

# The Australian Curriculum

<b>Subjects</b>	Arabic
<b>Year levels</b>	Year 10

## Years 9 and 10 Content Descriptions

### Communicating

#### Socialising

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 - Scootle [↗](#))



#### Elaborations

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 أتعلّم 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 لأنّ واجبات المدرسة كثيرة؛ التدخين مضر بالصحة فهو يسبّب 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 - Scootle [↗](#))



#### Elaborations

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

القطار؛ 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 - Scootle [↗](#))



Elaborations

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 أنّ كلامك ليس صحيحاً؛ أنت لست دقيقاً في كلامك؛ مع إحترامي لشخصك؛ أرى أنّ كلامك ليس منطقيّاً. أسفة رأيك غير مقنع

making connections between ideas and consequences, and cause and effect, for example,

وصلت إلى المدرسة متأخراً لأنّ سيارة أُمّي تعطلت في الطريق؛ لم أكمل الدرس أمس لأنّ بيتنا كان مليئاً بالزّوار؛ لم أكمل واجب العلوم لأنّني لم أفهم السّؤال  
إنّ سبب صعوبة الإمتحان هي الأسئلة الأخيرة؛ المعلمة لم تشرح الدرس جيداً؛ عاقبني الأستاذ في الفرصة لأنّني تأخّرت عن الصف؛ اتّصلت المعلمة بأُمّي لأنّني أتكلّم 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

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 - Scootle [↗](#))



### Elaborations

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؛ تزكية 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 - Scootle [↗](#))



### Elaborations

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 خيرٌ في منتهى الغرابة! لا بد وأن نأخذ موقفاً واضحاً؛ علينا جميعاً أن نشارك في هذا الإعتراض؛ هيّا 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 - Scootle [↗](#))



### 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 - Scootle [↗](#))



## Elaborations

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 تعبيرها 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 - Scootle](#))



## 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 أسرعوا؛ لا تدعوا الفرصة تفوتكم؛ إنها رحلة العمر؛ صديقتي الغالية على قلبي؛ سلام حار أرسل لك من أستراليا؛ أشواقى وقبلاى 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 ولى 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 جدّ وجد ومن زرع حصد؛ في النَّاتِي 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 - Scootle](#))



#### Elaborations

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 التّحيات , 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 - Scootle](#))



#### 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 - Scootle](#) )



#### Elaborations

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 - Scootle](#) )





## Elaborations

understanding that certain sounds in Arabic words can be dropped from pronunciation, such as the t sound in صافية السماء and tashkeel in مريضة؛ الشمس مشرقة

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 حالاً

reflecting on the role of pronunciation, rhythm, word stress and intonation in effective communication, and applying this knowledge to own interactions

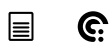
using knowledge of Arabic pronunciation and spelling rules when engaging with authentic spoken and written texts

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 - Scootle](#))



## Elaborations

understanding that Arabic uses the dual form of nouns, verbs and adjectives, in both masculine and feminine forms, for example, أنتما تلعبان؛ هذان كتابان؛ الوردتان جميلتان

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,

كَلَّمْتُ الأُمَّ البنتَ؛ كَلَّمْتُ الأُمَّ البنتُ

manipulating interrogative verb forms to ask a range of questions, for example,

قل لي لم لم تتصل بي؟ أتصلت بك عدة مرات ولم ترد علي. 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؛ خُصِّصَ وقت بعد المدرسة لتعليم اللُّغة 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 سأخذكم 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 عصريّة؛ ليس كل ما تقرأونه في الكتب صحيحاً ولا ما تشاهدونه على التلفاز حقيقةً

using *إلا* to express exceptions, for example, *إلا أنا*، جميع أصدقائي يلعبون رياضة ما خلال الأسبوع

using comparative and superlative forms of adjectives to describe people and objects, for example,

صديقتي هنا 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 الردّ على الموقع الإلكتروني؛ لا تنسوا شاهدوا الفيلم الأسطوري؛ سيعجبكم جداً؛ هيّا 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 العربيّة!

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 - Scootle](#))



### Elaborations

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 - Scootle](#))



### 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 - Scootle](#))



Elaborations

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 *التيمقراطية، 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 - Scootle](#))



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 Content Descriptions

### Communicating

#### Socialising

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 - Scootle [↗](#))



#### Elaborations

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 أسف؛ 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 لاعبك 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 - Scootle [↗](#))



### Elaborations

expressing preferences for plans, comparing and contrasting alternatives using

أفضل من...؛ الأفضل...؛ الأحسن...  
أفضل ان تشتري هذه اللعبة لأنها حديثة؛ لا أتفق معكم على الذهاب إلى السينما في المساء؛ ماذا لو نذهب في عطلة نهاية الأسبوع؟ في المساء تكون السينما مزحمة 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 البولينغ يوم السبت؟ أبي سوف يوصلني 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 by accepting or declining and providing explanations, for example,

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

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

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

كيف أذهب إلى محطة القطار؟ 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 - Scootle [↗](#))



### Elaborations

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 تقترح؟ ما رأيك؛ سامي أعطنا رأيك؛ كيف يمكن أن ننظم الأدوار بيننا؟ ما رأيكم؟  
أقصد أن كل واحد منا يكتب صفحة؛ قصدي؛ أنا وهناء 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 لأنّ سيارة أُمّي تعطلت في الطريق؛ لم أكمل الدرس بالأمس لأنّ بيتنا كان مليئاً بالزوار؛ لم أكمل واجب العلوم لأنني  
لم أفهم السؤال  
عاقبني الأستاذ في الفرصة لأنني تأخرت عن الصف؛ اتصلت المعلمة بأُمّي لأنني أتكلم كثيراً في الصف

## Informing

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 - Scootle [↗](#))



## Elaborations

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 - Scootle [↗](#))



### Elaborations

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

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 - Scootle [↗](#))



### Elaborations

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 تعبّر 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 - Scootle [↗](#))



### Elaborations

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 الأنازك؛ العيد الوطني الأسترالي؛ الأعياد الدينية مثل عيد الميلاد وعيد القيامة وعيد الفطر وعيد الأضحى

### Translating

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]

[\(ACLARC025 - Scootle\)](#)



### Elaborations

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 - Scootle [↗](#))



#### Elaborations

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

Reflect on how conventions of speech and Arabic cultural concepts can influence own [communication](#) style when using both English and Arabic

[Key concepts: cultural concept, norms, [communication](#); Key processes: understanding, explaining, reflecting]

(ACLARC027 - Scootle [↗](#))



#### Elaborations

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

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

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

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

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

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

[Key concepts: assumptions, values, impact, judgement, adjustments; Key processes: reflecting, connecting interculturally]

([ACLARC028 - Scootle](#))



#### Elaborations

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

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

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

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

## Understanding

## Systems of language

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 - Scootle](#))



### Elaborations

distinguishing the pronunciation of (الثدة) and (التتوين)

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, أحفًا؟ يا إلهي! تعال إلى هنا حالًا

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 - Scootle](#))



### Elaborations

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 محمولاً 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 كثيراً 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) الكتاب المفضل لدي ... أحبه كثيراً) 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 وفتتان

understanding and applying indirect object pronouns and passive voice to express ideas objectively in texts such as articles and speeches, for example, أنهيت المباراة سريعاً؛ نُق الجرس متأخراً،

using cohesive devices to sequence ideas, for example, في البداية؛ بعد ذلك؛ أخيراً،

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 عنان 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 - Scootle](#))



### Elaborations

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

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 - Scootle](#))



#### Elaborations

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؛ خالة سامية

with both close adult relatives and unknown 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 - Scootle](#))



#### Elaborations

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 اللبيرالية

#### Role of language and culture

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 - Scootle](#))



#### Elaborations

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