gathering information on events or people and comparing how various media sources, such as texts from magazines, newspapers and websites, use language to convey meaning
- using concept maps, charts and tables to organise, summarise and evaluate information from spoken, written and visual texts that reflect different aspects of Arabic culture related to topics such as entertainment and special occasions, for example,

حفلات المطربين؛ البرامج الترفيهية؛ برامج المسابقات

الأعياد الدينية المختلفة وطرق الإحتفال فيها؛ عيد الأم؛ عيد الأب؛ أعياد الميلاد الخاصة؛ مناسبات الخطوبة والزواج

- analysing and summarising information about famous personalities or a recent film or music hit from texts such as television programs, reports and documentaries, for example,  
الأفلام العربية الحديثة؛ البرامج النقدية الساخرة؛ البرامج الحوارية؛ البرامج الوثائقية

- reading texts and extracting key points and ideas on an issue or topic, such as the weather or leisure activities for young people, and discussing information with peers using expressions such as

الطقس هذه الأيام بارد جداً؛ الصيف هذا العام سيكون حاراً

يحب الشباب رياضة كمال الأجسام ويذهبون إلى النادي الرياضي؛ تحب البنات رقص الزومبا؛ هل تحبين الرقص أيضاً؟

- analysing and comparing perspectives represented in spoken and written texts, for example,  
الجريدة المحلية كتبت أن الأغاني العصرية تافهة ؛ ولكن الجميع يحبها

Convey ideas and viewpoints from a range of perspectives to various audiences in familiar contexts using different modes of presentation

[Key concepts: context, audience, perspective; Key processes: selecting, conveying, constructing, presenting]

(ACLARC022)



- informing others about an issue of interest and upcoming events in texts such as notices and newspaper announcements, for example,

إعلان هام؛ تحتفل الجالية العربية بعيد الأم في إحتفال كبير في الحديقة العامة يوم السبت القادم؛ الدكتورة ريم ستلقي محاضرة عن الشباب والمستقبل في الجامعة

- producing texts such as letters, emails and speeches to convey information and personal viewpoints on topics connected to personal experiences, for particular purposes and audiences
- organising information for an Arabic-speaking audience, for example, creating a presentation comparing different cultural perspectives on a particular topic or a video recording of a cooking demonstration
- reporting on own and others' experiences, such as holiday trips or school camp, and comparing own experiences with others' using expressions such as

بالنسبة لي الرحلة كانت ممتعة بينما أغلبية التلاميذ شعروا بالملل؛ بالرغم من الساعات الطويلة التي قضيناها في الطريق إلا أنني لم أشعر بالتعب لكن أصدقائي كانوا متعبين

- creating a video clip to present information or ideas to a particular audience, such as a virtual tour of the school or the neighbourhood for prospective students and their parents
- conveying information relating to significant events, people or places in different formats, such as a poster for a concert, a profile of a famous Arabic actor, or a digital guide to a place of interest
- creating a group presentation of ideas and words and expressions relating to aspects of lifestyle, for example,

الرياضة ضرورية للصحة؛ المأكولات السريعة وأضرارها؛ الألعاب الإلكترونية وتأثيرها السلبي على العائلة

Creating

Elaborations

Respond to imaginative texts such as poems and films, explaining messages and key ideas, stating views on themes, events and values, and making connections with own experiences

[Key concepts: genre, theme, values, connection; Key processes: comparing, explaining, analysing]

(ACLARC023)



- responding to ideas presented in various texts, such as poems, films, songs or video clips, by expressing personal opinions, for example,  
الشعر جميل ؛ القصيدة مؤثرة؛ الفيلم غير واقعي؛ يعرض الفيلم مشاكل الشباب مع الأهل؛ الأغنية تعبر عن الصداقة
- stating and explaining personal preferences about characters, attitudes and events in texts, using expressions such as  
أفضل شخصية في الفيلم هي سميرة لأنها تعرف ما تريد؛ يحاول الفيلم تشجيع الشباب على الدراسة وهذا ممتاز
- analysing how people, places and experiences are described in imaginative texts, and comparing how key messages and beliefs are communicated in a variety of texts, such as fables
- exchanging opinions about typical features and expressive elements of contemporary songs, films or video clips from the Arabic-speaking world and comparing them equivalent texts in English-speaking contexts
- identifying emotional aspects of texts and analysing elements of language that convey emotions and values
- reading texts such as biographies and critically reflecting on others' experiences and relating them to their own
- analysing and evaluating lyrics of contemporary Arabic songs, identifying themes, messages and cultural aspects
- discussing how social issues, for example, relationships, wealth and poverty and change, and values, such as honesty, are portrayed in imaginative texts such as films, songs and poems

Create imaginative texts in multimodal forms, including digital, that draw on past experiences or future possibilities, experimenting with different techniques

[Key concepts: culture, narrative, creativity; Key processes: creating, imagining, entertaining, relating]

(ACLARC024)



- creating imaginative texts in multimodal forms that include illustrations, such as cartoons or captioned photo stories
- composing and performing or filming imaginative texts such as role-plays, raps and video clips, using expressive language and movement
- creating alternative versions of traditional Arabic stories and films by introducing new characters and contexts and alternative endings
- expressing imagined experiences in a range of texts such as poems and video clips that relate to significant celebrations or events in both Australia and the Arabic-speaking world, for example,  
عيد الأم؛ عيد الأناذك؛ العيد الوطني الأسترالي ؛ الأعياد الدينية مثل عيد الميلاد وعيد القيامة وعيد الفطر وعيد الأضحى

Translating

Elaborations

Translate and interpret texts from Arabic into English and vice versa, compare own translations and interpretations with others' and discuss reasons for differences

[Key concepts: representation, perspectives, interpretation; Key processes: translating, interpreting, comparing, critical and cultural understanding]

(ACLARC025)



- translating existing texts and experimenting with unfamiliar words or expressions, reflecting on challenges associated with transferring meaning from one language to another
- comparing one another's translations of the same text, commenting on differences and similarities between versions and considering possible reasons for these
- translating texts, identifying culture-specific vocabulary and expressions, such as *والله ولي التوفيق؛ تقبل فائق الإحترام*, discussing strategies for choosing words that best reflect the intended meaning and context
- paraphrasing English words or expressions that have no specific equivalent in Arabic, such as 'mufti day' or 'fundraiser', and annotating them in order to convey their intended meaning
- reflecting on the difficulty of achieving equivalence in translations of creative texts such as poems, songs and film clips, identifying words and phrases that require particular elaboration or explanation
- experimenting with interpreting in English popular expressions, proverbs or idioms in Arabic, and reflecting on the social and cultural values that may be embedded in them
- analysing existing translations of texts, such as film subtitles, comparing them with own translation, and reflecting on why translations may vary

Create bilingual texts for the wider community, such as notices, promotional material, instructions or announcements, interpreting cultural and linguistic aspects



[Key concepts: culture, interpretation, equivalence; Key processes: interpreting, composing, selecting, explaining]

(ACLARC026)



- creating subtitles, captions or commentaries for texts such as a brochure, slideshow presentation or video clip that informs the school community of aspects of different Arabic-speaking cultures
- producing texts in print or multimodal format in both Arabic and English relating to community events, such as a poster or advertisement to promote a concert, advertise an interview with a celebrity on a community radio station, or provide details of a debate on sustainability issues
- designing menus or programs for Arabic-themed events, with key items/information in Arabic and explanatory notes in English
- creating a short film of Arabic-language social interactions among different speakers of Arabic, providing English explanations of elements that may be different in different parts of the Arabic-speaking world and which may be unfamiliar to Australian viewers
- considering how to maintain the integrity of original texts when translating, for example, explaining culture-specific concepts such as 'the bush' or 'the outback', and representing ideas and meanings bilingually
- producing bilingual texts such as video clips with subtitles explaining Australian cultural practices for Arabic-speaking viewers, for example, bushwalking, Anzac Day commemorations, the Melbourne Cup



Reflecting	Elaborations
<p>Reflect on how conventions of speech and Arabic cultural concepts can influence own communication style when using both English and Arabic</p> <p>[Key concepts: cultural concept, norms, communication; Key processes: understanding, explaining, reflecting]</p> <p>(ACLARC027)</p> 	<ul style="list-style-type: none"> <li>comparing the ways in which they communicate in Arabic and non-Arabic contexts, for example, using different forms of address or different ways of showing politeness, and discussing why these choices are appropriate and how they enhance intercultural communication</li> <li>reflecting on own language choices and communicative gestures in different cultural contexts, considering how own ways of behaving and communicating might be perceived by people from different backgrounds, and making necessary adjustments to establish, maintain and improve relationships with immediate contacts such as family, teacher and peers</li> <li>exploring the reciprocal nature of intercultural communication, the two-way process of noticing and responding to differences in perceptions, understandings and behaviours, for example, degrees of formality, politeness and directness, use of personal space, and attitudes towards physical contact</li> <li>identifying moments of embarrassment or communication breakdown in own intercultural interactions, exploring reasons for these and suggesting adjustments that could be made to enhance mutual understanding</li> <li>discussing elements of successful intercultural communication, for example, flexibility and awareness of differences in cultural and religious practices such as respect for elderly people and attitudes towards privacy or directness</li> </ul>
<p>Reflect on own sense of identity as an Arabic and English speaker, recognising how own cultural assumptions, practices and values influence ways of communicating, and considering reactions and how they adjust behaviours and language in own interactions</p> <p>[Key concepts: assumptions, values, impact, judgement, adjustments; Key processes: reflecting, connecting interculturally]</p> <p>(ACLARC028)</p> 	<ul style="list-style-type: none"> <li>discussing how being bilingual allows them to present 'self' to others in particular ways, for example, as being Lebanese, Jordanian, Iraqi, Arab Australian, or Australian from a Syrian background</li> <li>reflecting on the role of language in expressing identity, considering when, with whom and why different languages are used, and reflecting on whether their own identity changes when they use different languages</li> <li>noticing how they communicate with one another, their teachers and families, noticing how they see themselves differently in different contexts, for example, as Arabic-speaking person, less traditional than parents</li> <li>reflecting on choices made to present self to others in particular ways or to conceal aspects of identity when interacting across cultures, noticing differences in the way they communicate, think and behave in different contexts</li> </ul>
Understanding	
Systems of language	Elaborations

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Understand rules of pronunciation and intonation and writing conventions, and apply these to own constructions to enhance meaning and aesthetic effect

[Key concepts: sound and writing systems; Key processes: experimenting, speaking, writing, connecting, transposing]

(ACLARU029)



- distinguishing the pronunciation of (التنوين) and (الشدة)
  - using the rhythms of the Arabic language, including intonation, tone and stress, to increase fluency and enhance expression
  - recognising that certain letters in Arabic appear in different variations, for example, تة, ة
  - applying spacing rules between words and using their knowledge of writing conventions to expand on ideas in written texts
  - making choices in relation to the use of punctuation such as (؛) and adjusting the flow of ideas, increasing text cohesion and enhancing expression
  - recognising the need for pauses or changes of tone in complex sentences with embedded clauses
  - understanding that there are variations in both spoken and written Arabic across different countries and regions, and analysing the reasons for such variations, for example, سوريا/سورية؛ ناديا/نادية؛ فاديا/فادية
  - noticing how tone can convey emotions and shade meaning, such as distinguishing between colloquial or formal language, for example, يا إلهي! تعال إلى هنا حالا
  - using Arabic pronunciation and spelling rules when listening to and reading authentic texts, and evaluating their own spelling and pronunciation in relation to their understanding and expression
-

Expand spoken and written expression by extending grammatical knowledge of Arabic, including features such as conditional and subjunctive moods, embedded clauses, imperative, future tense and vocative case, and acquisition of vocabulary and expressions that are culturally embedded [Key concepts: grammatical structures, irregularity, expansion of ideas; Key processes: applying, analysing, selecting]

(ACLARU030)



- using سوف in addition to the present tense to express future plans, for example, سوف أذهب إلى الجامعة؛ سوف أسافر مع أهلي؛ سوف أشتري سيارة؛ سوف أعمل في مطعم
- using the conditional mood as a formulaic expression, for example, لو: لو نجحت، سوف يشتري لي أبي محمولا جديداً
- understanding and using the conjunctions لكن to compare people and actions, expanding on their expression, for example, خالي غني لكن عمي فقير؛ أخي يلعب كثيرا لكن أختي تدرس دائم
- using interrogative pronouns and expressions such as لماذا؟ لم؟ هل؟ to ask questions and make requests, for example, لماذا أحضرت الكرة معك إلى الصف؟ هل تقدر أن تعطيني القلم؟ لم تحب الموسيقى؟
- expanding their knowledge of noun–adjective agreement through understanding and applying the irregular plural form, for example, بيت/بيوت كبيرة؛ كرسي/كراسي جديدة؛ كتاب/كتب قيمة؛ يوم/أيام جميلة؛ تلميذ/تلاميذ مجتهدون؛ معلمون ملتزمون
- using expressions to indicate preference and compare, for example, هذا أقل من هذا؛ الكتاب أخف من الكرسي؛ العلوم أفضل من الرياضة
- creating compound and complex sentences by using embedded clauses such as (والذي أحبه كثيرا) ... هو
- understanding that Arabic uses the dual form of nouns, verbs and adjectives, in both masculine and feminine forms, for example, هذان كتابان جديدان؛ هاتان صديقتان وفتيان
- understanding and applying indirect object pronouns and passive voice to express ideas objectively in texts such as articles and speeches, for example, أنهيت المباراة سريعا؛ دُق الجرس متأخرا
- using cohesive devices to sequence ideas, for example, في البداية؛ بعد ذلك؛ أخيرا
- extending use of negative forms, for example, لن أتصل بك؛ لم أتأخر عن الدرس؛ ليس عندي وقت
- using إلا to express exceptions, for example, أحب كل المواد، إلا الرياضيات
- describing people and objects using comparatives and superlatives, for example، رسمك جميل؛ رسم سامي أجمل من رسمي؛ رسم عننان الأجمل
- using elements of exaggeration and emphasis, for example، للمرة المليون أكرر هذه العبارة
- using a range of irregular adjectives to describe number,

shape and colour, for example, قميص أحمر؛ حقيبة حمراء؛ قلم أخضر؛ ممحاة خضراء؛ شكل مدور؛ مثلث؛ مربع؛ مستطيل

- using singular and plural third person possessive pronouns to indicate relationships, for example, أصدقائهم كتابه؛ قلمها؛
  - using adverbial phrases to expand on ideas and provide further information related to feelings, attitudes and abilities, for example, متأخراً؛ باكراً؛ دائماً؛ مسرعاً،
  - developing metalanguage to discuss grammatical features and to explain how word order, tenses and moods, adjectives and adverbs can be used to enhance meaning and expand expression
  - using imperative verb forms to persuade, encourage, and give advice, for example, لنذهب إلى المعلم ونسأله؛ هيا حاول مرة ثانية؛ ممتاز! أحسنت؛ تكلم مع سامر
  - using subjunctive mood to express doubt, uncertainty or emotion, for example, ربما نذهب إلى السينما يوم السبت ؛ قد أسافر في العطلة
-

Analyse different texts in a variety of forms, including digital, , considering the relationship between audience, purpose and context, and the use of textual conventions, features and cohesive devices

[Key concepts: genre, purpose, audience, cohesion; Key processes: analysing, explaining, comparing]

(ACLARU031)



- applying knowledge of particular types of texts and their purpose to identify the gist and predict the meaning of unfamiliar vocabulary and phrases encountered in texts
- analysing different samples of a particular type of text, such as online diary entries, to analyse ideas and reflections through the language features used, for example,

ضمير المتكلم: أشعر بسعادة كبيرة؛ هذا عملي وأنا مسؤول عنه

التعبير عن التعجب والدهشة: يا إلهي! مستحيل! يا للكارثة!

الصور البلاغية: كنت كالفراشة أطيّر من فرحتي؛ كلامه كالخنجر في صدري

- exploring a range of imaginative texts to compare the use of language features such as imagery and exaggeration, and discussing how these are used to convey meaning to and entertain the audience
- examining a variety of informative texts, such as reports and articles, identifying how the structure and features of each text reflect the intended purpose and how the choice of vocabulary reflects ideas and perspectives
- experimenting with language appropriate to particular types of texts, for example, descriptive language in documentaries, reflective language in blogs, diary or journal entries, and persuasive language in advertisements and speeches
- analysing a range of expository texts, such as feature articles, identifying possible elements of bias and objectivity
- discussing and evaluating how language is used to express ideas and justify opinions on topical issues of interest to teenagers in debates or on a talk show
- identifying and discussing the level of formality in spoken and written texts, considering what these texts reveal about social relationships and processes, for example, reflections of status, authority, concepts of respect and politeness

## Language variation and change

## Elaborations

Explore how spoken and written forms of Arabic can be used for different purposes and audiences, in different contexts and situations, and with specific meanings and intentions

[Key concepts: formality, register, intention; Key processes: analysing, explaining]

(ACLARU032)



- understanding the importance of using appropriate forms of address when interacting with different people, for example, the use of

سيد ماجد؛ أستاذ هاني؛ سيّدة عبير؛ خالتي رانيا؛ عمي حبيب حضرتك؛ عم كريم؛

خالّة سامية with both close adult relatives and unknown adults

adults

- noticing that variation in language use often reflects the mood, feelings, attitudes or relationships of the people involved
- identifying how emotions and attitudes, such as embarrassment or respect, and personal views are reflected in the choice of language in various social settings, such as public forums and school contexts
- investigating the nature and use of the Arabic language in different contexts of interaction, for example, asking Arabic-speaking students in Australia when they use English or Arabic, with whom and why
- exploring how various individual speakers' views on roles and relationships are reflected in Arabic texts such as traditional sayings, idioms, proverbs, poetry and song lyrics
- comparing a variety of texts from different Arabic-speaking regions and analysing how aspects of the language used reflect particular values and world views

Explore and reflect on how the Arabic language influences and is influenced by cultural, political and social change

[Key concepts: globalisation, popular culture; Key processes: reflecting, discussing, examining]

(ACLARU033)



- investigating and explaining the influence of globalisation and new technologies such as the internet on Arabic as a dynamic language, and the power and function of regional dialects in both digital and social media
- researching and reporting on the influence of Arabic language and culture in the local and broader Australian community, for example, the food industry (Lebanese restaurants and bakeries), the entertainment industry and the media (the Arab Film Festival, SBS Arabic radio and television, Arabic films) and education (Arabic bilingual schools)
- reflecting on changes in their own use of the Arabic language, identifying new terms and behaviours that they have adopted into their everyday language in response to changes in technology and social media
- discussing how language changes over time, for example, by viewing classical Arabic and contemporary films and comparing how certain messages and concepts are represented through language
- examining how English is influencing and modifying Arabic language use in particular settings, for example, language used in the entertainment industry, such as in films and television programs, or language used to express global concepts, such as الليبرالية

## Role of language and culture

## Elaborations

Understand the symbolic nature and influence of language in local and global contexts and how the use of language determines the nature of intercultural communication

[Key concepts: symbolism, globalisation, new terminology;

Key processes: exploring, reflecting, evaluating, understanding]

(ACLARU034)



- identifying and discussing how values or attitudes are differently reflected in Arabic and English, for example, attitudes to being on time reflected in language such as لا تستعجل، لن تهرب الحفلة؛ لا تهتم يوجد وقت كثير and social interactions such as expressing thanks or appreciation more or less directly, or attitudes to making an apology
- recognising that language and cultural practices are interconnected, for example, by identifying religious origins or connotations associated with places such as كربلاء، مكة المكرمة، أورشليم المقدسة؛ دير الزور or by identifying ways in which the residual influences of traditional lifestyles are preserved in language reflecting the sustainable use of resources



- identifying similarities and differences between own ways of communicating and interactions between young Arabic speakers in different contexts and situations, for example, the expression of politeness or turn-taking in conversations
- reflecting on personal encounters with cultural practices that have helped shape their attitudes towards and views of the world around them
- discussing and reflecting on how language use such as persuasive, motivational and emotive language, can effect changes in social attitudes and mobilise actions and reactions
- exploring a range of Arabic and English idioms and proverbs and analysing the cultural values and perspectives they reflect, for example,

الجار قبل الدار؛ من جدّ وجد ومن زرع حصد؛ الوقت من ذهب؛ في التأني السلامة وفي العجلة الندامة

## Years 9 and 10 Achievement Standard

By the end of Year 10, students use written and spoken Arabic to initiate and sustain interactions with peers and adults. They use language spontaneously to exchange ideas, opinions and feelings, compare experiences and discuss future plans. They sustain interactions by asking and responding to questions, requesting clarification (for example, هل تعني...؟ ما قصدك؟), elaborating on opinions, and expressing agreement or disagreement, for example, على أتفق؟ لا أتفق؛ أعترض. In classroom interactions, they share ideas and suggestions, negotiate options, solve problems and complete transactions. They apply pronunciation and intonation rules to convey emotions and enhance expression. They obtain information from multiple sources on a range of issues and analyse and evaluate meaning, gist and purpose. They convey ideas and viewpoints from a range of perspectives using different text types and modes of presentation selected to suit different audiences and to achieve different purposes. They share their responses to different imaginative texts by expressing opinions on themes, events and values and explaining key ideas and messages. They manipulate language and use different techniques to produce imaginative texts in a range of forms that draw on past experiences or future possibilities, such as التلاعب بالألفاظ بواسطة استخدام المفردات ذات المعاني المزدوجة؛ استخدام عبارات مثل لو سمح أبي لي، أتني معك ما نذهب إلى السينما يوم (السيبت؛ قد أسافر في العطلة؛ الكتاب المفضل لدي والذي أحبه كثيراً هو... لنذهب إلى المعلم ونسأله؛ هيا حاول مرة ثانية؛ ممتاز! أحسنت؛ تكلم مع سامر سوف أكتب رسالة إلى), future tense and vocative case to convey meaning. They use vocabulary and expressions that are culturally embedded, such as لييتني كنت...؛ فرحت فرحاً عظيماً؛ لو ربحت المسابقة. When creating texts, students use a variety of grammatical elements, such as conditional and subjunctive moods, embedded clauses and imperative forms (for example, لو سمح أبي لي، أتني معك ما نذهب إلى السينما يوم), future tense and vocative case to convey meaning. They use vocabulary and expressions that are culturally embedded, such as سوف أكتب رسالة إلى, and apply appropriate writing conventions to increase text cohesion and enhance expression. Students translate and interpret texts from Arabic into English and vice versa, comparing own interpretations with others' and explaining reasons for differences in translations. Students create bilingual texts for the wider community, interpreting cultural and linguistic aspects of texts. They explain how cultural concepts, practices and values influence ways in which they communicate from a bilingual perspective, and question assumptions and describe adjustments they make when moving from Arabic to English and vice versa.

Students identify the meaning and emotions conveyed in spoken texts, such as .. ها سمير ماذا قررت؟؛ لا لا ؛ لا أقصد هذا؛ كم مرة قلت لك. , and apply their understanding of the Arabic writing system to enhance meaning and aesthetic effect in written texts. They analyse the relationship between language choices and textual features, and the audience, purpose and context of different spoken, written and multimodal texts. Students explain how spoken and written forms of Arabic vary according to context, purpose and audience, and identify ways in which the Arabic language influences and is influenced by cultural, political and social change. They explain the power of language in determining the nature of intercultural communication in local and global contexts.