

**Framing communicative competence in Arabic courses in Australian
universities**

Submitted by

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Statement of Originality

This work has not previously been submitted for a degree or diploma in any university. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due reference is made in the thesis itself.

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List of Abbreviations

AFL	Arabic as a Foreign language
ANU	Australian National University
ASL	Arabic Second Language
CF	Contemporary Fus'ha
CLT	Communicative Language Teaching
EFL	English as a Foreign language
ELA	Educated Levantine Arabic
ESA	Educated Spoken Arabic
GTM	Grounded Theory Methodology
MSA	Modern Standard Arabic
SCT	Socio-Cultural Theory
UA	University of Adelaide
US	University of Sydney
WSU	Western Sydney University

Abstract

The popularity of Arabic language courses has increased in recent years. While most research studies the importance of communicative competence in teaching the Arabic language as a foreign language. However, communicative competence as a part of Arabic courses in universities' syllabi had not previously been investigated. This thesis investigates how Australian universities construct and frame the teaching of communicative competence in their Arabic language courses.

The study analyses four communicative competence-based Arabic courses offered by well-known Australian universities (Australian National University, University of Sydney, Western Sydney University and University of Adelaide). The analysis was performed by evaluating the course guides available on the universities' websites supplemented by information provided by course coordinators/convenors in response to queries about information unavailable in the guides. Even though the examined universities show a high degree of variation in presenting the course details to prospective students, all courses aimed at teaching the Arabic language embed the teaching of cultural context, which indicates the importance of intercultural communicative competence in language learning. This study not only adds to the literature concerning teaching AFL in universities in Australia but also contributes to a better understanding of the significance of the focus on the teaching of communicative competence. Moreover, the study raises awareness of the significance of communicative competence in teaching Arabic; therefore, course convenors and instructors are advised to take it into account when designing Arabic language curricula.

1. Introduction

1.1. Arabic language in Australia

The Australian Curriculum Assessment and Reporting Authority (ACARA, 2011) argues that Arabic is a globally important language and a significant language in Australia. The publication recognises Arabic as one of twelve languages that are critical for the economic and political future of the country. According to Maadad and Thomas (2013), this assessment takes into account the growing number of Arabic speakers in Australia as well as the importance of commercial and agricultural trade with several Middle Eastern Arab countries. Maadad (2009) posits that Arabic speakers are an essential linguistic resource who can further the relationships that Australia has with the Arab world and that this requires that the Australian-born younger generation's Arabic language potential be nurtured and developed appropriately.

This positive view of the importance of their language is pivotal in supporting young Arab-Australians' ability to participate in the lives of their family and community as well as in developing their sense of identity more broadly (Maadad & Thomas, 2013).

Compared with other English-speaking countries, Australia has a relatively high proportion of a population that speaks Arabic, with the 2016 Australian Census (Australian Bureau of Statistics, 2018) showing that in 2011, 1.3% (287,174) of Australians reported that they speak Arabic at home. In 2016, this number increased to 1.4% (321,728), with the majority living in New South Wales and Victoria (Australian Bureau of Statistics, 2018). In Victoria, there are many formal opportunities to study Arabic. The University of Melbourne and Deakin University both offer courses in Arabic, while many schools teach Arabic to the Year 12 level, including the government-run Victorian School of Languages, several Arabic community schools and private Islamic colleges such as Minaret College in Melbourne. In New South Wales, Charles Sturt University, Western Sydney University and the University of Sydney also offer formal opportunities for learning Arabic that are complemented by vocational and training Arabic courses at the Institute of Languages, University of New South Wales (UNSW). Maadad and Thomas

(2013) indicate that the courses offered at UNSW include Technical and Further Education Certificate 3 studies in Arabic. They also explain that the provision of Arabic continues at the secondary-school level in New South Wales, with many private Islamic colleges and some mainstream government schools offering Arabic as a Higher School Certificate (Year 12) subject.

In addition, Arabic is also taught at both Deakin University and the University of South Australia, and, according to Maadad and Thomas (2013), the University of Adelaide's Professional and Continuing Education (PCE) department offers Arabic conversational classes. Some schools teach Arabic at different levels to Year 12, including the government-run School of Languages, five ethnic schools and two independent schools (Burc College and the Islamic College of South Australia) (Maadad & Thomas, 2013).

However, Clyne (2005) notes that although Arabic had the largest number of young speakers under 14 years of age in 2001, the speakers were underrepresented among those who took language subjects, suggesting that this is due to the fact that Arabic is not available within mainstream schools and communities. Moreover, in 2013, the Australian Curriculum introduced a draft framework for Foundation to Year 10 for the Arabic Language (ACARA, 2013), which South Australia, New South Wales and Victoria are currently using on a trial basis, adapting it to their local needs. In 2015, another trial was conducted by Early Learning Languages Australia, an Australian government initiative that includes using and developing mobile phone applications. The purposes of this initiative are twofold: to expose young learners who are in the stage before primary school (four years old) to several languages other than English and to increase interest in different languages in the advanced stages of school learning (Department of Education and Training, 2016).

Several scholars have found that Australian Arabic speakers may face major obstacles that impact the quality of their formal and informal studies, with Renzaho et al. (2011) noting this in their gender-focused study and Rubino (2010) stating it in a study on ethnic and race issues. The quality of language teaching can be adversely affected by tensions related to identity, ethnic and cultural

issues, with one study indicating that there is an increasing dependency on spoken, non-literary Arabic because the teaching of written Arabic literacy is poor (Poynting, 2009). Several elements combine to diminish the confidence of Muslims compared to their Anglo-Australian counterparts, particularly in their efforts to learn Arabic, including discrimination in the wider community and the impact of 9/11 on the perception of Muslims, which has had a consequent effect on their identity (Poynting, 2009). The same researcher also noted the effects of factors within the Arabic community, including parental restrictions, the unequal gender division of household duties and sexual labelling, all of which lead to feelings of inferiority and submissiveness. Thus, instructors should consider these factors when teaching the language to this community.

This diminished confidence and sense of alienation among young Arabic people can be countered by instilling trust in their competent use of Arabic at home. Maadad and Thomas (2013) indicate that speaking Arabic enhances personal identity, which Smolicz (1999) reinforced by positing that Arabic is an essential element of Arab culture. Clyne (2007) also suggests that since language signifies belonging to a culture, it is pivotal to people's lives. Cultural values are manifested in language, which Clyne (2007, p. 03.2) indicates is "the key to revealing our cultural values and understanding those of others". Therefore, awareness of language diversity is a vital factor in overcoming barriers, building bridges and understanding multicultural societies.

1.2. The interest in studying the Arabic language

As a result of recent social, political and economic changes in the world, there has been an increasing interest in foreign language learning, with Alalawneh (2018) noting that Arabic is of greater interest to learners today. For example, in Australia, the total number of students enrolled in the top ten languages in state and territory community language schools in 2006 was 9,078, with 62% of learners reported in NSW (Lo Bianco, 2009). In particular, those who were studying Arabic in NSW schools increased by about 34% (a total of 13,680) in 2012 (Board of Studies NSW, 2013).

However, those who are learning Arabic as a second or foreign language frequently encounter difficulty communicating in real-life situations, particularly with the written form (Smadi & Al-Haq, 1995). Arabic second language (ASL) learners face difficulties relating to the nature of the language itself, since non-native speakers frequently find it difficult to express themselves with confidence and be understood by others (Rabab'ah, Bulut, 2007). Smadi and Al-Haq (1995) also states:

One of the most frustrating exercises in learning Arabic as a foreign language (AFL) is the learner's discovery that s/he cannot communicate with ease in actual situations, even after many years of formal instruction in Arabic. In addition, most learners are still unable to write a coherent, well-developed and properly organised piece of discourse and are incapable of manipulating the rhetoric features of Arabic in their academic and non-academic writing. (p. 95)

According to Alalawneh (2018), Modern Standard Arabic (MSA) is the most commonly used written variety of Arabic, but those who are learning the language are increasingly interested in mastering the various spoken versions that allow them to communicate effectively with native Arabic speakers. Palmer's (2008) study investigated learners' attitudes to spoken Arabic, indicating that most students wished to learn to speak the language before they travelled to countries wherein Arabic is spoken as the main language. He goes on to explain that the students who comprised the study's population had studied Arabic for two semesters prior to travelling to an Arab country and that they stressed the significance of learning a dialect version of Arabic rather than only MSA if they wished to communicate with local people. Similarly, Younes (2014) found that Arabic learners are often frustrated when the time and effort they have put into learning MSA seems redundant when they are unable to communicate effectively with native Arabic speakers. Younes (2014) describes how students who have focused on MSA are unable to hold everyday conversations with local speakers and are prevented from any chances of reinforcement,

a key aspect of developing proficiency in any language. Therefore, since the Arabic language is characterised by diglossia, its learners are keen to study the local vernaculars (Alalawneh, 2018).

1.2. Diglossic nature of the Arabic language

The diglossic nature of Arabic has been explained by Al-Batal (2018), who proposes that rather than regarding the Arabic language as two separate entities, whereby the low form is the spoken dialects and the more prestigious higher form is MSA (Ferguson, 1959), it should be seen as a “multidimensional entity” (Al-Batal, 2018, p. 7) that consists of diverse elements including a locally prevalent Arabic dialect for all Arabic speakers and MSA (Al-fuṣḥa), which is the main dialect of Arabic speakers and learners.

By using ‘multidimensional’ as a term, Al-Batal (2018) seeks to explain the many levels of the Arabic language, such as MSA and the colloquial dialects. The co-existence of these variants for Arabic speakers and learners has implications for approaching mastery, by immersion via using the different forms of Arabic as well as for the evolving integration of the varied forms of Arabic around the globe. This includes the verbal, written and mediated forms of the language, which may require ongoing innovations in educating Arabic speakers and learners. Thus, the Arabic language is not two separate entities, with the ‘low’ colloquial version being used for everyday language while the more formal or ‘high’ variety is used for more formal occasions (Ferguson, 1959). It is one entity with multiple dimensions that can use any level for any purpose.

According to Alalawneh (2018), Arabic should be taught as a comprehensive language that comprises several variations, including MSA and the colloquial dialects, from the start of teaching programmes. This approach is notably different from the language separation approach that was used previously, with advocates of the comprehensive method claiming that this mirrors the way that native Arabic speakers learn the language. They argue that the variations of the language can be acquired simultaneously by native speakers without compromising the others. For example, students can learn two or more types of the Arabic language without confusing one with the other.

Al-Batal (2018) suggests that Arabic language classes should follow this approach to better prepare students for real-life conversations with native speakers and allow them to become aware of the synergies between the varieties.

1.4. Thesis organisation

As outlined thus far, Arabic as a second language is a growing area of investigation. The research reported in this thesis surveys the way in which communicative competence is framed in Arabic courses in Australian universities.

Chapter 2, which follows this introduction, summarises the relevant background literature that informs the study and discusses some important questions, e.g. how teachers attain their Arabic language qualification in countries where English is the dominant language, how the Arabic language is taught in Australia, what is communicative competence and how communicative competence is taught in Arabic language classrooms. This chapter ends with the conclusion that there is a need to address the gap in how do Arabic courses in Australian universities frame the teaching of communicative competence.

The methods employed are described in Chapter 3, which starts with a description of the data drawn from four Australian universities' Arabic courses. These well-known universities were selected because they have an interest in the teaching of communicative competence. This chapter also presents the research methodology, namely grounded theory methodology (GTM), which is a qualitative approach comprising a set of inductive strategies for data analysis. The chapter ends by summarising the adopted methodology.

In Chapter 4, the four Arabic courses provided by prominent Australian universities are analysed. As stated previously, these universities were selected because they already have an interest in the teaching of communicative competence. Communicative competence in these Arabic language courses is explored in relation to whether MSA, colloquial Arabic or both are used. This chapter also investigates how communicative competence is framed in the Arabic courses being

investigated. Furthermore, a description of how each of the selected Arabic courses construct communicative competence is detailed. Finally, the chapter presents a summary of the overall findings.

As the final chapter, Chapter 5 begins by reviewing the research questions. It sums up the key results related to Arabic courses in Australian universities and how they frame the teaching of communicative competence. Finally, this chapter discusses the implications of the findings and offers recommendations for future research directions.

2. Literature Review

2.1. How do teachers attain their qualification to teach the Arabic language in countries where English is the dominant language?

The teaching methodologies in English-dominant countries employ the methods described in Section 1.3. These methodologies are supported in each country by adherence to a set of professional standards. As an example of teaching Arabic as a foreign language (AFL), in 2001, the American Association of Teachers of Arabic suggested that the Professional Standards for Teachers of Arabic (PSTA) should be introduced. According to Alish et al. (2006), the standards that they devised set out the criteria that Arabic language teachers must reach as well as ensure that their qualifications are of an appropriate level for teaching at both schools and universities. The introduction of these standards responded to the sharp increase in students enrolling in Arabic language courses at teaching establishments across the United States (US). The same scholars (Alish et al., 2006) indicate that the PTSA should bring Arabic language teaching standards alongside those of similar programmes for other foreign languages, enabling students' competencies to increase accordingly. They also noted that the PSTA has the power to transform Arabic teaching, since improvements at the school level will have a consequent effect on university teaching as students progress through their Arabic education.

2.2. How is the Arabic language taught in Australia?

Cruickshank (2008) states that most teaching materials used in Arabic learning programmes come from Arabic countries rather than originate in Australia. This can present issues, as the materials do not relate clearly to the Australian context while the textbooks may be too difficult for novice learners. In addition, a lack of funding frequently prevents students from being provided with locally produced materials that focus on the similarities between MSA and colloquial Arabic by teaching from the spoken to the written word (Cruickshank, 2008).

The literature also highlights the considerable number of teachers whose qualifications are unrecognised. This is particularly marked at the primary level and in community schools, although it extends to secondary level teaching as well. These teachers often speak a dialect but are not fluent in MSA and also lack training in language methodology (Cruickshank, 2008). According to Campbell et al. (1993), there is some evidence that traditional teaching methods, which focus on script, grammar and vocabulary at the expense of socio-cultural elements, are commonplace in Arabic teaching in Australia. Therefore, students are less likely to learn the language in a proper and efficient way.

Additionally, Cruickshank (2008) indicates that governments do not appear committed to developing either teacher training or the curriculum and states that even students from Arabic-speaking backgrounds do not take up opportunities to learn the language. For example, Arabic is often framed by governments and education institutions into a single subject alongside modern languages and other community languages as Languages Other Than English, while the syllabus is often generic, drawing on models that were originally developed for teaching languages such as English, Japanese or French. Cruickshank (2008) notes that such syllabi assume that language and language learning is homogenous, so their goals, outcomes and content are presented accordingly. However, this approach does not take into account the diglossic nature of the Arabic language, so the syllabi present schools and teachers with difficulties when teaching students (Cruickshank, 2008). The inappropriate nature of these syllabi creates a gap between them and the teaching programmes in practice, leading to increased pressure placed on teachers to deliver language teaching and develop the curriculum and materials themselves, which frequently means that they have to depend on materials that were developed for native Arabic speakers (Cruickshank, 2008).

The Australian Schools Commission Report (1975) seeks to address cultural diversity in the Australian curriculum, suggesting that:

The multicultural reality of Australian society needs to be reflected in school curricula—languages, social studies, history, literature, the arts and crafts—in staffing and in school

organisation. While these changes are particularly important to undergird the self-esteem of migrant children they also have application for all Australian children growing up in a society which could be greatly enriched through a wider sharing in the variety of cultural heritages now present in it. (p. 91)

According to Clyne (1998), several important initiatives have recognised Australian society's cultural diversity, specifically in relation to the organisation, staffing and curricula of schools. These initiatives have included the broad adoption of teaching non-English languages as well as attempts to introduce multicultural dimensions into the organisational changes and mainstream curriculum that seek to meet the needs of individual students (Clyne, 1998).

For example, a set of sociolinguistic profiles was developed by the National Languages and Literacy Institute of Australia, including Arabic, Mandarin Chinese, French, German, Greek, Indonesian/Malay, Italian, Japanese and Spanish, which Lo Bianco (2009) called the "Nine Languages of Wider Teaching" (p. 22), advising that these profiles be set out in the National Policy on Languages. Eggington (1994) explains that the profiles include the attitudes and motivations of each language in global and social contexts as well as their use, variety and history.

Furthermore, the Arabic Language and Culture Association of South Australia aims to "promote and preserve the Arabic culture and language in South Australia and address the needs of the South Australian Arabic speaking communities" by holding meetings each month and providing conversation classes in the language (ALCASA, n.d.).

Clyne (1998) argues that even if staff members are well-informed and culturally sensitive, government schools in Australia find it difficult to create an Islamic ethos because they are multicultural and must cater to more than 100 diverse cultures. Nevertheless, Maadad and Thomas (2013) points out that schools in Australia, including Burc College and the Islamic College, generally connect the Arabic curriculum to religion, adding that when second-generation Arab-

Australians learn Arabic in school, this enables them to engage with their religion and culture on a deeper level.

As a diasporic language, Arabic has millions of speakers, but Cruickshank (2008) believes that there are few links with diasporic communities in Australia, i.e. mostly through local and national curricula, which should thus strive to enable these students to study, work and live across national boundaries in both Arabic and English. This reflects life for most families from Arabic backgrounds around the world, so the language programmes and curricula should reflect this contemporary reality (Cruickshank, 2008).

2.3. What is communicative competence?

Hymes's (1972) communicative competence model suggests that language is the media through which people express their thoughts and emotions as well as a system of knowledge. Communicative competence allows people to interpret and express interpersonal communication messaging in diverse situations that vary according to social and cultural contexts. This can influence the language used in particular situations and enable learners to communicate appropriately rather than concentrate on fixed grammatical rules according to Hymes (1972).

As a multi-layered concept, competence encompasses linguistic competence as well as linguistic appropriateness, with the latter implying that social contexts are understood (Hymes, 1972). When these competencies are mastered together, learners should be able to provide well-formed sentences that can be understood in context. The complex nature of this multiple competence also includes an understanding of shared knowledge, as well as knowing which conversational topics are appropriate to a given context; who they are appropriate to share with; how, when and where the speech event should take place.

Hymes holds that knowledge of the rules of speech and social norms must be combined with grammar since they control how it is used; in other words, that the linguistic form and the rules of language use are equally important. He stated that "just as rules of syntax can control aspects of

phonology and just as semantic rules perhaps control aspects of syntax, so rules of speech acts enter as a controlling factor for linguistic form as a whole” (Hymes, 1972, p. 278).

The term “communicative competence” was used by Hymes to refer to learners’ competence to use a language. By stressing communication, Hymes emphasises that there is a need to know the rules in order to both comprehend a language and make meaning, which has reference and societal importance (Hymes, 1972). Communicative competence involves rules that apply to both the speaker and the hearer and the process of communication between them.

When interpreting language, another fundamental aspect of communicative competence concerns the breadth of meanings that must be taken into account. It is critical to consider the social meanings that accompany particular words, as well as their embedded referential meanings. Hymes indicates that if competence is the ability to use a language, then speakers must have developed skills that not only enable them to be grammatically competent but also understand the rules that govern their use to communicate effectively. In relation to this, Hymes stated that: “There are rules of use without which the rules of grammar would be useless” (Hymes 1972, p. 278).

Hymes’ research was focused on identifying the purpose underlying interactions, which was a key outcome that he strove to establish. This ethnography of communication methodology investigates the way in which people communicate by observing the communicative interactions between people through their use of language. Such interactions include how membership of a group is evidenced, which symbols relate to certain behaviours and how people come to meet and know one another, all of which are vital for new language acquisition.

2.3. How is communicative competence taught in the classroom?

Rabab'ah and Bulut (2007) suggest that one of the key aims of foreign language teaching should be to develop students’ communicative competence, but they found that this was largely absent from textbooks for teaching AFL in Saudi Arabia. Rabab'ah and Bulut (2007) also explain that

strategic competence involves learners using compensatory strategies, including paraphrasing, transliteration, coinage, appeal and approximation, to enable them to communicate with listeners when they do not know the required linguistic terms. Dörnyei (1995) indicates that developing strategic competence among ASL learners could help them solve their communication difficulties, a view that is echoed by Rabab'ah and Bulut (2007).

The communicative competence theory has led to the communicative language teaching (CLT) approach, which has been the subject of several empirical and theoretical studies; its successful adoption in the US and Europe has resulted in the approach being used in several developing countries (Rahman, 2018). Some observers believe that the CLT approach should be applied in all schools to facilitate better communication skills in English, with Rahman (2018) using the example of Indonesia, wherein the national curriculum has adopted the CLT approach in EFL classrooms. Emilia and Hermawan (2008, as cited in Rahman, 2018) believe that the application of CLT enables students to use the target language more effectively, although Rahman (2018) explains that certain issues have prevented CLT from performing effectively in Indonesia's education system by citing the low English proficiency of teachers and factors including grammar- and reading-based exams and the socio-cultural environment. This suggests that the popularity of CLT in countries wherein English is used as the dominant language may not guarantee that it will be similarly effective in countries with English as a foreign language (EFL). Rahman (2018) therefore proposes that the practicality of adopting CLT in the EFL context should be reconsidered.

Another relevant theory, crucial to our understanding of language learning problems, is the socio-cultural theory (SCT) developed by Vygotsky (1978). Interaction is viewed by socio-cultural theorists as a social practice that enables students to build meaning. Thus, in the classroom environment, any classroom discourse can be defined as an oral interaction among students and teachers (Thoms, 2012).

Several scholars in the second language acquisition (SLA) field, including Gass and Mackey (2007), have considered the role of peer-to-peer interaction, particularly when it occurs in group

interactions in class with a more knowledgeable student. Firth and Wagner (1997) advise that the SCT holds that knowledge is built when students interact with others who are more capable by employing cultural means such as language. Moreover, Habbal (2017) indicates that the conversations that take place during interactional lessons in the classroom are worthy of further analysis, particularly because Ellis (1984) holds that conversation enables learners to be exposed to the target language naturally. A better comprehension of language development can be enabled by understanding how conversation involving the student is created. Habbal (2017) indicates that the task is fundamental to SLA, while Hellermann (2007) stresses the importance of learner–learner task opportunities in language learning.

2.4. How is communicative competence taught in Arabic language classrooms?

2.4.1. Teaching Arabic as a foreign language

2.4.1.1. Arabic grammar

The area of AFL acquisition has been investigated until recently by a significant emphasis on grammar teaching while active and communicative language skills, like speaking, have been poorly characterised (Ferrari, 2018). Alalawneh (2018) points out that the grammar-teaching aspect of foreign language education has been and remains controversial. Rather than arguing whether or not grammar should be included in language education, Arabic linguists should concentrate on the best way to blend communication and grammar to ensure that learners become both accurate and fluent in the language (Taha, 1995). Ferrari (2018) research states that the majority of AFL students suggest that grammar is complex, with a strict set of rules that are highly challenging for learners who “need to put a great effort into remembering each grammatical rule needed to make a sentence accurate at every level” (p. 210). Another student indicates: “Arabic does not seem to be taught with the goal of acquiring everyday-life communicative skills” (p. 214). These first-hand responses suggest that is more helpful to develop the skills that allow learners to communicate colloquially in addition to directing their efforts into studying the rules of Standard Arabic grammar (Ferrari ,2018). Taha (1995) proposes that three questions can tackle this issue, the first of which is centred on grammatical rules and the order they should be taught in the

classroom. The second question concerns the different grammatical mistakes that are made at various levels and the steps that can be used to remedy them. Finally, the third question concerns the variations in grammar that native Arabic speakers employ and how language learners may be influenced by them. Taha (1995) points out that these questions relate to two problems: the teaching of the Arabic language and the nature of teaching foreign languages more broadly. Taha (1995) indicates that although communicative skills in language teaching are taught using several approaches, students of Arabic are nonetheless still judged largely on their grammatical accuracy, which may create a disconnect between the methods teachers use and their objectives. This means that students continue to be evaluated on their grammar even though the focus of the teaching is on communication.

This broader issue also relates to the curriculum and teaching materials, since most textbooks that support Arabic language teaching fail to give specific explanations of diverse structures, instead blending them among various readings and providing exercises that are generally not considered to engage students effectively (Taha, 1995). There is also a disparity between the presentation of grammar in beginner and intermediate textbooks, with scant explanation at lower levels and more detail at higher levels, which is an abrupt change that confuses learners (Taha, 1995). She also points out that the rules needed for communication and grammar do not correspond in several textbooks, making it more difficult for students.

Interestingly, Ferrari (2018) found that AFL students notice a connection between speaking and grammar. Students describe speaking as a complex skill for two principal reasons, the first of which is that they have to recall the highly complicated grammatical rules when practising speaking, while the second is that students frequently experience a lack of speaking practise in the classroom context. These are not the only challenges when learning Arabic and others include pronunciation and memorising vocabulary (Ferrari, 2018).

2.4.1.2. Arabic vocabulary

In foreign language learning, developing vocabulary is critical (Sahid, Mamat & Adnan 2020). According to Azadeh and Ghazali (2011), learners must have an adequate store of words to both understand and communicate effectively; without this, they will struggle with learning the foreign language. Schmitt and Schmitt (2020) also highlight that effective communication and comprehension are hindered by vocabulary deficiencies. Arabic language teaching generally focuses on grammar at the expense of vocabulary, which Al-Batal (2006) and Al-Shuwairekh (2001) indicate is the most challenging aspect of the language and, thus, warrants a greater focus in the teaching approach. They also suggest that teachers should use a variety of materials and activities to make sure that they take an interactive, communicative approach to vocabulary building, adding that this also improves other language skills. Al-Batal (2006) also proposes that Arabic orthography is highly complex, which makes it challenging to learn vocabulary by reading; hence, teachers should use a variety of exercises and activities when seeking to develop students' vocabulary skills. Games and simulation exercises can be useful strategies for teaching vocabulary, as they provide context that enables students to retain the words more effectively. AFL Students stress that it is pivotal to use the newly learnt words in practice, whether speaking, reading, writing or listening, rather than simply memorising them (Sahid, Mamat & Adnan, 2020). In contrast, when teachers simply give students isolated word lists to learn, the new words may be easily forgotten unless they are put in context in the lesson with previously learned words and grammar (Al-Batal, 2006). Simple word lists can be useful with beginner learners, while intermediate learners need further practice with these words combined with grammar structures to create sentences and brief paragraphs. This approach allows intermediate students to employ old and new vocabulary (Al-Batal, 2006). However, more advanced students should use word lists within more complex activities, incorporating them into paragraph construction related to exercises, such as a discussion about a preferred film or author or a place that they have visited (Al-Batal, 2006). At very advanced levels, vocabulary can be assimilated through incidental learning, wherein students can use the dictionary or a textbook to look words up rather than using

paired word lists (Sahid, Mamat & Adnan, 2020). At these advanced levels, Al-Batal (2006) suggests that rather than being introduced before reading and understanding exercises, which may impede incidental learning, the new vocabulary should be introduced after these tasks have been completed. Another method of learning Arabic vocabulary is through constructive integration of Arabic proverbs in AFL classroom as it can help to improve learners' cross-cultural communication, intercultural awareness, and linguistic competency (Tayyara, 2020). Not only do Arabic proverbs provide a model for exemplary cultural ethics but they also represent ideal examples of social conduct (Tayyara, 2020). Hence, when language instruction incorporates Arabic proverbs, this provides a foundation for cultural and linguistic acquisition, which Tayyara (2020) suggests improves intercultural education and Schipper (2003) indicates broadens learners' knowledge and both literal and the interpretative levels. Using proverbs in language teaching reinforces learners' communicative competence because they contain both communicative and acquisition-based instruction (Tayyara, 2020).

2.4.2. Study-abroad programmes

Since communicative competence is a fundamental concept in Arabic teaching for other languages speakers, mastering it is required for both Arabic students and teachers in order to complete the educational process successfully (Amer & Al-Rababah, 2020). According to Alalawneh (2018), study-abroad programmes have become a popular and widely used way of developing communicative competence in foreign languages. Thus, the growing popularity of Arabic has led to more students going to Arabic-speaking countries such as Egypt, Morocco and Jordan to learn the Arabic language (Alalawneh, 2018). Spending time in a country wherein Arabic is spoken as the native language allows learners to become more proficient at speaking the language, as they can engage with native Arabic speakers. In addition, Ryding (2013) highlights that students can improve "reasonably authentic and automatic spoken language skills" (p. 68) as a result of these programmes, since traditional Arabic language classes do not facilitate this adequately. She points out the fact that Arabic is categorised as a level V language, meaning that it takes between 2,400

and 2,760 hours to reach “professional levels of proficiency” (p. 68). Alalawneh (2018) indicates that Arabic language students study for just 360 hours across four years of teaching, which explains the critical role of study-abroad programmes in enabling learners to master the language. She expands upon this by detailing the positive impact of learners being immersed in the local culture, as this gives them the opportunity to learn about the cultural context along with the language. Nash’s (2010) interview with Michael Cooperson, a professor of Arabic language and literature in the Department of Near Eastern Language and Cultures at the University of California, also stresses the fact that culture should be included as part of foreign language teaching, suggesting that these cultural connotations increase language learners’ potential for successful communication because they can say “the one sentence that the situation calls for” rather than “learn a language by reconstructing everything from the beginning” (p. 133).

An example of this type of learning programme is the jointly organised Arabic language programme that was held over the summer in 1984 by the University of Virginia and Yarmouk University in Jordan and is known as ‘The Program’, which comprised Arabic classes in three levels alongside a special advanced Arabic course. Sawaie (2006) states that this programme enabled learners to acquire the Jordanian culture and dialect when they interacted with the local community.

There is another famous Arabic language programme in the US for Teaching Arabic as a Foreign Language at Cornell University. This programme not only focuses on MSA but also allows students to study diverse Arabic dialects (Alalawneh, 2018). Study abroad experiences are provided as well in the Cornell programme, with its Arabic Language Internship and Intensive Arabic Language courses both being provided in Amman, Jordan (Alalawneh, 2018).

As Cornell University’s senior lecturer in the Arabic language and linguistics, Younes (2006) emphasises that this course teaches both contemporary Fus’ha (CF), which is also known as MSA, and Educated Levantine Arabic (ELA), with the latter being the most widely spoken conversational language among educated speakers from the Levant, which includes countries such

as Palestine, Syria, Lebanon and Jordan. The programme therefore aims to develop students' Arabic language capabilities across a spectrum of skills, and the programme holds that the combination of CF and ELA comprises a complete system of communication (Younes, 2006). Younes (2006) also asserts the significance of determining the learner's objectives and demands for participating in the programme. At the beginning of the 2003–2004 academic year, the Cornell programme conducted a survey of 113 elementary- and intermediate-level students to establish their goals. Students could select more than one of several reasons for learning the language: the ability to read classical and contemporary Arabic literature; communicating with family members and friends; reading the Qu'ran; understanding Arabic media; for their career or profession; and improving their language skills proficiency. Most students indicated that their principal reason for studying Arabic was to attain a high standard of communicative proficiency (Younes, 2006). Younes goes on to explain that students' needs are met by using ELA for speaking and listening and CF when teaching reading and writing, so the programme develops all four skills across both forms of the language. Meanwhile, the course provides interactive instructional items that present relevant 'pan-Arab topics' (Younes, 2006). The Cornell programme also introduces different colloquial forms at an early stage according to the teacher's dialect. Younes (2006) rejects criticism that students might become confused by learning Fus'ha and colloquial Arabic at the same time, explaining that the two forms of the language are used concurrently throughout the programme, as this enables students to become equally skilled both in writing and reading (CF) and listening and speaking (ELA).

2.5. Research question

Most of the recent research has focused on the importance of communicative competence in teaching AFL. However, communicative competence as a part of Arabic courses in universities' syllabi had not previously been investigated. This thesis bridges the gap by answering a main question "How do Arabic courses in Australian universities frame the teaching of communicative competence?".

To address this overarching question, the following research questions will be addressed:

1. What type of Arabic language is used in the investigated Arabic courses?
2. What are the objectives of the examined Arabic courses?
3. What kinds of learning activities and assessments are conducted to meet the objectives?

In summary, this chapter discussed some studies that are relevant to teaching AFL, including Arabic teachers' qualifications and how they apply communicative competence in their classrooms. The next chapter explains the employed methodology in order to address the research questions for this thesis. It starts with a clarification of the methodological approach adopted to guide this research. It then explains the steps followed for the data collection and analysis.

3. Methodology

3.1. Overview

The previous chapter reviewed the relevant literature on teaching AFL associated with communicative competence and identified the gap in the knowledge of how do Arabic courses in Australian universities teach communicative competence. This chapter explains the methodological design employed to address the research questions of this paper. It begins with an explanation of the methodological approach used to guide this research. It then presents the steps followed for the data collection and data analysis.

3.2. Approach

This study employs GTM. It does so because this “retains the intimate link among culture, language, social context and construct” (Gales, 2003, p. 138). This is a qualitative approach that attempts to fulfil a theoretical comprehension of psychosocial phenomena that is grounded in the information obtained from participants’ lives and contexts (Gordon-Finlayson, 2010). In order to develop a theory, GTM is a logically uniform combination of data collection and analytic procedures. It comprises a set of inductive strategies for data analysis that indicates that the researcher begins with single cases, events or experiences and develops continuously excessive abstract conceptual groups to generate, to elucidate and to comprehend the data and identify patterned relationships within it (Charmaz, 1995). The researcher starts with an area to investigate and then builds their theoretical analysis on what to explore in regard to the actual words within the examined area.

This method can involve framing a meta-synthesis exercise, identifying respective studies, determining what to include, evaluating papers and then comparing and contrasting concepts (Walsh & Downe, 2005). It was adopted as it is a means to formulate and develop new theories (Khan, 2014), thus adding to human knowledge. It can also naturally complement cross-cultural research in general and language-mediated behaviours and events (Locke, 2001) in particular.

Therefore, GTM has been adopted in the current study to find the association between learning the Arabic language and its culture to achieve communicative competence.

GTM makes no preconceived assumptions about any proposed study. It is characterised by “its commitment to research and “discovery” through direct contact with the social world studied coupled with a rejection of *a priori* theorising” (Locke, 2001, p.34). Knowledge is considered emerging and originates from the research context (Gales, 2003). The method starts with a general question instead of starting with a particular hypothesis. Beginning in close proximity to ‘no theory’ is feasible in lieu of starting with predetermined notions. The aim is to define mutual meaning for observations within a specific category or setting (Gales, 2003). Therefore, this research aims to study the strategies used to teach communicative competence in Arabic courses at Australian universities using online course descriptions and unit guides.

3.3. Data collection

This section explains how the data were collected for this research. Arabic language courses provided by Australian universities were extensively searched via online search engines. Once the universities in Australia that offer Arabic courses were identified, their websites were visited to investigate the types of Arabic language degrees and courses offered. The search for the Arabic courses comprised the keywords communicative, competence, communication, culture, socio-cultural, interaction, interactive, social, society, community, personal, every day, situation, conversation, participation, and the like to achieve the study purpose, regardless of the course level.

The data were initially collected from the course guides published on nine universities’ websites: the University of Sydney, the Australian National University, UNSW, Western Sydney University, Melbourne University, Deakin University, the University of Adelaide, the University of Queensland and Charles Sturt University. These universities were not equally transparent in terms of their course guides, and the majority of course coordinators were unresponsive to the

communication. Therefore, based on the accessible information, the four universities that provided the most complete information were selected for the present analysis and given acronyms, as in Table 1. Once the universities were identified, further focus was spent on the four principal elements of the course guides, including the types of language, objectives, learning activities and assessments to achieve the objectives. Course outcomes are defined as the expected skills and knowledge gained by the learners at the end of a course, while objectives refer to what the learners can anticipate from the instructor at the conclusion of the course (Sudhakar, 2017). In order to achieve the course objectives, the course instructor deploys activities or exercises to establish the learning environment known as learning activities (Cope & Kalantzis, n.d.-a). Assessment is described as a means to evaluate learners' performance in a course and to ensure their engagement with and comprehension of the studied materials (Cope & Kalantzis, n.d.-b). However, most course guides herein did not have headings for these elements, which meant that this information had to be extracted from the course descriptions. The descriptions of the four universities and their courses are explained in detail in the next section.

Table 1. List of universities included in the analysis

No.	University name	University acronym
1	Australian National University	ANU
2	University of Sydney	US
3	Western Sydney University	WSU
4	University of Adelaide	UA

In the case of missing information from a published course guide, the course coordinator/convenor was contacted by email to obtain the required data. The coordinators were also approached when there was any ambiguity in the data in the course guide for further clarification.

The data were then analysed and collated with reference to the four essential elements of a course guide mentioned in the previous section. The similarities and differences among the universities' courses were also determined and are reported in detail in the next analysis section.

Since the data of the present study depended on online information and communication with the people in charge of the Arabic courses, the major concern of this study was the lack of access to adequate data in the available course guides due to the poor cooperation of the course coordinators/convenors, which markedly impacted the amount of data collected. Although all studied universities had public course guides, some universities had restricted access to their comprehensive course guides and made these available only to their staff and enrolled students. The others had public course guides but with insufficient information. In addition, there was no standard format for the course guides among the analysed courses, with the majority of guides lacking a comprehensive account of the curriculum's key points. For example, the type of language for instruction, which is an important element of a course guide, was erroneously missing in the course guide of one university. The course objectives were also not clearly mentioned in most course guides unlike the course outcomes, which were posted in most guides. It appears that some universities prefer to publish the course outcomes rather than the course objectives. This made the researcher work out the objectives based on the accessible data and communication. With regard to the course coordinator interactions, most coordinators took a long time to respond to the communication, which required a number of reminders to generate a response. These responses were highly variable. In the end, one coordinator was not responsive at all to the communication, even after several email attempts.

3.4. Data analysis

This research is based on a collection of written, publicly available online guides for Arabic language courses on official university websites as well as course coordinator/convenor communication. Initially, the data were intended to include nine Arabic language courses offered by nine different well-known Australian universities (Appendix). Since the requirement of this

study is to focus on communicative competence in the syllabi, two universities were excluded because they did not meet this purpose. Then, due to the limited information in the published course guides by of three universities as well as the poor response from course coordinators, the data were ultimately restricted to four universities (as outlined in Table 1 above). These universities are located in various cities in Australia, i.e. Canberra, Sydney and Adelaide, which shows the variety of course curricula across the country.

The selected universities provide a wide range of multilevel Arabic courses. In particular, the US offers several Arabic courses based on the language level of the students (introductory, intermediate and advanced) as a part of its Arabic Languages and Cultures programme. While each level in this university involves only two units of the Arabic language (e.g. introductory 1A and B and intermediate 2A and B), the advanced level consists of four units. Similarly, level-based courses of the Arabic language with different units are provided by the Centre for Arab and Islamic Studies at ANU. Additionally, WSU offers a number of Arabic courses involved in multiple undergraduate programmes; these courses are formatted on a numerical basis that indicates the language level in the published course guide. For instance, level 1, which is a beginner level, is composed of two units, while four units are offered as part of level 2 for intermediate students. While the Arabic courses of the previously mentioned universities are taught as a component of an awarded degree such as a bachelor's degree or diploma, the UA has a non-award Arabic course given over a two-year programme divided into two levels in which the assessment element is optional. In other words, the UA course is not part of an awarded degree, but some institutions may recognise this course as a unit of study. Overall, this study investigates Arabic courses that focus on communicative competence based on the appearance of certain research words (such as communicative, competence, communication, cultural engagement...etc.), as in Table 2.

The next chapter presents and discusses an analysis of four Arabic courses offered by these well-recognised Australian universities, which were mainly selected due to their interest in teaching communicative competence.

4. Constructing ‘communicative competence’ in Arabic courses in Australian universities

4.1. Introduction

The purpose of this research was to investigate how four Australian universities construct and frame the teaching of ‘communicative competence’ in their Arabic language courses. This comparison was performed by evaluating the course guides available on the universities’ websites supplemented by information provided by course coordinators/convenors in response to queries about information unavailable in the guides. It also investigated whether these courses fulfil their objectives in the published course guides by employing the proper types of Arabic language, learning activities and assessments. As discussed in Chapter 3, these courses were chosen based on their focus on the keywords ‘communicative’, ‘competence’, ‘communication’, ‘culture’ and similar variants to attain the study goals, irrespective of the course level. The accessibility of syllabus information as well as the cooperation of course coordinators were also considered in the selection of university websites for the analysis.

This chapter presents an analysis of four Arabic courses offered by well-known Australian universities that were primarily chosen because of their interest in teaching communicative competence. Section 4.2 discusses the choice of Arabic language (MSA and /or colloquial) that is employed by the examined Arabic courses to teach communicative competence. Section 4.3 presents the components of framing communicative competence in the selected Arabic courses. Section 4.4 describes how communicative competence is constructed in the chosen Arabic courses. Finally, a brief summary of the overall findings is presented in Section 4.5.

4.2. Language choice matters

Two of the universities examined in this study employed MSA as the language of instruction (US and WSU), whereas the other two used a mix of Arabic dialects and MSA. With respect to website data availability and course convenor communication (Table 1), WSU clearly determined that Educated Spoken Arabic (ESA) should be employed as the Arabic dialect used for instruction. However, ESA is a combination of MSA and colloquial Arabic (Moshref, 2009). In other words, it can be considered as being between the high (standard) and low (colloquial) varieties. It enhances intelligibility among Arabic speakers from various regions with maintained dialectal differences (Moshref, 2009). Therefore, ESA is less likely to be classified as a colloquial Arabic dialect.

In the present research, in addition to teaching MSA, Arabic dialects were also a focus of some universities' courses, corresponding with several reports that claim learning colloquial Arabic is important along with MSA (Abdalla, 2006; Kataw, 2016; Shiri, 2013). Kataw (2016) points out that students need to study MSA first, as the Arabic dialects originate from the standard variety, and then choose to learn a dialect based on their future Arab country destination. The majority of students learning MSA are aware of the eventual need to learn a dialect subsequent to studying MSA to be involved in Arab society, resulting in reliance on extensive exposure to the Arab culture by which they can either become proficient in the dialect independently or via study abroad programmes (Abdalla, 2006; Shiri, 2013). Shiri (2013) shows that some Arabic programmes are capable of providing dialect classes in addition to teaching a selected dialect along with MSA. Nonetheless, the choice of dialect as well as the basis of the selection are still questionable. Interestingly, based on her experience as an Arabic language teacher, Kataw (2016) suggests that it is important to maintain students' awareness of the reality that they ultimately need to learn a colloquial dialect, which is often the instructor's dialect.

Table 2. Languages adopted by the selected courses

University & course name	Type of Language
1 – US ARBC3615 Advanced Arabic 3A	Formal and colloquial Arabic
2 – ANU Introductory Arabic 2	MSA
3 – WSU Arabic 102	<i>Although the focus of the textbook is primarily on MSA, tutors introduce to students an additional component covering the major Arabic dialects, and they use a mix of ESA and MSA as the mode of instruction.</i>
4 – UA Arabic First Year	MSA

*Entries in italics indicate data obtained through communication with course coordinators/convenors.

4.3. Framing communicative competence

Three universities focused on communication skills, while WSU’s emphasis was on socio-cultural aspects. It appears that WSU also aimed to teach interaction with people as part of the socio-cultural component but did not clearly mention the term ‘communication’ as the main objective. More specifically, the US briefly highlighted teaching communication skills in MSA and colloquial Arabic without further detail. Conversely, both ANU and the UA emphasised fundamental communication and interaction skills for daily situations.

Moreover, ANU detailed the achievement of communicative competence in the four principal skills (listening, speaking, reading and writing) to enable students to obtain valuable skills relevant to the use of Arabic in a communicative method, to comprehend the Arabic culture and to interact in certain aspects of daily life activities. However, the UA developed communicative aspects via teaching essential grammatical patterns and structures of the Arabic language along with the ability to construct meaning by using appropriate structures concentrating on the present tense.

While ANU and WSU paid more attention to the social context, particularly in the Arabic-speaking community in Australia, WSU achieved this objective effectively as mentioned previously since it relied on different forms of the Arabic language. Interestingly, ANU claimed to prepare students to use the language at various levels in Arabic-speaking societies and to communicate with people, but this objective cannot be fulfilled based on teaching MSA only.

Since teaching the socio-cultural component can be used as a means to learn Arabic culture, WSU and the UA adopted this tool to study aspects of the contemporary Arab world and its culture. In particular, the UA assists students in using multiple educational methods to study the Arabic culture such as reading some Arabic texts, creating formal and informal introductions, asking about and discussing personal information, responding to basic queries and negotiating for goods and services and describing people, places and objects. Oral discussion and questioning of a variety of cultural topics are also considered as alternative techniques to learn the culture, as in the case of the US. In contrast, ANU prepares students to have adequate control of MSA vocabulary and syntactic patterns to meet social needs and write scripts associated with social and cultural practices while using accurate tenses.

Socio-cultural situations have a crucial role in an individual's cognitive development. According to Aimin (2013):

The process of development of the superior mental function is the one by which people internalise or regulate what they learn from social activities through the mediation of symbolic tools (languages) and by going through the zone of proximal development, and during this period, language develops from social speech to private speech and then finally to inner speech or verbal thought. (p. 163)

Thus, it appears that the social construction of culture through language improves the process of language teaching.

The variations in the course objectives of the investigated universities were also evident in regard to teaching Arabic phonetics and pronunciation. Pronunciation is an important part of framing communicative competence, which establishes more attractive and successful interaction. In spite of the focus of ANU and the UA on enabling students to master Arabic sounds and speech patterns, the US and WSU did not show an obvious aim at teaching such a pivotal skill. Anxiety and embarrassment resulting from fear of incorrect pronunciation adversely impact the ability to communicate with others, especially in university-level students (Nakazawa, 2012). Therefore, teaching pronunciation could be considered as a significant factor for community engagement because it aids learners to overcome the nervousness in verbal communication that is commonly ascribed to lack of accurate pronunciation.

In the current study, all courses aimed at teaching the Arabic language were embedded in cultural context, which indicates the importance of intercultural communicative competence ('intercultural competence' for short) in language learning. Intercultural competence refers to the knowledge and proficiency that qualify speakers for effective and appropriate communication with speakers of other cultural backgrounds (Byram, 1997). The skill of competent communication is the core instructive goal of teaching a language when utilising the predominant communicative approach (Lewicka & Waszau, 2017). Nevertheless, efficient communication in a target language can be limited by the absence of intercultural competence (Lewicka & Waszau, 2017), which is evidently not employed in most of the learning activities and assessments in the analysed courses (Table 3). The selection of a particular Arabic culture type (e.g. Jordanian or Saudi culture) should also be adopted since the existence of a consistency of Arabic customs does not occur – it is, rather, a miscellany of a large variety of cultures and customs (Alosh, 2009).

Table 3. Learning activities and assessments conducted by the examined courses

University & course name	Learning Activities	Assessment
<p>1 – US</p> <p>ARBC3615 Advanced Arabic 3A</p>	<p>Preparation for class and active participation in small group activities remain essential components of the unit.</p> <p>Asking questions and engaging in group discussions.</p>	<p>3 x 500-word quizzes (45%), 2 x 2.5-minute cultural presentations (5%), 2 x 250-word writing portfolios (10%), 2 x 250-word take-home exercises (10%), 1 x 750-word skit (15%), 12 x 750-word total weekly homework tasks (15%)</p>
<p>2 – ANU</p> <p>Introductory Arabic 2</p>	<p>1. Read simple hand-written or printed material containing frequently used structural forms, patterns and vocabulary.</p> <p>2. Use a dictionary or online resources to assist own oral, aural, reading and written communication strategies and engage in independent reading and writing.</p> <p>3. Articulate developed courtesy requirements and maintain simple face-to-face conversations on familiar topics.</p> <p>4. Respond to and formulate questions in order to engage in a conversation about simple personal and social matters, or to present a chosen topic to an audience.</p>	<ol style="list-style-type: none"> 1. In-person reading and writing tasks x 2 and listening tasks x 3 (1% each) 2. Conversation (ongoing participation in weekly conversation hour) 3. Oral presentation, five minutes 4. Quizzes x 2, one hour each (5% each) 5. Mid-semester written exam, one hour 6. Final oral exam, 5–10 min 7. Final written exam, two hours 8. Online reading, writing and listening tasks x 3 (to be submitted via Wattle) (8.3% each) 9. Conversation (ongoing participation in the second hour of Adobe Connect weekly sessions on Wattle). First hour: review the Arabic sounds, vocabulary and grammar rules acquired during the week in the corresponding lesson. Second hour: engage in a simple conversation with the tutor or other students 10. Invigilated quizzes x 2, one hour each (5% each) 11. Oral presentation, five minutes 12. Oral exam. Individual test conducted by the lecturer on Adobe Connect: reading, vocabulary, grammar and comprehension test, 10 minutes 13. Final written exam: two hours, to be completed on Wattle
<p>3 – WSU</p> <p>Arabic 102</p>	<p>During the first two weeks of class, the lecturer will monitor the performance of students and advise students who need to transfer to a higher class Students should consult the Languages Academic Course</p>	<p>No information available</p>

	<p>Advisor or Unit Coordinator if they are unsure of their entry level.</p> <p><i>For Arabic 102 we cover lessons 5–11 face to face and online. Each lesson is delivered over two weeks (six hours) face to face plus two hours of online consolidation interactive activities.</i></p>	
4 – UA Arabic First Year	<p>The content is geared for practical use of the language and takes a holistic approach to develop reading, writing, listening and speaking skills. It allows for the cohesive development of language proficiency at a consistent and comfortable speed.</p> <p>The course is delivered by experienced adult educators, and the teaching style is interactive, giving students the opportunity to learn with, and from, others.</p> <p>Students are expected to spend an equal amount of time on individual study between sessions.</p>	<p>Upon successful completion of the course and meeting attendance requirements, participants will receive a UA Centre for PCE Certificate of Completion.</p> <p>Intensive and full-year students have the option to take an assessment of competency; if the required standard is achieved and the attendance requirement is met, students will be awarded a Certificate of Competency.</p> <p>This is not an award course. However, there are some institutions that may recognise this course as a unit of study. Students should check with the institution concerned regarding recognition.</p> <p><i>As the Arabic First Year course is a non-award course, the assessment component is optional. If a student does choose to take the assessment, then they will be assessed on the components of speaking, listening, reading and writing, with the marks divided equally over the four components.</i></p>

* Entries in italics indicate data obtained through communication with course coordinators/convenors.

4.4. Constructing communicative competence

The accessible data about learning activities and assessments from WSU and the UA were insufficient, as they both adopted an interactive teaching style but lacked details on other class tasks and evaluations. The UA offers a non-award course; thus, the assessment component is elective. If the candidate selected to be assessed, then the assessment would cover the components of speaking, listening, reading and writing (Table 3).

By contrast, the US and ANU posted holistic details about the assessments with respective activities. A wide range of tests are conducted in order to ensure that students master each taught

skill. For instance, the US assesses writing skills by writing portfolios, take-home exercises and skits, and cultural presentations and group discussions are introduced to determine the speaking level. Although the US delivers quizzes, take-home exercises and weekly homework tasks, it is unclear whether these tasks are evaluating other language skills. However, ANU conducts a variety of skill examinations using modern online platforms with more descriptions of the task purpose than the US, as shown in Table 4.

Table 4. A list of assessments for the Arabic language course conducted by ANU

Activity/assessment	Target skill
Weekly conversation hour	Speaking
Oral presentation	
Final oral exam	
Conversation for two hours. <u>First hour:</u> review the Arabic sounds, vocabulary and grammar rules acquired during the week in the corresponding lesson. <u>Second hour:</u> engage in a simple conversation with the tutor or other students.	Speaking, grammar & vocabulary
Oral exam	Reading, vocabulary, grammar & comprehension
Mid-semester written exam	Writing
Final written exam	
Online tasks	Reading, writing & listening
Quizzes	Not defined

Most of the syllabi claim that teaching communication skills is one of their objectives, but only the US and ANU relatively accomplish this by implementing the appropriate assessments and activities. This is also the case with WSU and the UA, which claim to teach essential grammatical patterns and structures as well as the contemporary Arab world and its culture, but no relevant examination was mentioned in the available course guides. Unlike the majority of the analysed

courses, ANU evidently executes what has been planned for the course, particularly preparing students to achieve communicative competence in listening, speaking, reading and writing by diverse evaluations, as in Table 4. Overall, based on the available resources for this study, there is an inconsistency between the objectives and the planned assessments for the some of the investigated Arabic courses, which need special consideration to make sure that the course outcomes meet the objectives.

The data presented in the current study indicate a correlation between teaching Arabic grammar and the employment of MSA. Even though half of the data paid attention to Arabic language grammar, emphasis on communication does not necessarily denote the absence of the teaching of grammar. Grammar is the rules of language structure created for fundamental comprehension of how the language functions in order to use it (VanPatten & Benati, 2010). While learning Arabic grammar can frustrate learners and discourage them from continuing to study Arabic, it has an essential role in establishing a foundation for promoting prospective communicative skill and competence (Ryding, 2013). Consequently, negligence in teaching grammar will negatively affect the quality of the Arabic language. Ryding (2013) also elucidates that CLT depends on practising grammar via “assimilation of spoken or written language and subsequent experimentation with using language for specific tasks” (p. 211). This notion has also been adopted by a number of researchers stating that CLT requires an implied understanding of essential grammar that substantiates communication (Ballman et al., 2001; Lee & VanPatten, 1995; Shrum & Glisan, 2010). In addition, CLT enables students to foster grammatical concepts on the basis of their apprehension of important patterns found in spoken and written settings. Students are normally keen to understand what they are reading or listening. When the human brain searches for meaning, it looks for patterns (Shrum & Glisan, 2010). Thus, such patterns need emphasis in order to improve learners’ level of communicative competence.

Another way in which communicative competence is constructed in the course outlines in a very limited way is through the teaching of pronunciation and phonetics, although these are considered

as crucial components of teaching a foreign language. Since English lacks particular Arabic sounds e.g. ح, /h/ and غ, /ġ/), this makes teaching Arabic language pronunciation important. In order to learn the correct pronunciation, students can start with sound pronunciation and differentiation and then practise repetition and listening; therefore, the more they speak, the more comprehensible the resultant pronunciation will be (Kataw, 2016). However, teaching accurate pronunciation of a foreign language requires skilled instructors during the teaching process (Çakır & Baytar, 2014). A study on the attitudes of instructors in the United Kingdom demonstrates that instructors encountered difficulties in teaching pronunciation and expressed that learners especially faced obstacles with the sounds that were absent in their native language (Burgess & Spencer, 2000). Thus, the quality of instructors' skills is reflected in the students' competence. A Canadian survey on the teaching of pronunciation reveals that most of the instructors wanted to undergo training and stated that numerous instructors refrain from teaching pronunciation as they feel unconfident in their own skill to succeed (Foote et al., 2011). This could be attributed to the limitation in the teaching of phonetics in several universities' courses, which leads to many teachers lacking confidence in their pronunciation levels. Thus, they either avoid teaching pronunciation or are unable to include it into the course appropriately, which spontaneously influences the learners' attitudes in regard to learning it. Moreover, mother language transfer from their native tongue can adversely affect communication, especially when talking to native speakers (Çakır & Baytar, 2014). Consequently, non-native instructors of the Arabic language may not have the phonological proficiency in Arabic to teach pronunciation clearly. However, further research is needed in order to investigate this phenomenon adequately and extensively.

Many learners study a foreign language primarily for communicative purposes; therefore, students and teachers should consider the teaching of pronunciation skills. Students also need to strive to master the pronunciation of Arabic sounds in order to attain the goals of language accuracy and competency (Kataw, 2016). It is true to say that the teaching of pronunciation will assist students in conquering the anxiety in verbal communication that mostly results from the absence of correct pronunciation.

A foreign language class is a context in which the development of intercultural competence is fundamental. Sercu et al. (2005) assert that:

Foreign language education is, by definition, intercultural. Bringing a foreign language to the classroom means connecting learners to a world that is culturally different from their own. Therefore, many foreign language educators are now expected to exploit this potential and promote the acquisition of intercultural competence in their learners. (p.1)

The purpose of language and culture classes is also to improve learners' comprehension of the language and its native speakers (Genc & Bada, 2005). This is because a language not only acts as a data channel in the process of communication but also plays a role in each behavioural type in a particular communication (Lewicka & Waszau, 2017). The course of learning a language that lacks cultural and reality study components (or components conditioned by them) may lead to hampering the communication and adjustment of the new cultural principles or even contribute to a student suffering from 'cultural shock' (Lewicka & Waszau, 2017). Deheuveldt (2013), who is an author of French textbooks on teaching Arabic, confirms that the language of the culture must be included in the curriculum for Arabic as a first and foremost element. He justifies his claim with these words: "Learning Arabic does not only mean acquiring the communication skills but also discovering a fascinating reflection of rich and attractive world in the very heart of the language" (Deheuveldt, 2013, p.10, as cited in Lewicka & Waszau, 2017).

This emphasis on intercultural competence is also correlated with modern professional needs in language teachers (Sercu, 2006). Teachers are required to be equipped with the essential knowledge, skills and attitudes that attain intercultural competence and to assist the development of students' intercultural competence. It is well known that reading and talking about cultural variations does not necessarily build intercultural/metacultural competence (Vande Berg, 2015). Thus, a body of literature has recently emphasised how modern technology allows teachers to link their students with speakers and learners from different cultures in geographically distant places, allowing them to be involved in intercultural communication and, eventually, advance their

intercultural/metacultural competence (Sharifian, 2018). For instance, Liaw (2006) considers computer networks as a means for communication and authenticity and for developing students' intercultural competence. Distance collaboration can be arranged in a wide range of settings via the utilisation of "web-based tools and resources, such as email, forums, blogs, wikis, text-chat, voice chat, videoconferencing, and social networking sites" (Chun, 2015, p. 5). The development of intercultural/metacultural competence has become a fundamental element of learning foreign languages in some contexts. Language instructors are, therefore, expected to be qualified in intercultural competence and to offer opportunities for their students to achieve it as well (Sharifian, 2018). The same scholar asserts that the concept of language teaching as a whole requires reconceptualisation to focus on intercultural communication. Consequently, all aspects of language education (including teaching, assessing and ongoing re-evaluation) need serious reconsideration (Sharifian, 2018).

An integral part of the development of intercultural competence is the understanding of native culture. This is fundamental and largely affects the process of studying a foreign language and its representative culture (Lewicka & Waszau, 2017). This is followed by developing the proficiency of mediation between the native and foreign culture by understanding the differences and similarities that exist between them. The aforementioned skills are associated with the capacity to determine and resolve issues and misconceptions of a cultural nature and, lastly, emphatic skills explained by the willingness to include a diversity of expressions, standards and patterns of behaviour resultant of the connection with various cultural milieux in the communication process (Lewicka & Waszau, 2017).

The present study also found that three of the four universities investigated consider communication as an effective way of teaching the Arabic language, consistent with several studies that rely on teaching foreign languages in a communicative environment (Ballman et al., 2001; Kataw, 2016; Littlewood, 1984). These studies considered students' viewpoints on the dominant language and significant communication practice in class in meaningful contexts

(Ballman et al., 2001) because students are mostly not exposed to Arabic elsewhere outside than the classroom (Kataw, 2016). This communicative approach enables students to use the language in different situations that they will certainly encounter with native speakers. Furthermore, teachers can embed communicative methods in the learning design to create opportunities that assist students in passing on realistic and respective messages as a means to meet their goals for learning Arabic (Kataw, 2016). Littlewood (1984) asserts that if students are aware of communicative demands for learning a second or foreign language, they will most likely learn it. Establishing a communicative learning environment via using the proper tools can elevate students' motivation to continue learning. In particular, this can be achieved by offering the students opportunities to rehearse real-life communication in the classroom via exercise-based activities performed through student-to-student collaboration, interaction and meaning negotiation (Kataw, 2016). In this learner-centred teaching, students take over their own learning through student-to-student collaboration to conduct the activities created by the teachers (Kataw, 2016; McCombs & Whisler, 1997). This approach is also more satisfying to both instructors and learners, as the teachers work as facilitators rather than leaders, enabling their students to become more independent learners (Kataw, 2016). Thus, the learning process carries on even outside the classroom. This kind of learning refers to “the perspective that couples a focus on individual learners with a focus on learning” (McCombs & Whisler, 1997, p. 9).

4.5. Summary

The present study analysed four communicative competence-based Arabic courses provided by widely known Australian universities. However, these universities showed a high degree of variation in presenting course details to prospective students. For instance, not all online course guides had a heading for objectives, which means these needed to be inferred from the course description (US and WSU), content and outcome (UA) or overview (ANU). Similarly, course assessments were not mentioned as a separate heading by three universities, except for ANU, which carries out comprehensive examinations. The type of language for course instruction was obviously mentioned in the online course guides of US, ANU and UA, but the WSU course guide

lacked this crucial information and was only obtained by contacting the course convenor. Therefore, the guide design of most courses was less likely to be informative of the actual content.

The next chapter is the concluding chapter, which first revisits the research questions. It then summarises the key results related to how Arabic courses in Australian universities frame the teaching of communicative competence. Finally, some implications of these results and recommendations for future research are presented.

5. Conclusion

5.1. Overview

This study examined the ways in which Australian universities construct and frame the teaching of ‘communicative competence’ in Arabic language courses. The study critically analysed four universities by assessing the course guides available on the university websites along with information from course coordinators/convenors provided in response to queries concerning data that were not included in the guides. The study also evaluated whether these courses accomplished their published course guides’ objectives by adopting the proper forms of the Arabic language, assessments and learning activities. This chapter will revisit the research questions and then examine the implications for AFL while providing suggestions for future research.

5.2. Revisiting the research questions

Chapter 4 presented the study’s findings, which were discussed in terms of the research questions as follows:

How do Arabic courses in Australian universities frame the teaching of communicative competence?

1. What type of Arabic language is used in the investigated Arabic courses?
2. What are the objectives of the examined Arabic courses?
3. What kinds of learning activities and assessments are conducted to meet the objectives?

Regarding the first research question, although ANU and the UA employed MSA as the language of instruction, teaching Arabic dialects along with MSA was central to the US and WSU courses in relation to numerous reports depicting that learning colloquial Arabic is crucial along with MSA (Abdalla, 2006; Kataw, 2016; Shiri, 2013). Alawneh (2018) noted that although MSA is the most commonly used written language, there is more interest in mastering different spoken versions among those learning Arabic, as this helps in effectively communicating with native Arabic

speakers. This was also evident in the study conducted by Palmer (2008) that examined the attitudes of learners towards spoken Arabic and noted that the majority of students want to learn the spoken language prior to travelling to countries wherein Arabic is the main language. As noted by Shiri (2013), some Arabic programmes offer dialect classes as well as teach a selected dialect with MSA. However, the selection of a dialect and the reasons behind this selection remain unclear. Interestingly, Kataw's (2016) experience suggests that students will ultimately learn their instructor's dialect.

Although WSU aimed at teaching interactions with people as part of the socio-cultural element, MSA is the language of choice to fulfil such an aim, though it is unlikely to be the language of communication. Conversely, the US, ANU and the UA summarised teaching communication skills in colloquial Arabic and MSA with/without emphasis on basic communication as well as interaction skills. Consequently, these courses indicate the essence of teaching communicative competence as a pivotal component of Arabic courses, with variation or ambiguity in the employed means of instruction.

The second question revealed the different course objectives of the involved universities and their potential association with teaching Arabic phonetics as well as pronunciation. When developing communicative competence, pronunciation plays a major role, as it ensures successful and pleasant interactions. Although the UA and ANU focused on helping students master Arabic sounds as well as speech patterns, this goal was not mentioned in the US and WSU guides at all. As noted by Nakazawa (2012), anxiety as well as embarrassment from incorrectly pronouncing words negatively affect students' ability to communicate with others, particularly for students at the university level. Thus, teaching pronunciation could be considered as a significant factor for community engagement because it will aid learners in overcoming the nervousness in verbal communication that is commonly ascribed to lack of accurate pronunciation.

The third research question was related to the courses' types of learning activities and assessments in order to meet the planned objectives. This study attempted to investigate how the four Australian

universities construct and frame the teaching of ‘communication competence’ in their Arabic language courses. Through critical analysis and comparison, it was determined that although the majority of the syllabi stated teaching communication skills as an objective, only the US and ANU were able to relatively fulfil this goal through using appropriate activities and assessments. This was also observed in the UA and WSU, which mention teaching fundamental grammatical patterns and structures along with the contemporary Arab world as well as its culture, though no relevant examination was stated in the available course guide. Compared to most analysed courses, it was observed that ANU executes the planned course, especially in terms of helping students become competent in communication skills such as speaking, listening, writing and reading, through various assessments. Considering the resources available for this study, it was evident that there were inconsistencies between the objectives and the purposed assessments concerning certain examined Arabic courses that require special consideration to ensure that the course outcomes fulfilled the objectives.

This thesis also discovered different techniques to learn and adapt to the target Arabic culture. These included oral discussion along with examining diverse cultural topics as well as preparing students to have sufficient control of MSA vocabulary and syntactic patterns so that they can fulfil social needs while also writing scripts related to cultural and social practices and using the correct tenses. Socio-cultural situations are significant in the cognitive development of an individual; therefore, socially constructing a culture using language could be a contributing factor while teaching a language.

Although the majority of this research focused on the importance of ‘communicative competence’ in teaching the Arabic language as a foreign language, ‘communicative competence’ as a part of Arabic courses in universities’ syllabi had not previously been investigated. Thus, this thesis examined how Australian universities construct and frame the teaching of ‘communicative competence’ in their Arabic language courses.

5.3. Implications

This study not only adds to the literature concerning teaching AFL in universities in Australia but also raises awareness of the significance of the focus on the teaching of communicative competence. Moreover, the study raises awareness of the significance of communicative competence in teaching Arabic; therefore, course convenors and instructors are advised to take it into account when designing Arabic language curricula. The presence of communicative competence in a syllabus indicates understanding of students' needs for essential communicative skills and could aid students in selecting the proper Arabic course that meets their goals.

5.4. Recommendations for future research

The study recommends different directions for future research. First, this study only assessed four online course guides regarding Arabic language courses in Australian universities due to the limitation of access to pertinent information. Thus, future research should assess a greater number of syllabi from other Australian universities to explore more fully the teaching of communicative competence in AFL. However, the accessibility of data should be considered in this case as well as the cooperation of the institute to provide the required information. Second, this research depended on a compilation of written online guides concerning Arabic language courses that were publicly available on official university websites. Further research methods, including interviews, questionnaires or participant observations concerning the intended students, teachers and course coordinators/convenors of the Arabic language courses in Australian universities, could offer a wider understanding of how communicative competence is taught. Finally, future research on teaching AFL could draw a comparison between the teaching approaches of communicative competence in Arabic courses adopted by teachers at various levels of educational curricula. Such a comparison may be able to provide a more in-depth understanding regarding how communicative competence is taught in AFL in Australia. It may also result in schoolteachers collaborating with university instructors, which could involve sharing experiences so that they can devise communicative strategies that lead students to a competent level starting from their beginner Arabic classes and persisting to their advanced undergraduate degrees in the Arabic language.

Such a collaborative effort may help mould Arabic language learning into a unified and continuous experience that is founded on previous knowledge.

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Appendix

University	Levels	Type of language	Objectives	Topics	Assessment
<p>1-The University of Sydney.</p>	<p><u>Bachelor of Arts in Arabic Language and Cultures</u></p> <p>http://sydney.edu.au/handbooks/arts/subject_areas_ad/arabic_language_cultures_descriptions.shtml</p> <p>1000 level units of study Language Introductory Arabic 1A</p> <p>This unit is designed for students with little or no prior knowledge of Arabic. Its main objective is to teach you how to communicate in both formal and colloquial Arabic about some familiar topics using simple words and phrases. You will learn to recognize and produce the alphabet and communicate basic information about yourself in writing. You will explore topics related to Arab cultures. Preparation for class and active participation in small group activities are essential components of the unit.</p> <p>Introductory Arabic 1B</p>	<p>Formal and colloquial Arabic</p>	<p>Introductory Arabic 1A to teach you how to communicate in both formal and colloquial Arabic about some familiar topics using simple words and phrases.</p> <p>Introductory Arabic 1B through listening, speaking, reading and writing activities in and outside of class</p> <p>Preparation for class and active participation in small group activities remain essential components of the unit.</p> <p>you can apply independently outside the class</p> <p>Advanced Arabic for Research</p>	<p>Language</p> <p>Culture</p> <p>Introduction to Arab Cultures</p> <p>ethnic and religious diversity,</p> <p>Transnational Muslim Women and Veiling</p> <p>history of Muslim veiling,</p> <p>Muslim women,</p> <p>Visions of Contemporary Arab Cultures</p> <p>Main themes include: Arab modernity and the birth of the novel; representation of otherness in Arabic literature; political dissidence and creative writing; visual arts, cinema, music, and popular culture.</p>	<p>Introductory Arabic 1A</p> <p>3x2000wd total quizzes (2000wd total) (45%), 3x500wd total dictation (15%), 2x500wd total cultural presentation (10%), 1x1500wd presentation/skit (20%), participation (10%)</p> <p>Arabic Language and Cultures Thesis 1 and 2</p> <p>Regular meetings with a supervisor approved by the Honours Coordinator will guide your progress. You will continue to submit drafts at agreed times, ,</p>

	<p>This unit continues to build your communicative skills in formal and colloquial Arabic through listening, speaking, reading and writing activities in and outside of class. You will communicate about familiar topics using memorized phrases and simple sentences. Preparation for class and active participation in small group activities remain essential components of the unit.</p> <p>Culture ARBC1651 Introduction to Arab Cultures</p> <p>This unit focuses on Arab societies and cultures. Main themes include: national boundaries, ethnic and religious diversity, Islam, Muslim contributions to world civilisations, religion and politics, including colonialism and nationalism, aspects of cultural life, including women and gender issues.</p> <p>ARBC1652 Visions of Contemporary Arab Cultures This unit examines contemporary Arab cultural productions. It</p>		<p>to read and to critically analyse primary sources in Arabic.</p> <p>develop written and oral skills to discuss and present academic contents in Arabic.</p>	<p>Advanced Arabic 3A You will be able to discuss and present information about a variety of everyday and personal interest topics.</p> <p>Advanced Arabic 3B concrete social and professional topics. You will address and comprehend some complex issues. You will practice delivering organised, coherent presentations, descriptions and narratives.</p> <p>Artistic Expressions of Arab Diasporas</p> <p>This unit of study is not available</p> <p>Advanced Media This unit of study is not available in 2019</p> <p>Gender and Politics in the Arab World</p>	<p>and give a seminar on your work. and develop your expertise in relevant research methods and analytical skills as well as in the subject matter of your specialist topic.</p>
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	<p>covers the period from the nahdah (Arab renaissance in the XIX century) until today. Main themes include: Arab modernity and the birth of the novel; representation of otherness in Arabic literature; political dissidence and creative writing; visual arts, cinema, music, and popular culture.</p> <p>2000 level units of study Language ARBC2613 Intermediate Arabic 2A</p> <p>This unit continues to build your communicative ability in formal and spoken Arabic. You will move from simple phrases to connected sentences to communicate about familiar topics. You will continue to develop reading and listening strategies with the aim of becoming an autonomous learner. We will explore various cultural topics through in-class discussions. Preparation for class and active participation in small group activities remain essential components of the unit.</p>			<p>Screening the Arab World</p> <p>This unit of study is not available in 2019</p> <p>Palestine, Israel and the Middle East</p> <p>ARBC3639 Readings- Arabic Literatures and Cultures</p> <p>Theme will vary from year to year, but will include Arab identity, postcolonialism, feminism, gender and sexualities, women, and youth cultures.</p> <p>ARBC4113 Theory and Method in Arab Studies</p> <p>Islamic and Middle East Studies from the emergence of the criticism of Orientalism in the late 1970s until today.</p>	
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	<p>ARBC2614 Intermediate Arabic 2B</p> <p>This unit will further your proficiency in reading, speaking, writing, listening, and culture. You will be able to write on and speak about a variety of familiar topics using organized, connected sentences. Learner autonomy will be emphasized through developing your reading and listening strategies that you can apply independently outside the class. Preparation for class and active participation in small group activities remain essential components of the unit.</p> <p>Culture ARBC2671 Transnational Muslim Women and Veiling This unit examines the history of Muslim veiling, the religious discourses which are regularly cited as dictating a dress code for Muslim women, and the historical, political, regional, and cultural variations in veiling practices. We also consider the multiple meanings that the veil has had for</p>				
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	<p>Muslim women, and pay attention to Muslim women's voices of resistance toward stereotypical images of the veil as they are disseminated by the media and by fundamentalist Islamist regimes.</p> <p>ARBC2680 Artistic Expressions of Arab Diasporas</p> <p>This unit of study is not available in 2019</p> <p>This unit examines the cultural production of artists from the Arab world and its diasporas. We look comparatively at the way artists (painters, photographers, musicians, performers) respond to the political and social climates of the societies in which they live and the extent to which they challenge social, political, and religious norms. We offer an overview of the multiple diasporas from which artists work and the influential role they play on the international scene and in social media.</p> <p>ARBC2681 Gender and Politics in the Arab World</p>				
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	<p>This unit focuses on the interplay between gender, culture and politics in the Arab world. Representations of gender and sexuality, and their politicization, will be studied through feminist, literary, and historiographical criticism, permitting a deep historical understanding of current debates.</p> <p>ARBC2210 Screening the Arab World</p> <p>This unit of study is not available in 2019</p> <p>This unit focuses on the history of cinema in the Arab world. The chefs-oeuvre of Arab cinema, the contemporary independent productions, and the poetic of their authors are studied in relation to the cultural, social and political history of the Arab world.</p> <p>HSTY2607 Palestine, Israel and the Middle East</p> <p>This unit provides a historical grounding in the region of the Middle East and its conflicts. It identifies the causes of conflict and</p>				
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	<p>attempted avenues for peace, as well the politicised scholarship on the subject. The unit commences in the Ottoman period, and includes the emergence of Zionism and Palestinian nationalism, colonial interests, the role of diasporas, and subsequent geopolitical developments until the present day. It covers political, social, and cultural history, and takes account not only of the official narratives but also of the voices from below. Visual arts, film, and literary texts will be considered as part of the historical narratives about Israel and Palestine.</p> <p>3000 level units of study</p> <p>Language ARBC3615 Advanced Arabic 3A This unit will expand your communication skills in formal and spoken Arabic. You will move from connected sentences toward coherent paragraphs to provide descriptions and narrations. You</p>				
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	<p>will be able to discuss and present information about a variety of everyday and personal interest topics. We continue to engage with a variety of cultural topics through asking questions and engaging in group discussions. Preparation for class and active participation in small group activities remain essential components of the unit.</p> <p>ARBC3616 Advanced Arabic 3B This unit will further develop your language skills so you are able to express yourself fully on familiar topics as well as concrete social and professional topics. You will address and comprehend some complex issues. You will practice delivering organised, coherent presentations, descriptions and narratives. An understanding of contemporary Arab societies and cultures will be enhanced through examination of supplementary authentic materials. Preparation for class and active participation in small group activities remain essential components of the unit.</p> <p>ARBC3636 Advanced Media Arabic 1</p>				
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	<p>This unit of study is not available in 2019</p> <p>This unit introduces you to Arabic media in its diverse forms and styles, both written and electronic. It allows you to practise your advanced Arabic language skills, enrich your understanding of Arab cultures, and become familiar with specialised vocabulary, structures, and regional variations. In the process, you will develop your analytical and critical skills.</p> <p>ARBC3638 Advanced Media Arabic 2</p> <p>This unit aims to further strengthen your advanced practical language skills in Arabic, including writing and communication, with a focus on contemporary media from different regions of the Arab world. It will focus on two or three themes that are newsworthy at the time the class is taught , enriching your cultural and political understanding of central events taking place in the Arab world.</p> <p>Culture</p>				
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	<p>ARBC3200 Arab and Middle East Politics</p> <p>This Unit focuses on power, resistance, and political change in the Arab World and Middle East, from the First World War until today. It examines the trajectory of the State, transnational politics, the developments of civil society, mechanisms of power, transformations of gender politics, and resistance to authoritarianism.</p> <p>ARBC3201 Arab Cities: Texts and Contexts</p> <p>This unit examines Arab cities in terms of their social, historical, linguistic, religious, and cultural composition. It explores the cities through literature, music, visual arts, and popular culture. Arabic will be the means to the exploration and subject of the investigation in itself.</p> <p>ARBC3639 Readings-Arabic Literatures and Cultures</p> <p>This advanced unit introduces you to a selection of Arabic literary</p>				
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	<p>texts from different genres (literature, theatre, poetry, cinema, arts, music) and time periods. Theme will vary from year to year, but will include Arab identity, postcolonialism, feminism, gender and sexualities, women, and youth cultures.</p> <p>Interdisciplinary Project units of study</p> <p>ARBC3999 Interdisciplinary Impact</p> <p>Interdisciplinarity is a key skill in fostering agility in life and work. This unit provides learning experiences that build students' skills, knowledge and understanding of the application of their disciplinary background to interdisciplinary contexts. In this unit, students will work in teams and develop interdisciplinarity skills through problem-based learning projects responding to 'real world problems'.</p> <p>ARBC3998 Industry and Community Project</p> <p>This unit is designed for third year students to undertake a project that allows them to work with one of</p>				
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	<p>the University's industry and community partners. Students will work in teams on a real-world problem provided by the partner. This experience will allow students to apply their academic skills and disciplinary knowledge to a real-world issue in an authentic and meaningful way.</p> <p>Honours seminar units of study ARBC4113 Theory and Method in Arab Studies</p> <p>This unit examines the scholarly debates that have happened in the fields of Arab, Islamic and Middle East Studies from the emergence of the criticism of Orientalism in the late 1970s until today. The epistemological debates occurred within the Arab intellectual and cultural spheres will be examined, and the critical and theoretical contribution of Arab intellectuals to the arts and social sciences will be surveyed. In both seminar discussion and individual projects, students will examine case studies that will prepare them to critically engage with their research topic.</p>				
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	<p>ARBC4114 Advanced Arabic for Research</p> <p>This unit is designed to enhance the students' ability to select, to read and to critically analyse primary sources in Arabic. They will achieve high proficiency in the specific Arabic terminology of their research field, and will develop written and oral skills to discuss and present academic contents in Arabic.</p> <p>Honours thesis units of study ARBC4111 Arabic Language and Cultures Thesis 1</p> <p>In this unit you begin a substantial, independent research project in Arabic Languages and Cultures. Regular meetings with a supervisor approved by the Honours Coordinator will guide your progress. You will develop a plan for researching and writing the thesis, submit an ethics application if appropriate, familiarise yourself with disciplinary conventions and standards, engage with relevant literature, theories and methodologies, submit drafts at</p>				
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	<p>agreed times, and give a seminar on your work.</p> <p>ARBC4112 Arabic Language and Cultures Thesis 2</p> <p>In this unit you complete and submit your substantial independent research project in Arabic Language and Cultures. Regular meetings with a supervisor approved by the Honours Coordinator will guide your progress. You will continue to submit drafts at agreed times, and develop your expertise in relevant research methods and analytical skills as well as in the subject matter of your specialist topic.</p>				
	Introductory Arabic 1	Modern Standard	Introductory Arabic 1	The teaching uses a new method of audio-visual	Indicative Assessment

<p>2-The Australian National University</p>	<p>https://programsandcourses.anu.edu.au/course/ARAB1002#inherent-requirements</p> <p>In the first year students undertaking Introductory Arabic 1 and Introductory Arabic 2 develop basic competences in both written and oral grammatical patterns, both orally and in writing, using Modern Standard Arabic (MSA), and learn to interact in limited aspects of everyday life situations. Emphasis at this stage is on mastering the Arabic sound system and pronunciation.</p> <p>This course assumes no previous knowledge of the language. It covers the Arabic script, sound system and basic grammar rules. The teaching uses a new method of audio-visual and audio-lingual approach and is designed to develop the four skills of listening, speaking, reading and writing by the use of dialogues, class interaction and oral and written drills. Language laboratory work may be incorporated into the course. On completion of the course, students will have acquired the ability to speak at a basic level</p>	<p>Arabic (MSA)</p>	<p>develop basic competences both written and oral grammatical patterns</p> <p>Emphasis at this stage is on mastering the Arabic sound system and pronunciation. recognise all of the characters of the Modern Standard Arabic alphabet; read very simple text with high frequency structural patterns and vocabulary related to basic topics; use Modern Standard Arabic alphabet (hand-written and typed) to write short and simple sentences and paragraphs with correct present and future tense and limited past tense about basic topics; use a dictionary or online resources to assist own oral, aural, reading and written communication strategies;</p>	<p>and audio-lingual approach and is designed to develop the four skills of listening, speaking, reading and writing by the use of dialogues, class interaction and oral and written drills</p> <p>Arabic culture</p> <p>social correspondence and daily situational conversation</p> <p>Negotiation and debating techniques will be practiced on a range of topics</p> <p>Arabic-language current affairs and media</p>	<p>In-Person mode of delivery Writing Tasks x 3 (2.5% each for a total of 7.5%) (null) [LO 1,2,3] Listening Tasks x 3 (2.5% each for a total of 7.5%) (5) [LO 1,3,6] Conversation (ongoing participation in weekly Conversation hour) (15) [LO 4,5,6] Quizzes x 2, 1 hour each (5% each) (10) [LO 1,2,3,4] Mid-semester written Exam, 1 hour (20) [LO 1,2,3] Final Oral Exam, 5-10 mins (10) [LO 1,2,5,6] Final Written Exam, 2 hours (30) [LO 1,2,3] Online mode of delivery Reading, Writing and Listening Tasks x 3 (to be submitted via Wattle) (8.3% each) (25) [LO 1,2,3,4,6] Conversation (ongoing participation in the 2nd hour of Adobe connect weekly sessions on</p>
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	<p>in Modern Standard Arabic, the ability to read and understand a range of simple Arabic texts within a vocabulary range of 300-400 most commonly used words, basic grammatical structures of the Arabic language and familiarity with some Arabic cultural practices and traditions.</p> <p>Learning Outcomes Upon successful completion, students will have the knowledge and skills to:</p> <p>recognise all of the characters of the Modern Standard Arabic alphabet; read very simple text with high frequency structural patterns and vocabulary related to basic topics; use Modern Standard Arabic alphabet (hand-written and typed) to write short and simple sentences and paragraphs with correct present and future tense and limited past tense about basic topics; use a dictionary or online resources to assist own oral, aural, reading and written communication strategies; communicate in simple conversations including greetings,</p>		<p>communicate in simple conversations including greetings, courtesy requirements, personal and accommodation needs and provide simple biographical information; and listen and respond to simple questions about basic topics.</p> <p>and familiarity with some Arabic cultural practices and traditions.</p> <p>Introductory Arabic 2</p> <p>use of Arabic in a communicative way</p> <p>understanding of the Arabic culture.</p> <p>achieve communicative competence in four skills: listening, speaking, reading, and writing</p>		<p>Wattle) First hour : Review the Arabic sounds, vocabulary and grammar rules acquired during the week, in the corresponding lesson Second hour : Engage in a simple conversation with the tutor or other students (15) [LO 4,5,6] Invigilated Quizzes x 2, 30 mins & 60 mins (5% each) (10) [LO 1,2,3,4] Oral recording (introducing oneself, reading a text, taking leave), 1-2 mins (10) [LO 1,2,4,5] Oral exam (individual test conducted by the lecturer on Adobe Connect : reading, vocabulary, grammar and comprehension test), 5-10 mins (10) [LO 1,2,5,6] Final written exam, two hours,</p>
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	<p>courtesy requirements, personal and accommodation needs and provide simple biographical information; and listen and respond to simple questions about basic topics.</p> <p><u>Introductory Arabic 2</u> https://programsandcourses.anu.edu.au/course/ARAB1003</p> <p>The Arabic Language major sequence enables students to acquire valuable skills pertaining to the use of Arabic in a communicative way, as well as an understanding of the Arabic culture. It trains students to achieve communicative competence in four skills: listening, speaking, reading, and writing. It also prepares students to function at different levels within the Arabic speaking societies and to interact with people. In the first year, students undertaking Introductory Arabic 1 and Introductory Arabic 2 develop basic competences in both written and oral grammatical patterns, both orally and in writing, using Modern Standard Arabic (MSA), and learn to interact in limited</p>		<p>undertake translation from and into Arabic at an advanced introductory level.</p> <p>read and understand known language elements that have been recombined in new ways to achieve different meanings at similar levels of grammatical complexity</p> <p>demonstrate sufficient control of Modern Standard Arabic vocabulary and syntactic patterns to meet social demands and write passages related to social and cultural activities, while expressing main tenses with accuracy;</p> <p>Intermediate Arabic 1 demonstrate routine written social correspondence and daily situational conversation in Arabic to a lower intermediate level;</p> <p>critically analyse the differences between the main ideas and</p>		
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	<p>aspects of everyday life situations. Emphasis is on mastering the Arabic sound system and pronunciation.</p> <p>This course extends from Introductory Arabic 1. Students will develop their skills in reading, writing and conversation and undertake translation from and into Arabic at an advanced introductory level.</p> <p>Learning Outcomes Upon successful completion, students will have the knowledge and skills to:</p> <ul style="list-style-type: none"> read simple hand written or printed material containing frequently used structural forms, patterns and vocabulary; read and understand known language elements that have been recombined in new ways to achieve different meanings at similar levels of grammatical complexity; demonstrate sufficient control of Modern Standard Arabic vocabulary and syntactic patterns to meet social demands and write passages related to social and 		<p>subsidiary ideas in Arabic texts; demonstrate appropriate application of Arabic grammar and vocabulary to a lower intermediate level;</p> <p>initiate and maintain short predictable face-to-face conversations in Arabic;</p> <p>demonstrate comprehension of the Arabic language presented in a variety of audiovisual sources; and</p> <p>apply oral skills in real Arabic speaking situations</p> <p>supervised discussions on relevant issues to further promote oral and listening skills.</p> <p>Intermediate Arabic 2 Advanced Arabic 1</p>		<p>Indicative Assessment</p> <p>Participation in discussion (through the Discussion Forums on Wattle and tutorial participation) - ongoing - 15% of total mark (15) [LO 1,2,3,4]</p> <p>3 x Quizzes (including multiple choice questions, short answer and translation) (1.5 hours each) - 10% each for a total of 30% of total mark (30) [LO 1,3,4]</p>
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	<p>cultural activities, while expressing main tenses with accuracy; use a dictionary or online resources to assist own oral, aural, reading and written communication strategies and engage in independent reading and writing; articulate developed courtesy requirements and maintain simple face-to-face conversations on familiar topics; and respond to and formulate questions in order to engage in a conversation about simple personal and social matters, or to present a chosen topic to an audience.</p> <p>Intermediate Arabic 1 https://programsandcourses.anu.edu.au/course/ARAB2011</p> <p>This course continues the work undertaken in introductory Arabic 2. It includes oral, listening and written practices as well as translation tasks and the study of Arabic morphology and syntax. Negotiation and debating techniques will be practiced on a range of topics as well as weekly supervised conversational tutorials to increase students' oral fluency and cultural awareness.</p>		<p>Advanced Arabic 2 Learning Outcomes (similar) Arab Current Affairs and Media Arabic</p> <p>Read, listen and comprehend to an advanced level, the Modern Standard Arabic typically used in Arabic-language newspapers and Internet sites, and on Arabic-language radio and television; Speak Arabic at an advanced level, in the style and format typically found on Arabic-language radio and television; Write and translate complex news reports and media texts from English into Arabic; Comprehend conversations, dialogue, and delivered news on a range of topics, to an advanced level.</p>		<p>Writing of 3 news items totalling 1700 words (500 words for items 1 and 2, worth 10% each, and 700 words for item 3, worth 15%) - 35% of total mark (35) [LO 1,3] Oral Presentation of a News Bulletin (2 minutes) - 20% of total mark (20) [LO 1,2,3,4]</p>
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	<p>Learning Outcomes Upon successful completion, students will have the knowledge and skills to:</p> <p>demonstrate routine written social correspondence and daily situational conversation in Arabic to a lower intermediate level; differentiate between the main ideas and subsidiary ideas in Arabic texts;</p> <p>demonstrate appropriate application of Arabic grammar and vocabulary to a lower intermediate level;</p> <p>initiate and maintain short predictable face-to-face conversations in Arabic;</p> <p>demonstrate comprehension of the Arabic language presented in a variety of audiovisual sources; and apply simple oral skills in real Arabic speaking situations.</p> <p>Intermediate Arabic 2 https://programsandcourses.anu.edu.au/course/ARAB6502</p> <p>Advanced Arabic 1</p>		<p>Arabic Online The Australian National University (ANU) is introducing an innovative way to study Arabic online through the Centre for Arab & Islamic Studies (The Middle East & Central Asia). Students at ANU, as well as from universities around Australia and internationally, can apply directly to study Arabic online and seek credit for their existing program at their home university. Arabic online courses can be enrolled in as electives or part of a major or minor.</p>		
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<p>https://programsandcourses.anu.edu.au/course/ARAB3001</p> <p>Advanced Arabic 2 Learning Outcomes https://programsandcourses.anu.edu.au/course/ARAB3002</p> <p>(similar)</p> <p>Arab Current Affairs and Media Arabic https://programsandcourses.anu.edu.au/course/ARAB3008</p> <p>Through this course students will be equipped with the language and vocabulary required to understand Arabic-language news and current affairs. Students will learn vocabulary and language skills that will enable them to understand Arabic-language current affairs and media in different contexts. In this course, students will explore general themes using examples to support each theme. Students will work on individual and collaborative activities for each example</p> <p>Learning Outcomes</p>				
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	<p>Upon successful completion, students will have the knowledge and skills to:</p> <p>Read, listen and comprehend to an advanced level, the Modern Standard Arabic typically used in Arabic-language newspapers and Internet sites, and on Arabic-language radio and television;</p> <p>Speak Arabic at an advanced level, in the style and format typically found on Arabic-language radio and television;</p> <p>Write and translate complex news reports and media texts from English into Arabic;</p> <p>Comprehend conversations, dialogue, and delivered news on a range of topics, to an advanced level.</p> <p>Arabic Online https://cais.cass.anu.edu.au/students/future/arabic-online The Australian National University (ANU) is introducing an innovative way to study Arabic online through the Centre for Arab & Islamic Studies (The Middle East & Central Asia). Students at ANU, as well as from universities around Australia and</p>				
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	internationally, can apply directly to study Arabic online and seek credit for their existing program at their home university. Arabic online courses can be enrolled in as electives or part of a major or minor.				
3-The University of NSW	<p>https://www.unswglobal.unsw.edu.au/programs-courses/modern-languages/arabic/</p> <p>Beginners (Level 1) Module A Who is this for? This course (10 weeks) is for those with very little or no previous knowledge of the language. What topics does it cover? Greetings Typical Arabic names Feelings: How are you? Well-being and health: How are you? Personal closeness Arab world geography: Where are you from? Nationalities: Where are you from?</p>	The MSA alphabet	<p>Beginners (Level 1) Module A</p> <p>By the end of the course, students will have a basic understanding of Arabic. This course covers: Personal pronouns - singular Possessives The MSA alphabet Letter category and sound Linking letters Long and short vowels</p>	<p>Beginners (Level 1) Module A Greetings Typical Arabic names Feelings: How are you? Well-being and health: How are you? Personal closeness Arab world geography: Where are you from? Nationalities: Where are you from?</p> <p>Module B Courtship/dating Finding an address Phone numbers Occupations Working hours</p>	

	<p>I love grammar. Tell me more. This course covers: Personal pronouns - singular Possessives The MSA alphabet Letter category and sound Linking letters Long and short vowels What textbook do I need? Arabic Express (Bernard Khoshaba, 2015) What's the end goal? By the end of the course, students will have a basic understanding of Arabic.</p> <p>Module B Who is this for? This course (10 weeks) is for those with some basic knowledge of the language. What topics does it cover? Courtship/dating Finding an address Phone numbers Occupations Working hours I love grammar. Tell me more. This course covers: Negating nouns and adjectives Pronoun omission Word order</p>		<p>Module B</p> <p>This course covers: Negating nouns and adjectives Pronoun omission Word order Final letter vowel Plural: human nouns Present tense Various pronunciation rules By the end of the course, students will be able to communicate in a simple way with an increasing range of vocabulary and language functions.</p> <p>Elementary (Level 2) Module A</p> <p>This course covers: Number + noun Adverbs Plural: non-human nouns Article: a / the Present</p>	<p>Elementary (Level 2) Module A Family Family relations Eating and drinking Eating etiquette At a café / restaurant Polite requests</p>	
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	<p>Final letter vowel Plural: human nouns Present tense Various pronunciation rules What textbook do I need? Arabic Express (Bernard Khoshaba, 2015) What's the end goal? By the end of the course, students will be able to communicate in a simple way with an increasing range of vocabulary and language functions.</p> <p>Elementary (Level 2) Module A Who is this course for? This course (10 weeks) is for those who may have studied the language some years ago and are familiar with its basics. What topics does it cover? Family Family relations Eating and drinking Eating etiquette At a café / restaurant Polite requests I love grammar. Tell me more. This course covers:</p>		<p>Negation Imperative + its negation Various pronunciation rules By the end of the course, students will have awareness of grammatical structures and be able to use and understand them in simplified contexts.</p> <p>Module B This course covers: Past tense Verb position Phrasal words Adjectives: plural and singular Future All tense negation of adjectives Verb root Various pronunciation rules</p> <p>By the end of the course, students will be able to communicate in and understand the language on practical everyday matters.</p>	<p>Module B Lebanese pastimes Everyday activities Making plans Healthcare Describing people and things</p> <p>Lower Intermediate (Level 3) Module A Pace of life Hijiri year Time/date/days/months/seasons Travel and transport Places (e.g. museums, mosques) Directions Module B Hotels Accommodation</p>	
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	<p>Number + noun Adverbs Plural: non-human nouns Article: a / the Present Negation Imperative + its negation Various pronunciation rules What textbook do I need? Arabic Express (Bernard Khoshaba, 2015) What's the end goal? By the end of the course, students will have awareness of grammatical structures and be able to use and understand them in simplified contexts.</p> <p>Module B Who is this course for? This course (10 weeks) is for those who may have studied the language some years ago and are familiar with its basics. What topics does it cover? Lebanese pastimes Everyday activities Making plans Healthcare Describing people and things I love grammar. Tell me more. This course covers:</p>		<p>Lower Intermediate (Level 3) Module A</p> <p>This module covers: Present continuous tense Plural of adjectives Future tense Verb negation Past and future continuous tenses Verb object suffixes after consonant and vowel Various pronunciation rules Module B This module covers: Comparisons 2nd object pronoun Had 'Saying' verbs Various pronunciation rules By the end of this level, students will develop a deeper cultural awareness and be able to converse reasonably fluently with native speakers and discuss personal, social and</p>	<p>Booking rooms Describing accommodation Me-za Restaurants and food/drink</p> <p>Intermediate (Level 4) Module A Shopping Colours Clothes Typical Lebanese hobbies Hobbies/interests</p> <p>Tourism Travel Weather Places of interest Upper Intermediate (Level 5) And Advanced (Level 6) Materials and topics for this level are especially chosen by the teacher to meet the needs and interests of the students</p>	
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	<p>Past tense Verb position Phrasal words Adjectives: plural and singular Future All tense negation of adjectives Verb root Various pronunciation rules What textbook do I need? Arabic Express (Bernard Khoshaba, 2015) What's the end goal? By the end of the course, students will be able to communicate in and understand the language on practical everyday matters.</p> <p>Lower Intermediate (Level 3) Module A Who is this for? This level (20 weeks) is for those who have a good basic knowledge of the language. Lower Intermediate 3A and 3B (10 weeks each) may be taken in any order and are offered on alternating terms. What topics does it cover? Pace of life Hijiri year Time/date/days/months/seasons</p>		<p>current issues using appropriate structures.</p> <p>Intermediate (Level 4) Module A and Module B</p> <p>This module covers: To/for before personal suffix Ordinal numbers Subjunctive Verb + for To + pronoun Participle Passive tense Preposition / adverb + ma By the end of this level, students will be able to converse with native speakers and follow debates and discuss current issues using more complex and linguistically accurate structures</p> <p>Upper Intermediate (Level 5)</p>		
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	<p>Travel and transport Places (e.g. museums, mosques) Directions I love grammar. Tell me more. This module covers: Present continuous tense Plural of adjectives Future tense Verb negation Past and future continuous tenses Verb object suffixes after consonant and vowel Various pronunciation rules What textbook do I need for this level? Arabic Express (Bernard Khoshaba, 2015)</p>		<p>By the end of this level, students will be able to use most forms of the language in a social or professional environment</p> <p>Advanced (Level 6)</p> <p>This open-ended course will help students achieve a proficient (or native-like) use of the language. The main emphasis will be on conversation and group discussions with the extensive use of authentic materials.</p>		
	<p>Module B What topics does it cover? Hotels Accommodation Booking rooms Describing accommodation Me-za Restaurants and food/drink I love grammar. Tell me more. This module covers: Comparisons 2nd object pronoun Had ‘Saying’ verbs</p>				

	<p>Various pronunciation rules What textbook do I need for this level? Arabic Express (Bernard Khoshaba, 2015) What's the end goal? By the end of this level, students will develop a deeper cultural awareness and be able to converse reasonably fluently with native speakers and discuss personal, social and current issues using appropriate structures.</p> <p>Intermediate (Level 4) Module A Who is this for? This level (20 weeks) is for those who have a good command of the language and its main grammatical structures. Intermediate 4A and 4B are 10 weeks each and may be taken in any order. What topics are covered? Shopping Colours Clothes Typical Lebanese hobbies Hobbies/interests I love grammar. Tell me more.</p>				
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	<p>This module covers: To/for before personal suffix Ordinal numbers Subjunctive Verb + for To + pronoun Participle Passive tense Preposition / adverb + ma Various pronunciation rules What textbook do I need for this level? Arabic Express (Bernard Khoshaba, 2015)</p>				
	<p>Module B What topics does it cover? Tourism Travel Weather Places of interest I love grammar. Tell me more. This module covers: To/for before personal suffix Ordinal numbers Subjunctive Verb + for To + pronoun Participle Passive tense Preposition/adverb + ma Various pronunciation rules</p>				

	<p>What textbook do I need for this level? Read and Speak Arabic, Modern Arabic 2 (Samar Attar, 1998) Please note that this text book may only be used occasionally. Ask your teacher if it is necessary for purchase.</p> <p>What's the end goal? By the end of this level, students will be able to converse with native speakers and follow debates and discuss current issues using more complex and linguistically accurate structures</p> <p>Upper Intermediate (Level 5) Who is this for? This level (20 weeks) is for those who are able to use the language with a high degree of fluency and accuracy.</p> <p>What topics are covered? Materials and topics for this level are especially chosen by the teacher to meet the needs and interests of the students.</p> <p>What's the end goal? By the end of this level, students will be able to use most forms of the language in a social or professional environment.</p>				
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	<p>Advanced (Level 6) Who is this for? This level (20 weeks) is for those who have an advanced level of language proficiency. What topics are covered? Materials and topics for this level are especially chosen by the teacher to meet the needs and interests of the students. What's the end goal? This open-ended course will help students achieve a proficient (or native-like) use of the language. The main emphasis will be on conversation and group discussions with the extensive use of authentic materials.</p>				
4-Western Sydney	<p>There are three entry levels into language majors. Beginner's level is for those with no previous study or minimal study of the language. The intermediate level is typically for students who: are non-native speakers with study of the language to HSC 2 Unit level or have a home background in the language but no comprehensive formal study, or who speak a non-standard variety (e.g. dialect). The</p>	<p>MSA Arabic 101 Components of this unit may be presented in English. Arabic308 Particular attention will be paid to the</p>	<p>Arabic 102 It aims to further develop listening, speaking, reading and writing skills in elementary Arabic Arabic 202 It aims to extend learners' skills within a range of topics and to cover basic structural aspects of the language Arabic 203</p>	<p>Arabic 101 introduction to the Arabic language as well as the contemporary and popular culture of the Arabic-speaking people. Arabic 102 The unit includes a socio-cultural component which will examine aspects of the contemporary Arab world and its culture with a particular emphasis on the</p>	<p>Arabic 101,102 During the first two weeks of class, the lecturer will monitor the performance of students and advise students who need to transfer to a higher class. Students should consult the Languages Academic Course Advisor or Unit Coordinator if they are unsure of their entry level.</p>

<p>post-intermediate level is typically for students who are non-native speakers with substantial formal study and near-native competence, or are literate native speakers of a standard variety. Students should consult with the Languages staff regarding the progression sequence that best fits their level of skill. During the first two weeks of class, the lecturer will monitor the performance of students and advise students who need to transfer to a higher or lower class. Students may consult with the Languages Academic Course Advisor, if they are unsure of their entry level. Students should avoid enrolling in units at different levels at the one time (e.g. you should not enrol in Arabic 201 and 301 at the same time). Please check the current timetable as some units may not be offered every year. Advanced (Level 3) units may be offered on a rotational basis.</p> <p>http://handbook.westernsydney.edu.au/hbook/specialisation.aspx?unitset=M1059.1</p> <p>Level 1 units</p>	<p>different dialects spoken in some of the Arab countries and their relation to Modern Standard Arabic.</p>	<p>It aims to extend (intermediate) learners' skills with a particular focus on listening, speaking and oral interaction in Arabic, in a range of situations, by exposing students to realistic interactions, including the Arabic-Australian community. The unit also aims to extend the learners' lexicon and structures, particularly those used in talking about current personal experiences as well as events, and popular Arab personalities.</p> <p>Arabic204</p> <p>It provides an extension and consolidation of reading comprehension, and writing skills, as well as lexical enrichment and grammar and vocabulary in Modern Standard Arabic, particularly its range of written registers and their linguistic characteristics. The</p>	<p>Arabic-speaking community in Australia. Arabic 201,202,203 . A range of DELL (Digitally Enhanced Language Learning) activities are utilised as part of the blended learning mode of delivery for this unit.</p> <p>Arabic 303</p> <p>Students will be introduced to a full range of text types and language purposes. They will be guided to analyse, interpret and evaluate passages provided, and will be encouraged to extend their ability by experimenting with a variety of writing styles.</p> <p>Arabic 306</p> <p>This unit will also examine children's literature, including traditional children stories and contemporary Arabic literature, as well as translated western traditional stories.</p>	<p>Students should take units that reflect their level of competence in the language and they should not backtrack, i.e. they must not:</p> <ul style="list-style-type: none"> - take a Level 1 unit after passing a Level 2 unit in the same language; or - take a Level 2 unit after passing a Level 3 unit in the same language. <p>Arabic304</p> <p>Students will be introduced to a full range of oral text types and language purposes. They will be guided to analyse, interpret and evaluate examples of oral discourse, and be encouraged to develop effective public speaking skills.</p> <p>Arabic 306</p>
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	<p>Arabic 101</p> <p>This unit is designed as an introduction to the Arabic language as well as the contemporary and popular culture of the Arabic-speaking people. It is intended for students who are at beginner level in Modern Standard Arabic in all four skills -listening, speaking, reading and writing. Components of this unit may be presented in English. Students with a background of study in the language need to obtain advice on their appropriate level of language study. During the first two weeks of class, the lecturer will monitor the performance of students and advise students who need to transfer to a higher class. Students should consult the Languages Academic Course Advisor or Unit Coordinator if they are unsure of their entry level.</p> <p>http://handbook.westernsydney.edu.au/hbook/unit.aspx?unit=100041 2</p> <p>Arabic 102</p>		<p>content for reading and writing activities will be selected from newspapers, magazines, short stories and other printed media.</p> <p>Arabic 303 have an advanced speaking and writing proficiency in Modern Standard Arabic.</p> <p>It seeks to develop the writing skills to prepare students to make professional use of the language, and it is particularly recommended for those who wish to involve themselves in areas such as language teaching and translation</p> <p>Arabic304 it aims at preparing students to make a professional use of the language, in this case by placing particular emphasis on oral skills, and it is also specially recommended for those</p>	<p>Arabic 308 Particular attention will be paid to the different dialects spoken in some of the Arab countries and their relation to Modern Standard Arabic. A special study will be made of the Australian Arabic used by migrant communities.</p> <p>Intercultural communication highlighted in a range of real-life sectors, such as second language teaching and learning, translation and interpreting services, international business, tourism, community services, and organisational communication.</p> <p>Special Study in Languages and Linguistics a self-study unit designed to cater for a special area of interest in languages and linguistics not otherwise covered in the</p>	<p>Students will be able to do a research component on a novel of their choice.</p> <p>Special Study in Languages and Linguistics Once the topic chosen by the student is approved by the Unit Coordinator a supervisor is nominated and an individually-tailored learning contract, including appropriate language-specific and/or linguistics readings and tasks, is drawn up in collaboration with the supervisor and is submitted to the Unit Coordinator for approval. This approval process should happen, ideally, at least one week prior to the</p>
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	<p>This is a post beginner level unit in Arabic building on the knowledge and skills developed in Arabic 101. It aims to further develop listening, speaking, reading and writing skills in elementary Arabic. The unit includes a socio-cultural component which will examine aspects of the contemporary Arab world and its culture with a particular emphasis on the Arabic-speaking community in Australia. Students with a background of study in the language need to obtain advice on their appropriate level of language study. During the first two weeks of class, the lecturer will monitor the performance of students and advise students who need to transfer to a higher class. Students should consult the Languages Academic Course Advisor or Unit Coordinator if they are unsure of their entry level</p> <p>http://handbook.westernsydney.edu.au/hbook/unit.aspx?unit=100042 <u>.2</u></p> <p>Level 2 units Arabic201</p>		<p>wishing to pursue careers in areas such as language teaching, interpreting and translation.</p> <p>Arabic 306 aims to introduce students to the study of the Arabic novel and short story, and which examines the historical, political, social and cultural context that this literature reflects.</p> <p>Arabic308 aims to give students an understanding of the phonological, morpho-syntactic, semantic and pragmatic changes that have occurred to the Arabic language both spoken and written in the last century.</p> <p>Intercultural communication aims to develop the communicative competence of students in intercultural contexts and raise their awareness of issues in the use of languages. It helps the</p>	<p>units on offer in the languages program or in the BA (Interpreting and Translation) and/or where the student may otherwise find it difficult to complete his or her program of study.</p>	<p>beginning of the teaching semester.</p>
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	<p>This is an intermediate level unit in Arabic intended for two groups of students: (a) students of English speaking backgrounds or other language backgrounds who have achieved a degree of competence in the language at least at the HSC Level; and (b) Arabic language background students whose education has been in English as the medium of instruction in all subjects other than Arabic and who, therefore, have some gaps in their knowledge of Arabic, particularly in situations requiring a more formal language register. The unit is designed to consolidate and advance the acquisition of Modern Standard Arabic for post beginner learners of the language. While consolidating language skills, students will also develop further knowledge of the Arab culture. A range of DELL (Digitally Enhanced Language Learning) activities are utilised as part of the blended learning mode of delivery for this unit.</p>		<p>students understand hidden socio-cultural dimensions and equips them with the knowledge and skills necessary for intercultural communication. It also prepares them to critically analyse linguistic and cultural differences around them, appreciate linguistic and cultural diversity, and integrate the unit contents into their future careers.</p>		
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	<p>http://handbook.westernsydney.edu.au/hbook/unit.aspx?unit=102019 <u>.1</u></p> <p>Arabic 202 This unit further develops students' language skills acquired in Arabic 201 to equip students with more sophisticated language skills and knowledge. It aims to extend learners' skills within a range of topics and to cover basic structural aspects of the language, at a post-beginner level. A range of DELL (Digitally Enhanced Language Learning) activities are utilised as part of the blended learning mode of delivery for this unit.</p> <p>http://handbook.westernsydney.edu.au/hbook/unit.aspx?unit=102020 <u>.1</u></p> <p>Arabic 203 This is one of the components of the Arabic major and sub-major. It assumes an intermediate level of competence in the language. It aims to extend (intermediate) learners' skills with a particular focus on listening, speaking and</p>				
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	<p>oral interaction in Arabic, in a range of situations, by exposing students to realistic interactions, including the Arabic-Australian community. The unit also aims to extend the learners' lexicon and structures, particularly those used in talking about current personal experiences as well as events, and popular Arab personalities. A range of DELL (Digitally Enhanced Language Learning) activities are utilised as part of the blended learning mode of delivery for this unit.</p> <p>http://handbook.westernsydney.edu.au/hbook/unit.aspx?unit=102021</p> <p><u>.1</u></p> <p>Arabic204 This is an intermediate unit in the Arabic major or sub-major. It provides an extension and consolidation of reading comprehension, and writing skills, as well as lexical enrichment in Modern Standard Arabic, particularly its range of written registers and their linguistic characteristics. The content for reading and writing activities will be selected from newspapers,</p>				
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	<p>magazines, short stories and other printed media http://handbook.westernsydney.edu.au/hbook/unit.aspx?unit=102022 <u>.1</u></p> <p>Level 3 units Arabic 301 This is the first of a series of two units that aim to provide a thorough review of comprehension, speaking, reading and writing skills, as well as grammar and vocabulary of Modern Standard Arabic, its range of registers and its linguistic characteristics. This unit is intended for students who have knowledge and skills in Arabic equivalent to two years of tertiary education in the language and who wish to consolidate, develop and improve these skills. A range of DELL (Digitally Enhanced Language Learning) Activities are utilised as part of the Blended Learning mode of delivery for this unit. http://handbook.westernsydney.edu.au/hbook/unit.aspx?unit=101949 <u>.2</u></p>				
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	<p>Arabic 302 Similar http://handbook.westernsydney.edu.au/hbook/unit.aspx?unit=100048 <u>.2</u></p> <p>Arabic 303 This unit is aimed at those who have successfully finished 100044 - Arabic 202, or have an advanced speaking and writing proficiency in Modern Standard Arabic. It is one of the obligatory units for students intending to graduate with Arabic as a major or sub-major. It seeks to develop the writing skills to prepare students to make professional use of the language, and it is particularly recommended for those who wish to involve themselves in areas such as language teaching and translation. Students will be introduced to a full range of text types and language purposes. They will be guided to analyse, interpret and evaluate passages provided, and will be encouraged to extend their ability by experimenting with a variety of writing styles. http://handbook.westernsydney.edu.au/hbook/unit.aspx?unit=100049 <u>.2</u></p>				
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	<p>Arabic304 This is an advanced Arabic unit for students undertaking a major in Arabic or the Bachelor of Arts (Interpreting & Translation) (Arabic stream). As a companion unit of Arabic 303 (Advanced Writing Skills), it aims at preparing students to make a professional use of the language, in this case by placing particular emphasis on oral skills, and it is also specially recommended for those wishing to pursue careers in areas such as language teaching, interpreting and translation. Students will be introduced to a full range of oral text types and language purposes. They will be guided to analyse, interpret and evaluate examples of oral discourse, and be encouraged to develop effective public speaking skills. http://handbook.westernsydney.edu.au/hbook/unit.aspx?unit=100050 <u>2</u></p> <p>Arabic 306 This is an optional unit in the Arabic major program, which aims</p>				
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	<p>to introduce students to the study of the Arabic novel and short story, and which examines the historical, political, social and cultural context that this literature reflects. This will be done by studying selected novels and short stories. Students will be able to do a research component on a novel of their choice. This unit will also examine children's literature, including traditional children stories and contemporary Arabic literature, as well as translated western traditional stories.</p> <p>http://handbook.westernsydney.edu.au/hbook/unit.aspx?unit=100052</p> <p><u>.2</u></p> <p>Arabic308</p> <p>This unit aims to give students an understanding of the phonological, morpho-syntactic, semantic and pragmatic changes that have occurred to the Arabic language both spoken and written in the last century. Particular attention will be paid to the different dialects spoken in some of the Arab countries and their relation to Modern Standard Arabic. A special study will be made of the</p>				
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	<p>Australian Arabic used by migrant communities. http://handbook.westernsydney.edu.au/hbook/unit.aspx?unit=100054 <u>2</u></p> <p>Intercultural communication This unit aims to develop the communicative competence of students in intercultural contexts and raise their awareness of issues in the use of languages. It helps the students understand hidden socio-cultural dimensions and equips them with the knowledge and skills necessary for intercultural communication. It also prepares them to critically analyse linguistic and cultural differences around them, appreciate linguistic and cultural diversity, and integrate the unit contents into their future careers. The impact of intercultural communication is highlighted in a range of real-life sectors, such as second language teaching and learning, translation and interpreting services, international business, tourism, community services, and organisational communication. Lectures will be delivered in English and depending</p>				
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	<p>on demand, language-specific tutorials will be delivered in Arabic, Chinese, Indonesian and Japanese as well as English http://handbook.westernsydney.edu.au/hbook/unit.aspx?unit=101950 <u>.1</u></p> <p>Special Study in Languages and Linguistics This Level 3 Languages and Linguistics unit is, primarily, a self-study unit designed to cater for a special area of interest in languages and linguistics not otherwise covered in the units on offer in the languages program or in the BA (Interpreting and Translation) and/or where the student may otherwise find it difficult to complete his or her program of study. Once the topic chosen by the student is approved by the Unit Coordinator a supervisor is nominated and an individually-tailored learning contract, including appropriate language-specific and/or linguistics readings and tasks, is drawn up in collaboration with the supervisor and is submitted to the Unit Coordinator for approval.</p>				
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	<p>This approval process should happen, ideally, at least one week prior to the beginning of the teaching semester.</p> <p>http://handbook.westernsydney.edu.au/hbook/unit.aspx?unit=100201.3</p>				
5-Melbourne University	<p>Arabic 1 This subject is for students with very little or no knowledge of Arabic. Students will be introduced to the sounds of the Arabic language and to the letters and symbols of its writing system, start building their vocabulary and gain an understanding of, and the ability to use constructively some basic structures of the language. Vocabulary and grammar will be learnt and activated through working with texts affording students insights into Arab culture, at this stage concentrating on basic sociocultural matters related to some aspects of everyday living and social conventions. In the process, students will be aided by state-of-the-art textbooks, authentic materials, both written and audio-visual, and the interactive online program</p>	<p>Arabic1 developed a spoken facility at a basic level in Modern Standard Arabic, have learnt about the different varieties of the Arabic language</p> <p>Arabic 6 They will also gain insight into the ongoing debate on classical Arabic, Modern</p>	<p>Arabic1 Intended learning outcomes On successful completion of this subject, students should: -have learnt to read all letters of the Arabic alphabet and all Arabic vowel signs in printed materials and very clear handwriting, to pronounce the sounds of Arabic, and to write all Arabic letters and vowel signs; -have developed the ability to read, and to interact with, simple authentic Arabic texts (e.g. charts, diagrams, lists, advertisements, information leaflets, descriptions of people,</p>	<p>Arabic1 through working with texts affording students insights into Arab culture, at this stage concentrating on basic sociocultural matters related to some aspects of everyday living and social conventions. Arabic2 concentrating on sociocultural matters related to interpersonal, intergenerational and family relations. Students will also begin developing a good knowledge of the Arab World, its countries, aspects of traditions and some of the personages who have helped shape the ideas that have informed its recent past.</p>	<p>Arabic1 students will be aided by state-of-the-art textbooks, authentic materials, both written and audio-visual, and the interactive online program developed by Asia Institute staff. students will learn to study the language actively and interactively, become audiovisual learners and develop learning strategies to enable them to eventually become self-sufficient language learners capable of independently engaging in the perpetual process of learning a language. Arabic4 In this, students will be aided by the increasingly</p>

	<p>developed by Asia Institute staff. Along the way, students will learn to study the language actively and interactively, become audiovisual learners and develop learning strategies to enable them to eventually become self-sufficient language learners capable of independently engaging in the perpetual process of learning a language.</p> <p>https://handbook.unimelb.edu.au/2019/subjects/arbc10005</p> <p>Arabic2</p> <p>Similar + concentrating on sociocultural matters related to interpersonal, intergenerational and family relations.</p> <p>Students will also begin developing a good knowledge of the Arab World, its countries, aspects of traditions and some of the personages who have helped shape the ideas that have informed its recent past. They will acquire the ability to express themselves at a basic level about these topics both in speaking and in writing.</p>	<p>Standard Arabic and Colloquial Arabic, and the future of the Arabic language.</p>	<p>places and events, weather forecasts, etc.);</p> <ul style="list-style-type: none"> -have acquired some basic grammatical structures and the ability to use these effectively to extract meaning from Arabic texts, and to construct meaning and to engage in written and oral interaction; -have developed the ability to create simple written texts in Arabic (e.g. charts, lists, information leaflets, descriptions of people and events, personal letters, advertisements); -have learnt about the different varieties of the Arabic language and have been exposed to some of them in the process of developing listening comprehension skills; -have developed a spoken facility at a basic level in Modern Standard Arabic, have acquired to ability to initiate and 	<p>Arabic 3</p> <p>enable them to read and engage with authentic texts of moderate complexity ranging from advertisements, personal and formal letters and emails through newspaper articles and informative texts to biographies, which will allow them not only to internalise vocabulary and structures but also to gain a better understanding of the historical, intellectual and spiritual currents informing present-day Arab society and culture.</p> <p>Arabic in context 1:</p> <p>Similar + Economic development of the Arab World</p> <p>https://handbook.unimelb.edu.au/2019/subjects/arbc20001</p> <p>Arabic 6</p> <p>they will be reading Arabic poetry, medieval tales, literary prose, informative writing, studies, evaluative,</p>	<p>complex linguistic elements learnt in this course which will make it possible to enjoy the writings on the history of the Arab World, biographies, poems, reflective essays, informative reports and newspaper and magazine articles offered during this semester. Students will have the opportunity to convey their own views and opinions and to relate their own experiences in personal accounts and essays, and to present the results of their own small-scale research, conducted using library and web-based materials, in the form of oral presentations.</p> <p>Arabic 5</p> <p>Conversations and discussions will provide opportunities to express one's own opinions and feelings on topics of cultural, social and political nature. Written</p>
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	<p>https://handbook.unimelb.edu.au/2019/subjects/arbc10006</p> <p>Arabic 3 Students will be introduced to more complex elements and functions of the language which will enable them to read and engage with authentic texts of moderate complexity ranging from advertisements, personal and formal letters and emails through newspaper articles and informative texts to biographies, which will allow them not only to internalise vocabulary and structures but also to gain a better understanding of the historical, intellectual and spiritual currents informing present-day Arab society and culture. The various audio-visual activities, accessed through the course DVDs, the LMS and the Internet, will further develop students' listening comprehension and help maintain and augment existing knowledge of vocabulary and structures. Knowledge gained through developing reading and listening skills will be conducive to activating vocabulary and structures, and students will be</p>		<p>sustain brief conversations on daily-life topics, to speak about oneself and one's family and friends; -have learnt about some social conventions and gained important sociocultural knowledge related to interpersonal relations in the Arab World (concentrating on family and friends); -have learnt to orientate themselves in the Arab World, to name and to locate on the map the countries of the Middle East and North Africa and their capitals. Arabic 2 Similar + have developed the ability to create a variety of written text types in Arabic (e.g. [auto]biographical information, personal accounts, personal letters, descriptions, journal entries, short stories, etc.);</p>	<p>persuasive and argumentative articles, and producing their own informative, imaginative, evaluative, persuasive and argumentative writing. They will also gain insight into the ongoing debate on classical Arabic, Modern Standard Arabic and Colloquial Arabic, and the future of the Arabic language.</p>	<p>expression will be developed through the preparation of resumes, summaries, complex narratives, descriptive, informative and evaluative pieces, and students will be able to engage in the creative process of producing analytical/critical writing of their own.</p> <p>Arabic 6 Students will be watching/listening to TV programs on current affairs and on topics of personal and/or professional interest, interviews and short lectures which will also help to further develop their listening comprehension skills. They will take part in discussions and debates expressing opinions and conveying emotions on a range of more complex cultural, social and political topics. While developing students'</p>
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	<p>able to see their progress through the varied writing and speaking activities offering plenty of opportunities for communication. https://handbook.unimelb.edu.au/2019/subjects/arbc20004</p> <p>Arabic 4 Students in this subject start developing in-depth knowledge of the Arab World in general, as well as of individual countries in the region. This will include approaching the Middle East and North Africa from a historic perspective which is crucial to the critical understanding of its civilisation and to appreciating existing customs, lifestyle and prevailing values. Students will also enjoy reading and/or hearing information about, and texts by, extraordinary Arab writers, poets and singers giving expression to ideas, feelings and aspirations born in the Arab World. In this, students will be aided by the increasingly complex linguistic elements learnt in this course which will make it possible to enjoy the writings on the history of the Arab World,</p>		<p>knowledge related to interpersonal relations, living conditions, culinary traditions and everyday living in the Arab World, and have acquired some sociolinguistic competence facilitating appropriate interaction with the peoples of the Arab World; Arabic 3 similar + -have acquired some important grammatical structures of the Arabic language along with an understanding of their functions, and the ability to use these effectively to construct meaning and to engage in written and oral communication; - have developed the ability to understand short stretches of discourse on familiar topics and to extract information from oral presentations slower than normal speed;</p>		<p>proficiency in the language, the various activities will also help them gain a deeper understanding about the history and culture of the Middle East and the Arab World, and of Islam and modern politics.</p> <p>Arabic in context 2</p> <p>Students will also learn to analyse written, online and face-to-face communication in a variety of social contexts, using a number of discourse analysis approaches.</p> <p>Arabic 9</p> <p>Readings will be selected in consultation with the student in the first week of the semester and should be completed in line with the guidelines provided to the student. At least 80% of the readings should be in Arabic. Focus will be on</p>
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<p>biographies, poems, reflective essays, informative reports and newspaper and magazine articles offered during this semester. Students will have the opportunity to convey their own views and opinions and to relate their own experiences in personal accounts and essays, and to present the results of their own small-scale research, conducted using library and web-based materials, in the form of oral presentations. https://handbook.unimelb.edu.au/2019/subjects/arbc20005</p> <p>Arabic 5 similar+ This subject offers students the opportunity to learn, internalise and activate more sophisticated aspects of Arabic morphology and syntax and to develop a deeper analytical understanding of the language. https://handbook.unimelb.edu.au/2019/subjects/arbc30004</p> <p>Arabic 6 Students will be fine-tuning what they have learnt so far of Arabic structures, will be adding to their already substantial knowledge of</p>		<p>-have learnt about some modern & historical cultural issues and trends in the Arab World and about the work and achievements of some Arab poets, writers and thinkers. Arabic4 similar + have developed the ability to communicate spontaneously in situations requiring direct exchanges of information on familiar topics and activities, to present information and to participate in discussions on rehearsed topics; have learnt more about various aspects of the history of the Middle East and North Africa information essential for understanding notions and issues of national identity and present-day politics, and have encountered some iconic personages of Arab political history;</p>		<p>one area of Arabic studies: literature. Students enrolling in this subject should be able to undertake a small-scale research project in Arabic literature and present the findings in a scholarly manner.</p>
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	<p>Arabic syntax, and will be sharpening their analytical skills. In the process, they will be reading Arabic poetry, medieval tales, literary prose, informative writing, studies, evaluative, persuasive and argumentative articles, and producing their own informative, imaginative, evaluative, persuasive and argumentative writing. They will also gain insight into the ongoing debate on classical Arabic, Modern Standard Arabic and Colloquial Arabic, and the future of the Arabic language. Students will be watching/listening to TV programs on current affairs and on topics of personal and/or professional interest, interviews and short lectures which will also help to further develop their listening comprehension skills. They will take part in discussions and debates expressing opinions and conveying emotions on a range of more complex cultural, social and political topics. While developing students' proficiency in the language, the various activities will also help them gain a deeper understanding about the history and culture of the Middle East and</p>		<p>have added to their knowledge of the values, beliefs and attitudes of the Arab World, as a result of engaging with written and spoken texts on religious customs and scriptures; have acquired some familiarity with the achievements, thoughts and works of some great Arab poets and writers, and have enjoyed some products of Arab popular culture. Arabic 5 have developed the ability to write resumes, summaries, complex narratives, informative and evaluative pieces, and to produce analytical/critical writing; have developed the ability to understand the main ideas and many details of connected discourse on a variety of topics spoken at slower than normal speed;</p>		
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	<p>the Arab World, and of Islam and modern politics. https://handbook.unimelb.edu.au/2019/subjects/arbc30005</p> <p>Arabic in context 2 This subject aims to cultivate understanding of Arabic language in use, and to equip students with sound communication skills. We will consider key features of Arabic discourse and regional and social peculiarities. Students will engage in activities to enhance their sociocultural and pragmatic competence in Arabic to allow fuller participation in a range of Arab communication settings. Students will also learn to analyse written, online and face-to-face communication in a variety of social contexts, using a number of discourse analysis approaches. https://handbook.unimelb.edu.au/2019/subjects/arbc30001</p> <p>Arabic 7 In this subject students will engage with Arabic language and culture at an advanced level, through close study of Arabic stylistic and rhetorical devices as well as of the</p>		<p>have developed the ability to elaborate, narrate, describe and evaluate, to prepare and deliver presentations of significant length and some complexity on a wide range of topics, and can handle many normal, high frequency social conversational situations; Islam and Muslim society.</p> <p>Arabic 6 similar+ have developed a clear spoken facility in MSA enabling them to elaborate, narrate, describe & evaluate, to take part in discussions and debates, and to prepare and deliver presentations on a variety of topics;</p> <p>Arabic in context 2 cultivate understanding of Arabic language in use, and to equip students with sound communication skills</p>		
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	<p>finer details of Arabic syntax. In the process, they will be reading literary and historic texts, critical articles, book excerpts and evaluative and argumentative essays of substantial length and academic standards, pertaining to Arabic literature, Arab culture, history and political economy. They will also enjoy reading some examples of Arabic popular literature. Reading activities will be supported and supplemented by opportunities to listen to recorded presentations of greater complexity and length by Arab intellectuals and literati and conduct small-scale research for writing essays. Students will enjoy intensive language practice to help develop their discourse (both written and spoken) to produce carefully constructed argumentative and evaluative essays and oral presentations of their own. Apart from Modern Standard Arabic, students will be exposed to Classical Arabic prose as well as modern idiomatic and conversational forms, learning to follow extended discourse on complex and/or abstract topics,</p>		<p>Arabic 7 close study of Arabic stylistic and rhetorical devices as well as of the finer details of Arabic syntax.</p> <p>Arabic 8 have developed the ability to express themselves with clarity & precision in oral discussions & debates, using language flexibly & effectively, & to deliver extended, well-structured, sophisticated oral presentations on a variety of topics.</p> <p>Arabic 9 have developed the ability to create & follow an independent work program, working without explicit guidance; have developed the ability to undertake a small-scale research project in Arabic literature;</p>		
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	<p>including some non-standard language. https://handbook.unimelb.edu.au/2019/subjects/arbc30006</p> <p>Arabic 8 Similar https://handbook.unimelb.edu.au/2019/subjects/arbc30007</p> <p>Arabic 9 This is a reading subject for students who have completed Arabic 8 or equivalent. Readings will be selected in consultation with the student in the first week of the semester and should be completed in line with the guidelines provided to the student. At least 80% of the readings should be in Arabic. Focus will be on one area of Arabic studies: literature. Students enrolling in this subject should be able to undertake a small-scale research project in Arabic literature and present the findings in a scholarly manner.</p> <p>https://handbook.unimelb.edu.au/2019/subjects/arbc30002 Arabic 10 similar</p>		<p>have developed the ability to discuss complex literary & cultural phenomena in a sophisticated & coherent manner; have developed the ability to present the findings in a scholarly manner & to present research in an academic format.</p>		
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	https://handbook.unimelb.edu.au/2019/subjects/arbc30002				
6-Deakin University	<p>Level 1 Arabic 1A This unit is designed to provide a practical and basic introduction to modern standard Arabic for students who have no acquaintance with the language so that they have the confidence to communicate effectively at the threshold levels, involving listening and speaking in the first instance, followed by the ability to read and write. The language teaching is extensive, based on audio-visual methods, in order to give students a sound training in both spoken and written Arabic. An overview of the Arabic language, its historical changes and development, the place of Arabic in the Semitic languages group and in Islam and the notion of 'diglossia' are explained as general background.</p> <p>https://www.deakin.edu.au/courses/unit?unit=AIB151</p> <p>Level 1 Arabic 1B</p>	<p>provide a practical and basic introduction to modern standard Arabic</p>	<p>Level 1 Arabic 1A confidence to communicate effectively at the threshold levels, involving listening and speaking in the first instance, followed by the ability to read and write.</p> <p>Level 1 Arabic 1B build on the sentence patterns and vocabulary previously acquired.</p> <p>Level 2 Arabic 2A The basic communicative functions, syntactic patterns and vocabulary acquired will be considerably broadened and consolidated</p> <p>Level 2 Arabic 2B more advanced texts in Arabic</p>	<p>Level 1 Arabic 1A historical changes and development, the place of Arabic in the Semitic languages group and in Islam and the notion of 'diglossia' are explained as general background.</p> <p>Level 1 Arabic 1B Cultural topics will be discussed in conjunction with the language material.</p> <p>Level 2 Arabic 2A The vocabulary range of students will be expanded by exposing them to a variety of reading material from prescribed textbooks and from the current press.</p> <p>Level 2 Arabic 2B</p>	<p>Level 1 Arabic 1A The language teaching is extensive, based on audio-visual methods, in order to give students a sound training in both spoken and written Arabic</p>

	<p>As in Arabic 1A, a great deal of emphasis will be given to the development of practical skills in the use of language. This is a continuation of the work covered in the first trimester and will consolidate and build on the sentence patterns and vocabulary previously acquired. Cultural topics will be discussed in conjunction with the language material.</p> <p>https://www.deakin.edu.au/courses/unit?unit=AIB152</p> <p>Level 2 Arabic 2A As in AIB152 Arabic 1B, emphasis will be given to the development of practical language skills for aural comprehension and expression. The basic communicative functions, syntactic patterns and vocabulary acquired will be considerably broadened and consolidated. The vocabulary range of students will be expanded by exposing them to a variety of reading material from prescribed textbooks and from the current press.</p>		<p>students will have acquired a strong language foundation (grammar) increase their oral fluency</p> <p>Level 3 Arabic 3A increase their listening and speaking skills of Modern Standard Arabic fluency in speech and reading and an ability to analyse complex grammatical structures.</p> <p>Level 3 Arabic 3B Students will be introduced to online Arabic newspapers reading. Emphasis will be on writing in Modern Standard Arabic (MSA).</p> <p>spoken communication, non-verbal</p>	<p>By reading a variety of styles used by novelists and journalists, students will be sensitised to discourse structures of Arabic unlike those familiar to them in English.</p> <p>Level 3 Arabic 3A Class material will be chosen from contemporary writing: newspapers, magazines, journal articles and short stories.</p>	
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<p>https://www.deakin.edu.au/courses/unit?unit=AIB251</p> <p>Level 2 Arabic 2B This unit continues the work undertaken in AIB251 Arabic 2A and introduces students to more advanced texts in Arabic. It will also cover the remainder of essential aspects of Arabic grammar so that by the end of this unit students will have acquired a strong language foundation. Students will increase their oral fluency by participating in discussions dealing with a wide range of topics and issues. By reading a variety of styles used by novelists and journalists, students will be sensitised to discourse structures of Arabic unlike those familiar to them in English.</p> <p>https://www.deakin.edu.au/courses/unit?unit=AIB252</p> <p>Level 3 Arabic 3A Students will increase their listening and speaking skills of Modern Standard Arabic, enabling them to participate in discussions on a wide variety of topics with confidence. The unit provides</p>		communication and aural comprehension.		
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	<p>further practice in more advanced forms of oral and written expression. Students will be expected to develop a high standard of fluency in speech and reading and an ability to analyse complex grammatical structures. The basic syntactic patterns and vocabulary acquired will be consolidated and will involve the use of more complex linguistics. Class material will be chosen from contemporary writing: newspapers, magazines, journal articles and short stories.</p> <p>https://www.deakin.edu.au/courses/unit?unit=AIB351</p> <p>Level 3 Arabic 3B</p> <p>In this unit, students will be introduced to online Arabic newspapers reading. Emphasis will be on writing in Modern Standard Arabic (MSA). Emphasis continues to be on the acquisition of practical language skills for spoken communication, non-verbal communication and aural comprehension. The basic syntactic patterns and vocabulary acquired in the previous unit will be consolidated.</p>				
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	https://www.deakin.edu.au/courses/unit?unit=AIB352				
7-The University of Adelaide	<p>Arabic First year https://pce.adelaide.edu.au/continuity/CourseListing.aspx?master_id=189&master_version=3&course_area=CLANG&course_number=2474&course_subtitle=00</p> <p>Arabic Second year https://pce.adelaide.edu.au/continuity/CourseListing.aspx?master_id=191&master_version=3&course_area=CLANG&course_number=2475&course_subtitle=00</p>	<p>Arabic First year</p> <p>The course will teach Modern Standard Arabic</p> <p>Arabic Second year attained the equivalent proficiency elsewhere in Modern Standard Arabic</p>	<p>Arabic First year aims to introduce students to basic communication and interaction skills for everyday situations.</p> <p>By the end of the course students should be able to demonstrate ability to recognise and write simple Arabic script; communicate using basic sentence patterns and structures to introduce, count, identify, express courtesies focusing on the present tense. Students should be able to demonstrate reasonable ability to reproduce sounds and speech patterns.</p> <p>The Course Assists Students to:</p> <p>Recognise and use some of the Arabic script</p>	<p>Arabic First year</p> <p>Enquire about and discuss personal information</p> <p>Make basic enquiries and negotiations for acquiring goods and services</p> <p>Express basic descriptions of people, places and objects</p> <p>Arabic Second year express needs and wants when acquiring goods and services express personal feelings.</p>	<p>Arabic First year And Arabic Second year</p> <p>The content is geared for practical use of the language and takes a holistic approach to develop reading, writing, listening and speaking skills. It allows for the cohesive development of language proficiency at a consistent and comfortable speed.</p> <p>The course is delivered by experienced adult educators and the teaching style is interactive, giving students the opportunity to learn with, and from, others.</p> <p>Students are expected to spend an equal amount of time on individual study between sessions.</p>

			<p>Make basic formal and informal introductions</p> <p>Arabic Second year By the end of the course students should have acquired sufficient vocabulary, understand sentence patterns and have knowledge of grammar to engage in simplified conversation on familiar topics. Students should be able to read, and write frequently-used Arabic scripts; interaction will be mainly in the present tense with some use of past tenses.</p> <p>Discuss daily activities and events</p> <p>The course assists students to:</p> <p>express obligations and duties</p>		<p>Intensive and Full Year students have the option to take an assessment of competency, if the required standard is achieved and the attendance requirement is met, students will be awarded a Certificate of Competency.</p>
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<p>8- The university of Queensland</p>	<p>Arabic short course https://iml.uq.edu.au/files/11561/Arabic%20Short%20Course-2019.pdf</p> <p>Arabic level 1 https://iml.uq.edu.au/files/11603/Arabic%20Level%201%20-%202019.pdf</p>		<p>Arabic short course At the end of the course learners should be able to perform basic tasks such as exchanging greetings, asking simple questions, reading and writing basic sentences. The course also aims to enable learners to develop an appreciation of cultural diversity.</p> <p>Arabic level 1 Essential communicative competencies on topics and functions as stated in the Course Content are the focus of this Level 1 course. This includes practice in all four key language skills - Listening, Speaking, Reading and Writing - in</p>	<p>Arabic short course Introductions and Greetings The Arabic Alphabet Arabic numbers Shopping Friends and Family Food and Drinks Finding the Way</p> <p>Arabic level 1 Similar +</p> <p>Jobs Descriptions</p>	<p>Arabic short course Revision Language is learned best with maximum contact and usage. Home exercises will be designed for revision and consolidation of each course segment. Revision is most effective when undertaken regularly in short sessions.</p> <p>Assessment There is no assessment for this course. A certificate of attendance is available upon request for students not undertaking assessment who have attended at least 75% of the course.</p> <p>Arabic level 1 and Arabic level 2</p> <p>Assessment Assessment is optional at the end of the full year course or equivalent. Listening and speaking skills are assessed throughout the course. An</p>
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	<p>Arabic level 2 https://iml.uq.edu.au/files/11606/Arabic%20Level%202%20-%202019.pdf</p>		<p>appropriate cultural contexts. Learners will also study elementary grammatical structures and script, and practise correct pronunciation and intonation.</p> <p>Arabic level 2 Developing competencies in common communicative topics and functions as outlined in the Course Content are the focus of this Level 2 course. Learners will be enhancing their language skills in Listening, Speaking, Reading and Writing in appropriate cultural contexts. They will also study more grammatical structures and develop greater fluency in speech and script.</p>	<p>Arabic level 2 Eating and drinking Plurals and Colors Past events Travel and Weather</p>	<p>examination to assess Reading and Writing competencies is held at the end of the course and a statement of attainment is then issued. A certificate of attendance is available upon request for students not undertaking assessment who have attended at least 75% of the course.</p>
9-Charles Sturt University	<p>Arabic Skills 1 http://www.csu.edu.au/handbook/handbook20/subjects/ISL441.html</p>		<p>Arabic Skills 1 Ability to read and write in Arabic.</p>	<p>Arabic Skills 1 Greetings and introductions</p>	<p>Arabic Skills 1 Engagement and participation</p>

	Arabic Skills 2		<p>be able to communicate in simple conversation involving everyday interactions using the Arabic language; be able to listen and respond to basic questions about everyday interactions; be able to demonstrate basic level composition related to everyday interactions; be able to demonstrate vocabulary acquisition related to everyday interactions; and be able to demonstrate measurable improvement in reading and writing of Arabic.</p> <p>Arabic Skills 2 be able to read fluently in Arabic; be able to communicate and converse at the basic level revolving around the topics introduced; be able to use the vocabulary acquired to form new sentences</p>	<p>Naming and using common household objects Terms used for relationships Asking and responding to questions Terms used in prayers Phrases used in everyday activities: work, shopping, household routines</p> <p>Arabic Skills 2 Concepts related to studies Different work environments</p>	<p>Online worksheets Mid-session online exam Final written exam</p> <p>Arabic Skills 2 Similar except</p> <p>3- Take home assessment</p> <p>Beginner Arabic Language 1 and 2, Intermediate Arabic Grammar 1 Intermediate Arabic Grammar 2 Advanced Arabic Grammar</p> <p>Similar to (Arabic Skills 1) except 3-Assignment</p> <p>Applied Arabic 2: Syntax Participation and engagement Discussion board contributions Take home exam Assignment</p>
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	http://www.csu.edu.au/handbook/handbook20/subjects/ISL442.html		<p>based on the sentence structures covered; be able to appropriately use verbs that are related to everyday interactions in different tense, person, number and gender; be able to listen and respond to basic questions about the topics covered; and be able to compose short stories and passages related to the topics covered while expressing correct usage of nouns, verbs and sentence structures.</p> <p>Arabic Skills 3 be able to use the vocabulary acquired to form new sentences based on the sentence structures covered; be able to appropriately use higher form verbs that are related to everyday interactions in different tense, person, number and gender options;</p>	<p>Shopping for groceries and clothing Describing different weather conditions People and places they have been to Common hobbies and their description Arabic Skills 3 Common vocabulary and conversations used when travelling Pilgrimage sites and rituals Health related concepts and conversations Leisure time activities Healthy lifestyle concepts and descriptions</p> <p>Introduction to Arabic Reading Arabic alphabet script and sounds Heavy and light letters Joining individual letters to form words Short and long vowels Variations of hamza Sukoon and Shadda Sun and moon letters Hamzatul-wasl</p>	<p>Applied Arabic 3: Classical Texts Discussion board contributions Take home exam Assignment</p>
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	<p>Arabic Skills 3 http://www.csu.edu.au/handbook/handbook20/subjects/ISL443.html</p> <p>Introduction to Arabic Reading http://www.csu.edu.au/handbook/handbook20/subjects/ISL460.html</p>		<p>be able to present in spoken Arabic form the topics covered; and be able to compose 500 to 700 word stories and passages in Arabic related to the topics covered while expressing correct usage of nouns, verbs and sentence structures.</p> <p>Introduction to Arabic Reading be able to identify and proficiently pronounce the Arabic alphabet; be able to read a basic vowelised text in Arabic with fluency; be able to write basic Arabic words and sentences; be able to demonstrate a basic vocabulary of commonly used words; and be able to communicate in simple conversation related to greetings and introductions</p>	<p>Tanween Introductions and greetings in Arabic</p> <p>Beginner Arabic Language 1 Introduction to the Arabic language Masculine and feminine gender Prepositions Mawsoof sifa phrase Plural nouns Detached pronouns and idhafa phrase Al-i'rab and al-jumlat-ul-ismiyyah Mabni, mu'rab and mawsoof sifa extension Idhafa extension and attached pronouns Al-jumlat-ul-fi'liyyah and past tens verbs Present tense verbs</p> <p>Beginner Arabic Language 2</p>	
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	<p>Beginner Arabic Language 1 http://www.csu.edu.au/handbook/handbook20/subjects/ISL461.html</p> <p>Beginner Arabic Language 2 http://www.csu.edu.au/handbook/handbook20/subjects/ISL462.html</p>		<p>Beginner Arabic Language 1 be able to fluently read long vowelised passages; be able to distinguish between different types of words, phrases and sentences at a basic level; be able to formally analyse sentences at a beginner's level; be able to conjugate basic singular verbs in the appropriate tense, gender and person; be able to translate simple sentences into English; and be able to compose basic sentences using appropriate syntax and vocabulary.</p> <p>Beginner Arabic Language 2 be able to conjugate basic verbs in the appropriate tense, gender, number and person; be able to formally analyse sentences incorporating the new</p>	<p>Past, present and future tense verbs Kaana and its sisters Inna and its sisters Verbal sentence as the predicate Ann for the fi'l mudari Six abwab and fi'l amr Plural and irrational nouns Badal and 'atf Ism mawsool Intermediate Arabic Grammar 1 Overview of sarf Higher verb forms Noun derivations Passive verbs Prohibition Negation Conjugating higher verb forms Reading stories of the Prophets</p> <p>Intermediate Arabic Grammar 2 Overview of sarf Ism mawsul Maf'ool mutlaq I Maf'ool mutlaq II Maf'ul fihi Haal Mufrad</p>	
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	<p>Intermediate Arabic Grammar 1 http://www.csu.edu.au/handbook/handbook20/subjects/ISL463.html</p>		<p>rules of syntax and morphology; be able to demonstrate sufficient comprehension of non-technical prose; be able to demonstrate basic understanding of the different scales of verbs; and be able to compose non-technical prose using appropriate syntax and vocabulary. Intermediate Arabic Grammar 1 be able to conjugate higher verb forms in the appropriate tense, gender, number and person; be able to formally analyse sentences incorporating the new rules of syntax and morphology; be able to demonstrate basic to intermediate-level comprehension of non-technical prose; and be able to demonstrate understanding of the</p>	<p>Haal Jumla Tamyeez Ma'fool lahu Tawabi' I Tawabi' II Advanced Arabic Grammar Development of the study of Arabic language Usage of Arabic in different sciences Nawasib Signs of i'rab Ism mawsul Istifham Jawazim Readings from classical texts</p> <p>Applied Arabic 1: Morphology Foundations of morphology Dissimilar patterns 1 Dissimilar patterns 2 Tasreeful af'al as-saheeha Al-fawa'id 1 Al-fawa'id 2 Weak letters - past and present verbs 1</p>	
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	<p>Intermediate Arabic Grammar 2 http://www.csu.edu.au/handbook/handbook20/subjects/ISL464.html</p>		<p>system of word derivation. Intermediate Arabic Grammar 2 be able to distinguish between the different types of mansubat; be able to formally classify verbs according to their multiple morphological characteristics; be able to formally analyse sentences incorporating the new rules of syntax; be able to demonstrate intermediate level comprehension of non-technical prose; and be able to demonstrate measurable improvement in reading and composition skills. Advanced Arabic Grammar be able to demonstrate an in-depth understanding of the development of the study of the Arabic language post-632;</p>	<p>Weak letters - past and present verbs 2 Weak letters - other verbs and derived nouns Lafeef, muda'af and mahmooz 1 Lafeef, muda'af and mahmooz 2</p> <p>Applied Arabic 2: Syntax Meaning of hamd and basmala Governor of words Governed words Derivatives of isms Grammatical signs and states Phrases and sentences Different intermediaries in grammatical governance Overview of classical syntax Applied Arabic 3: Classical Texts Readings from Islamic spirituality Readings from Islamic theology Readings from Islamic law</p>	
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	<p>Advanced Arabic Grammar http://www.csu.edu.au/handbook/handbook20/subjects/ISL465.html</p> <p>Applied Arabic 1: Morphology http://www.csu.edu.au/handbook/handbook20/subjects/ISL566.html</p>		<p>be able to formally analyse sentences incorporating the new rules of syntax; be able to conjugate common weak-letter verbs in the appropriate tense, gender, number and person; be able to demonstrate intermediate to advanced level comprehension of technical and non-technical prose; and be able to demonstrate measurable improvement in reading and composition skills. Applied Arabic 1: Morphology be able to critically discuss the classical discourse on morphology; be able to critically evaluate passages from classical texts using morphological tools; be able to conjugate most weak letter verbs in the appropriate tense,</p>	<p>Readings from Prophetic traditions Readings from Qur'anic exegeses Readings from classical and modern poetry Readings from modern Arabic literature</p>	
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	<p>Applied Arabic 2: Syntax http://www.csu.edu.au/handbook/handbook20/subjects/ISL567.html</p> <p>Applied Arabic 3: Classical Texts http://www.csu.edu.au/handbook/handbook20/subjects/ISL568.html</p>		<p>gender, number and person; be able to justify the irregularities of weak letter verbs; and be able to analyse and interpret technical prose.</p> <p>Applied Arabic 2: Syntax be able to demonstrate an in-depth understanding of the classical discourse on syntax; be able to critically evaluate passages from classical texts using supplementary texts and syntactical tools; be able to compose a structured commentary on the syntax of a selected text; and be able to demonstrate advanced level comprehension of technical prose.</p> <p>Applied Arabic 3: Classical Texts be able to critically evaluate classical texts from multiple sciences</p>		
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			using supplementary commentaries; be able to compose a structured commentary on a selected non-syntax text; be able to demonstrate advanced level comprehension of prose and poetry; and be able to demonstrate independent reading and understanding of selected classical texts.		
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