# Arabic Speaking Nations

# CEFR IS ACKNOWLEDGED INTERNATIONALLY AS THE STANDARD LANGUAGE PROFICIENCY FRAMEWORK

# MALAYSIAN CEFR TARGETS SET FOR EACH STAGE
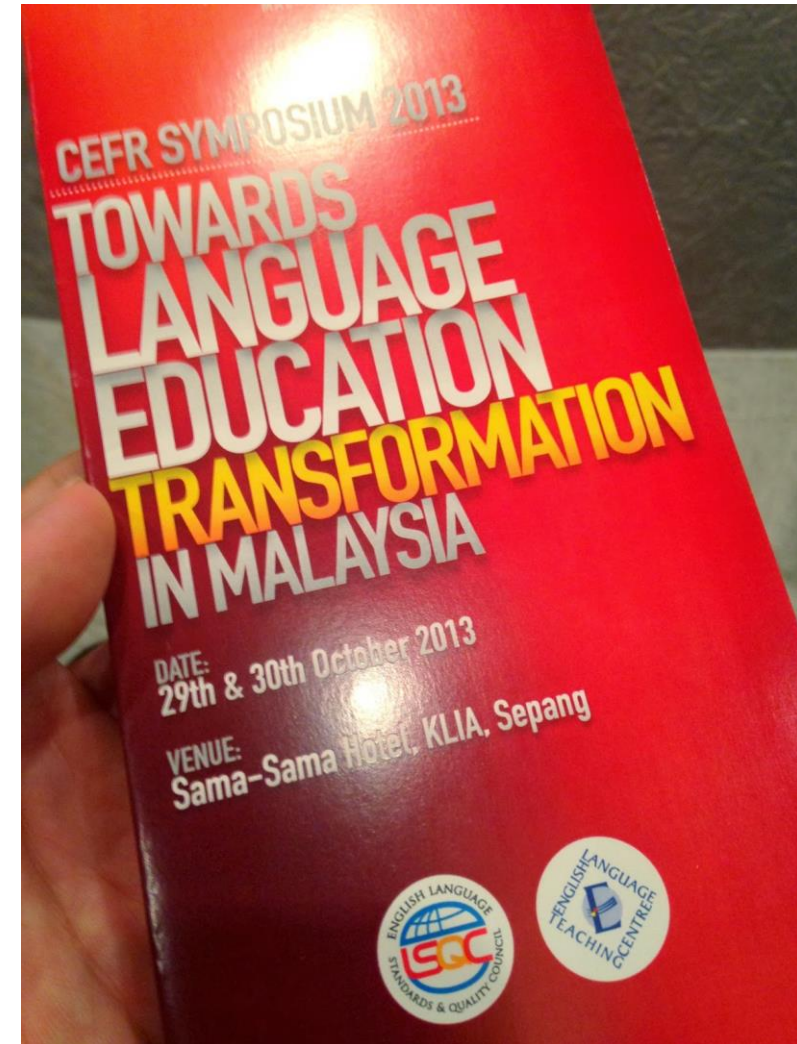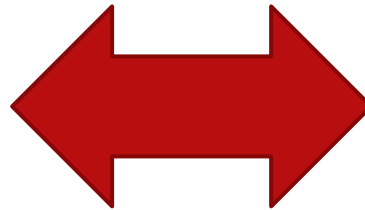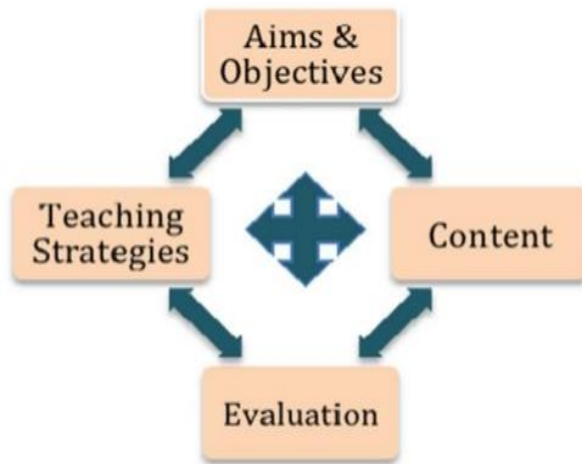
| Stage / Level | Target |
|---|---|
| Teacher Education | C 2 |
| University | B 2 / C 1 |
| Post-Secondary school | B 2 |
| Secondary school | B 1 / B 2 |
| Primary school | A 2 |
| Pre-school | A1 |
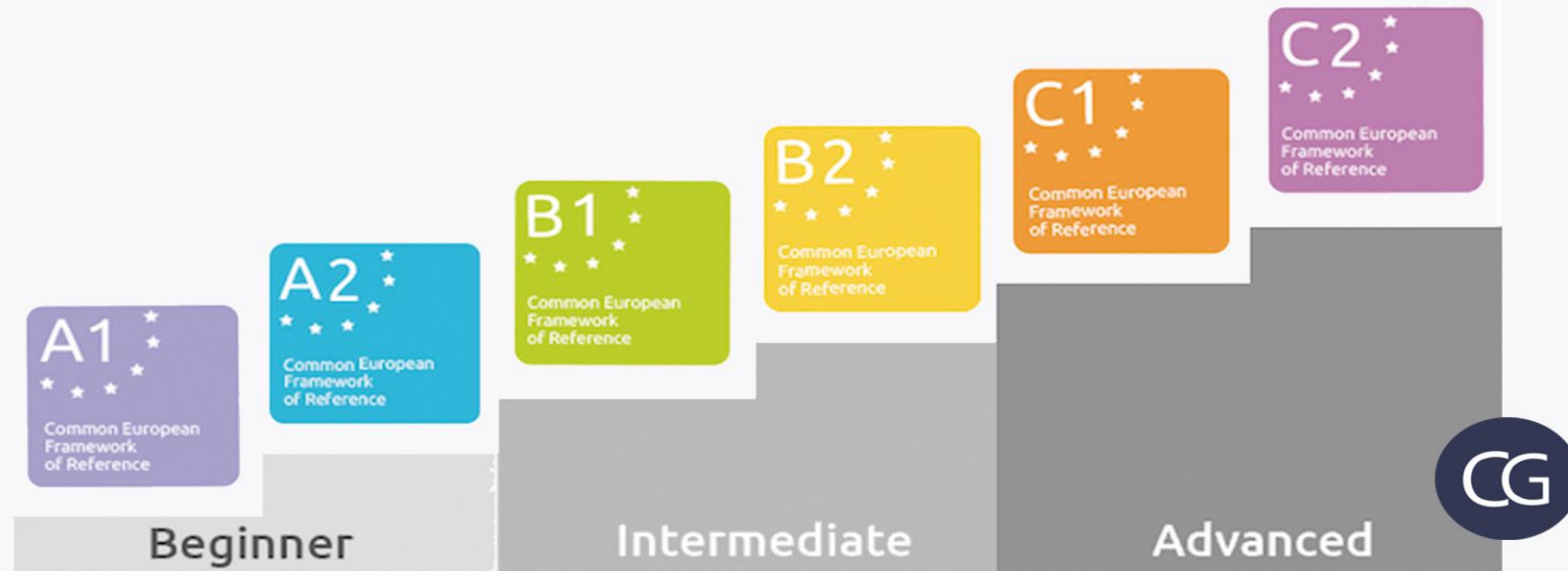
# Where is Arabic?

**inlingua LEVELS**

| inlingua LEVELS | Estimated number of hours of instruction needed at each level | CEFR | ENGLISH IELTS | GERMAN Goethe-Institut | SPANISH DELE | FRENCH DELF DALF | JAPANESE JLPT | CHINESE HSK | KOREAN TOPIK |
|---|---|---|---|---|---|---|---|---|---|
| Advanced 4 | 1100-1200 | C2 | > 8.0 | Großes Deutsches Sprachdiplom | C2 | DALF C2 | N1 | Level 6 | Level 6 |
| Advanced 3 | 800-1100 | C1+ | 7.0 - 8.0 | Goethe-Zertifikat C1 | | | | | |
| Advanced 2 | | C1 | | | C1 | DALF C1 | N2 / N1 | Level 5 | Level 5 |
| Advanced 1 | 600-800 | | | | | | | | |
| Intermediate 4 | | B2 | 5.0 - 6.5 | Goethe-Zertifikat B2 | B2 | DELF B2 | N3 / N2 | Level 4 | Level 4 |
| Intermediate 3 | 400-600 | | | | | | | | |
| Intermediate 2 | | B1+ | 4.0 - 5.0 | Goethe-Zertifikat B1 | B1 | DELF B1 | N4 / N3 | Level 3 | Level 3 |
| Intermediate 1 | 200-400 | | | | | | | | |
| Elementary 4 | | B1 | | | | | | | |
| Elementary 3 | 100-200 | | | | | | | | |
| Elementary 2 | | A2 | < 4.0 | Start Deutsch 2 | A2 | DELF A2 | N5 / N4 | Level 2 | Level 2 |
| Elementary 1 | 0-100 | A1 | | Start Deutsch 1 | A1 | DELF A1 | N5 | Level 1 | Level 1 |

CEFR — Common European Framework of Reference for Languages
IELTS — International English Language Testing System
DELE — Diplomas de Español como Lengua Extranjera
DELF — Diplôme d'études en langue française
DALF — Diplôme approfondi de langue française
JLPT — Japanese Language Proficiency Test
HKS — Hanyu Shuiping Kaoshi
TOPIK — Test of Proficiency in Korean

*Please note that Language schools and certificate bodies evaluate their own equivalences against these frameworks. Differences of estimation may exist.*

| Level | Listening | Reading | Speaking | Writing |
|-------|-----------|---------|----------|---------|
| C2 | Has no difficulty in understanding any kind of spoken language, delivered at fast native speed | Can understand a wide range of long and complex texts | Has a good command of idiomatic expressions | Can write clear, smoothly flowing, complex texts in a logical structure |
| C1 | Can understand enough to follow complex topics, though he/she may need to confirm details | Can understand in detail lengthy, complex texts, provided he/she can reread difficult sections | Can express him/herself fluently and spontaneously | Can express him/herself with clarity and precision |
| B2 | Idiomatic usage influences the ability to understand | Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms | Can interact with a degree of fluency and spontaneity that makes regular interaction | Can express news and views effectively in writing |
| B1 | Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure | Can read straightforward factual texts on subjects related to his/her field and interest | Can exploit a wide range of simple language to deal with most situations | Can write personal letters and notes asking for or conveying simple information of immediate relevance, |
| A2 | Can understand enough provided speech is clearly and slowly articulated | Can understand short, simple texts containing the highest frequency vocabulary | Can communicate in simple and routine tasks requiring a simple and direct exchange of information | Can write short, simple formulaic notes relating to matters in areas of immediate need |
| A1 | Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning | Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases | Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech | Can ask for or pass on personal details in written form |

# CHALLENGES ON CEFR-ALIGNED ASSESSMENTS

- ARABIC AS NATIVE LANGUAGE

- ARABIC AS A SECOND LANGUAGE

- ARABIC AS A FOREIGN LANGUAGE
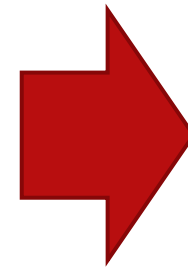
Assessment for Learning

Assessment as Learning

Assessment of Learning

## MELALUI PBS...

> **Murid**
Mengenali diri dan potensi untuk diperkembangkan
Tahu dengan jelas apa yang perlu dikuasai melalui maklum balas guru
Terlibat dalam pelbagai aktiviti pentaksiran yang lebih bermakna
Berupaya memperlengkapkan diri dengan pengetahuan dan kemahiran
yang diperlukan pada masa kini dan hadapan

> **Guru**
Mengenali diri dan potensi murid
Memberi fokus terhadap pembelajaran murid
Memberi fokus terhadap pembelajaran murid

> **Ibu Bapa**
Tahu apa yang telah dikuasai oleh anak
Dapat mengenal diri dan potensi anak untuk digilap

**FALSAFAH PENDIDIKAN KEBANGSAAN**

INTELEK · ROHANI · JASMANI · EMOSI

**ASPIRASI MURID DALAM PPPM**

**PENTAKSIRAN SEKOLAH (PS)**

**PENTAKSIRAN PUSAT (PP) - PENTAKSIRAN TINGKATAN 3 (PT3)**

**PENTAKSIRAN AKTIVITI JASMANI, SUKAN & KOKURIKULUM (PAJSK)**

**PENTAKSIRAN PSIKOMETRIK (PPsi)**

**KEMENTERIAN PENDIDIKAN MALAYSIA**

سلم بلوم - ما هي الأفعال المستخدمة لكل مستوى

؟

تحدثنا في مقطع سابق عن سلم بلوم ومستوياته

باختصار ....

| التطبيق | الفهم | التذكر |
| التقويم | التركيب | التحليل |

والان سنستعرض الأفعال لكل مستوى

المهارات العليا

المهارات الدنيا

| التقويم | التركيب | التحليل | التطبيق | الفهم | التذكر |
|---|---|---|---|---|---|
| يحكم | يركب | يحلل | يطبق | يترجم | يعرّف |
| يقرر | يؤلف | يقارن | يستعمل | يعلل | يحدّد |
| يفنّد | ينتج | يوازن | يعرب | يفسر | يذكر |
| يقيّم | يستخلص | يصنّف | يبرهن | يلخص | يسترجع |
| يعتبر | يشتق | يبيّن | يستخرج | يصوغ | يعدّد |

# الأهــــداف السلوكيه
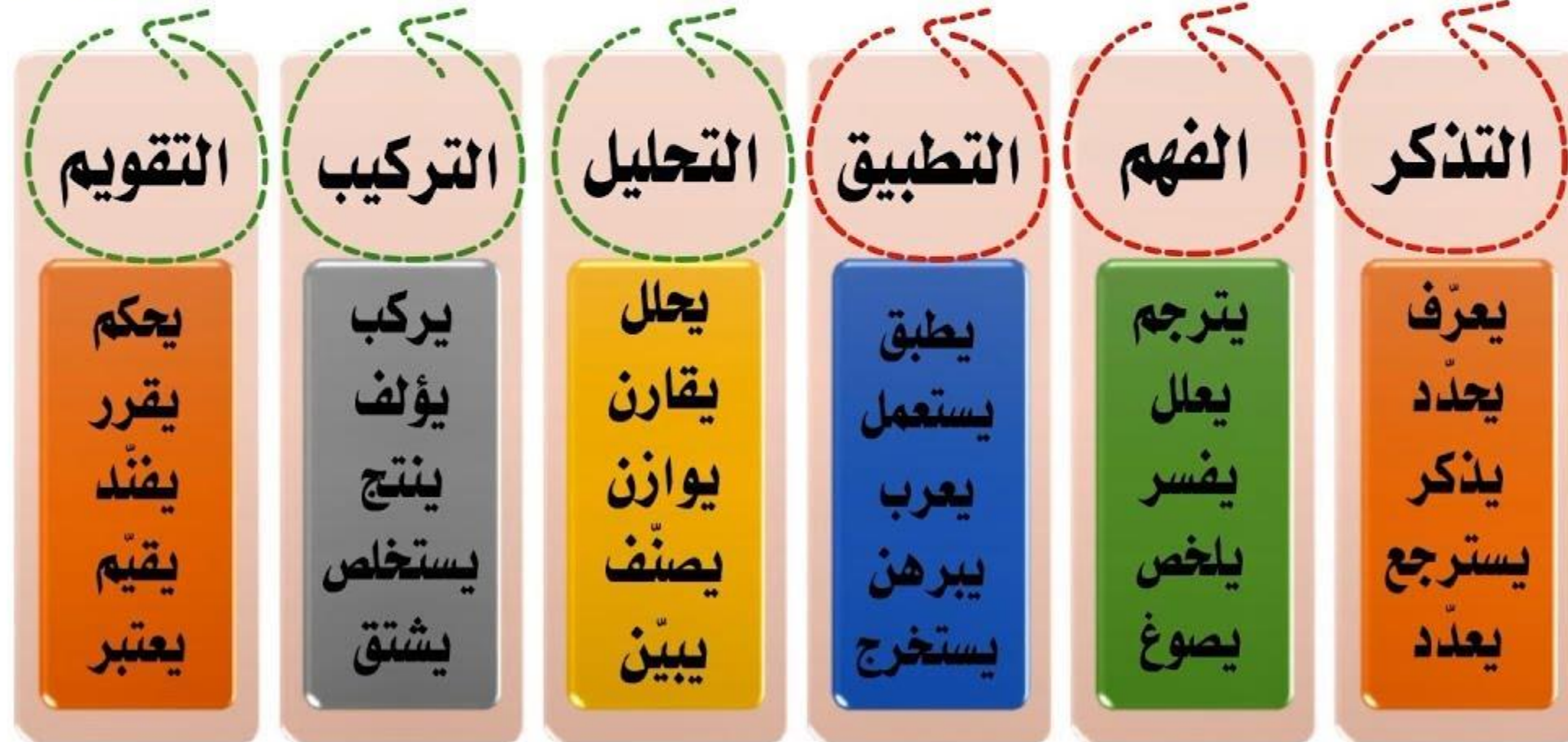
## المجال

### المجال المعرفي / العقلي — المستويات (الأفعال)

| التذكر | الفهم | التطبيق | التحليل | التركيب | التقويم |
|---|---|---|---|---|---|
| يتعرف | يحسب | يصمم | يفرق | يعلل | يستنتج |
| يكتب | يميز | يبتر | يقارن | يوازن | يكتشف |
| يعدد | يحول | يعيد بناء | يربط | يفاضل | يعالج |
| يردد | يشرح | يصنف | يفكك | ينقد | يعرض |
| يحدد | يفسر | يؤلف | يفصل | يبرهن | يغير |
| يصنف | يعلل | يقسم | يحكم على | يؤلف | يستخدم |
| يُسمع | ينبأ | يستعمل | يقيم | يجزئ | يستعمل |
| يذكر | يتوقع | يفحص | يحل | يخطط | يتوقع |
| يتذكر | يناقش | يخطط | ينفذ | ينظم | يناقش |
| يسترجع | يرتب | يحدد | يتصرف | يشكل | يرتب |
| يكرر | يعبر | يجرب | يطبق | يصحح | يعبر |
| يصنف | يستدل | يستخرج | ينظم | يحلل | يستدل |
| يسمي | يلخص | يحلل | يستخرج | ينتج | يلخص |
| | يترجم | يعدل | يميز | يميز | يترجم |
| | يوضح | يبرهن | يوازن | يكون | يوضح |
| | | ينظم | يبرهن | يقترح | ينظم |
| | | يشير إلى | يصنف | ينتج | يشير إلى |
| | | يستخلص | يربط | يربط | يستخلص |
| | | يربط | يجمع | يجمع | يختار |
| | | يدقق | يختار | يمثل | يختبر |
| | | يختبر | يمثل | | يوظف |

ملاحظات في مربعات التذكر: بجد علاقة، يعطي أمثلة، بعد صياغة، بعد كتابة

### المجال المهاري / النفس حركي — المستويات (الأفعال)

| الملاحظة | الاستعداد/التهيؤ | الاستجابة الموجهة/الممارسة | الاستجابة الميكانيكية | الاستجابة الظاهرية المعقدة | التكيف | الإبداع |
|---|---|---|---|---|---|---|
| يختار | يظهر | يُجمع | نفس الأفعال السابقة أي.. | نفس الأفعال السابقة لكن بشكل متقن | يتكيف | يصمم |
| ينتقي | يبدي | يقطع | | | يبدل | ينتج |
| يعزل | يتطوع | يسخن | | | يغير | يجيد |
| يفرق | يستجيب | يفكك | | | يجيد | يطور |
| يربط | يخطو | يقيس | | | ينوع | يعدل |
| يشرح | يبدأ | يجد | | | يعدل | يبدع |
| يمارس | يشاهد | يجيد | | | يؤلف | يألف |
| يبرهن | ينصت | يتعود | | | ينقح | ينشئ |
| يحاكي | يبرهن | يستخدم | | | يتقن | يرسم |
| يكرر | يحرك | يحاكي | | | يتحكم | |
| | ينصت | يمارس | | | يمارس | |
| | | يكرر | | | | |

### المجال الوجداني — المستويات (الأفعال)

| الاستقبال | الاستجابة | التقييم | التنظيم | التذويت/التمييز |
|---|---|---|---|---|
| ينتبه | يشارك | يبادر | ينظم | يساهم |
| يصغي | يُعاون | يمارس | يجمع | يستخدم |
| يتابع | يناقش | يقترح | يصوغ | يضبط |
| يمتثل | يختار | يفضل | يفاضل | يعدل |
| يرحب | يرحب | يتحمس | يلتزم | يغير |
| يستحسن | يستحسن | يدعو إلى | يركب | ينقح |
| يستجيب | يستجيب | يحتج | يقارن | يمثل |
| يشعر | يشعر | يشعر | يتقبل | يناقش |
| يحس | يحس | يميل | يميل | يفاضل |
| يهتم | يهتم | يتشوق | يبرر | يبرر |
| | | يختار | | |

---

## صياغة الهدف السلوكي

أن + فعل سلوكي مضارع أو المصدر + الطالب + المحتوى التعليمي المطلوب اكتسابه + شروط الأداء + معيار الأداء

---

## شروط الهدف السلوكي — SMART

- SPECIFIC ... محدد
- MEASURABLE .. مقاس
- ATTAINABLE محقق
- REALISTIC .. ممكن
- TIMED مزمَّن

# LR IN CEFR-ALIGNED ASSESSMENTS IN ARABIC (GOOGLE SCHOLAR)

- Keyword search: "CEFR" "assessment" "Arabic language" (2013-2022). Results: 541

- "CEFR" "assessment" "Arabic language" based on 1-1 search analysis. Results: Around 21 related articles, book, book chapters, conference paper and policy paper.

- The findings: 5 discussed themes; CEFR-aligned framework for teaching, learning and assessment; challenges, difficulties and solutions; teaching materials; language skills competency.

- Very limited research was conducted in Malaysian educational setting for Arabic in particular.

# LR IN CEFR-ALIGNED ASSESSMENTS IN ARABIC (GOOGLE SCHOLAR)

| No. | Year | Topic | Author(s) | Issues and findings |
|-----|------|-------|-----------|---------------------|
| 1 | 2009 | Arabic Language Syllabus For Secondary Schools | Marisa Farrugia (Education Officer for Arabic) | Revised guidelines of the 1989 Arabic Language Syllabus for Secondary School at Malta |
| 2 | 2015 | CEFR-Oriented Framework for Designing Arabic Language Proficiency Test and Curricula | Hussein Aly | Part of research project in designing Arabic proficiency test |
| 3 | 2016 | The Common European Framework of Reference for Arabic Language Teaching and Learning: Implementation and Challenges | Rasha Soliman | 17th Association of University Language Centres Conference – January 2016 |
| 4 | 2017 | الإطار المرجعي الأوروبي المشترك لتعلم اللغات وتعليمها وتقييمها | Translated by Abdel Osman Subair (Umm al-Qura University) | Translated CEFR reference from English to Arabic). |

# LR IN CEFR-ALIGNED ASSESSMENTS IN ARABIC (GOOGLE SCHOLAR)

| No. | Year | Topic | Author(s) | Issues and findings |
|---|---|---|---|---|
| 5 | 2017 | The Development and Validation of Arabic language test in Saudi Arabia | Norbomm & al-Shamrani | Book chapter on Standardized Test of Arabic Proficiency in Speakers of Other Languages (STAPSOL) linked to CEFR |
| 6 | 2017 | Handbook for Arabic Language Teaching Professionals in the 21st Century | *Edited ByKassem M. Wahba, Liz England, Zeinab A. Taha* | Consists of related issues in Arabic Language Teaching Professionals in the 21st Century including CEFR-aligned assessment |

# LR IN CEFR-ALIGNED ASSESSMENTS IN ARABIC (GOOGLE SCHOLAR)

| No. | Year | Topic | Author(s) | Issues and findings |
|-----|------|-------|-----------|---------------------|
| 7 | 2019 | Arabic Language Syllabus For Secondary Schools | Ruliana Khasanah | A qualitative analysis of Arabic Language Syllabus |
| 8 | 2020 | Arabic Conversational Skills among Speakers of Other Languages: Difficulties and Solutions (Case-Study at University of Kerala-India) | Ameen Ali Mohammed Algamal | Difficulties and Solutions of Arabic Conversational Skills |
| 9 | 2020 | Pembelajaran Bahasa Arab Berbasis Common European Framework Of Reference For Language (CEFR) Di Indonesia | Talqis Nurdianto & Noor Azizi bin Ismail | The effectiveness, opportunities and challenges of learning Arabic in Indonesia using CEFR by using descriptive qualitative methods |

# LR IN CEFR-ALIGNED ASSESSMENTS IN ARABIC (GOOGLE SCHOLAR)

| No. | Year | Topic | Author(s) | Issues and findings |
|-----|------|-------|-----------|---------------------|
| 10 | 2020 | Evaluation of Arabic Language Teaching Textbooks Used in Russia in the Light of the CEFR Criteria | Reima S. Al-Jarf, Nailya G. Mingazova | An evaluation of textbooks in the light of the Common European Framework of Reference (CEFR) criteria |
| 11 | 2020 | CEFR-Based Arabic Language Learning Competency | Talqis Nurdiantoa, Yayat Hidayat, Vicky Adetia Wulandaric | To formulate an easy and modern Arabic learning method for non-Arabic speakers based on CEFR |

# LR IN CEFR-ALIGNED ASSESSMENTS IN ARABIC (GOOGLE SCHOLAR)

| No. | Year | Topic | Author(s) | Issues and findings |
|---|---|---|---|---|
| 12 | 2020 | Analisis Soal Tosa (Test Of Standard Arabic) Mengacu Pada Cefr (Common European Framework Of Reference For Language) | Muhammad Zaenuri, Muhammad Nur Kholis, Anisatul Barokah | Explore and analyze the TOSA (Test of Standard Arabic) questions as an instrument to measure the Arabic language competence of students at IAIN Surakarta. |
| 13 | 2020 | مهارة التواصل اللغوي الشفهية اللازمة لأطفال الروضة (متعلمي اللغة العربية الناطقين بلغات أخرى) في ضوء المعايير الدولية والعربية لتعليم اللغة الثانية | Mahmoud Khalifah et. al | Exploring the criteria of oral communicative skills among non-native learners |

# LR IN CEFR-ALIGNED ASSESSMENTS IN ARABIC (GOOGLE SCHOLAR)

| No. | Year | Topic | Author(s) | Issues and findings |
|---|---|---|---|---|
| 14 | 2021 | Developing A Teaching Plan For The Third Listening Semester Using The Common European Framework Of Reference For Languages Through Blended Learning | Riziq Fitra Pratama, Muhammad Kamal bin Abdul Hakim, Syamsi Setiadi | To produce development of RPS Istima' 3 (third listening) used by CEFR based on blended learning |
| 15 | 2021 | Analisis Kebutuhan (Keperluan) Bahan Ajar Al-Muhadatsah Al-Yaumiyah berbasis CEFR melalui Online Learning | Lina Marlina & Siti Khumairotuzzahra | Needs analysis of learning materials for Arabic daily conversation based on CEFR |

# LR IN CEFR-ALIGNED ASSESSMENTS IN ARABIC (GOOGLE SCHOLAR)

| No. | Year | Topic | Author(s) | Issues and findings |
|---|---|---|---|---|
| 16 | 2021 | The development of an Arabic curriculum framework based on a compilation of salient features from CEFR level descriptors | Salwa Mohamed | Context and methodology of designing a CEFR-aligned Arabic curriculum framework. |
| 17 | 2021 | Method of Assessing The Proficiency of Arabic Reading Skills among PHEI Students | Nurul Iza Salsabila Che Rani & Kaseh Abu Bakar | Reading Proficiency Test in Arabic |
| 18 | 2021 | Method of Assessing The Proficiency of Arabic Reading Skills among PHEI Students | Nurul Iza Salsabila Che Rani & Kaseh Abu Bakar | Reading Proficiency Test in Arabic |

# LR IN CEFR-ALIGNED ASSESSMENTS IN ARABIC (GOOGLE SCHOLAR)

| No. | Year | Topic | Author(s) | Issues and findings |
|---|---|---|---|---|
| 19 | 2021 | Development of Arabic Teaching Materials Based on the Common European Framework of Reference (CEFR) to Improve Students' Arabic Language Skills | Habibur Rohman & Faiq Ilham Rosyadi | develop Arabic teaching materials based on the Common European Framework of Reference (CEFR) level A1 to improve Arabic language skills at MI Darussolihin |

# LR IN CEFR-ALIGNED ASSESSMENTS IN ARABIC (GOOGLE SCHOLAR)

| No. | Year | Topic | Author(s) | Issues and findings |
|---|---|---|---|---|
| 20 | 2022 | An Analysis of Arabic Textbook Content at Secondary Schools based on CEFR | Hadi Solikin, Imam Asrori, Abdul Wahab Rosyidi | Analyze the content of Arabic books at Madrasah Aliyah (MA) based on 4 language skills at Indonesia |
| 21 | 2022 | Pembangunan Dan Kajian Kesahan Ujian Kecekapan Bahasa Arab (CBAT) Berasaskan Cefr/Actfl Dan Berkomputer | Kaseh Abu Bakar et. al. | Speaking Test Platform based on CEFR and ACTFL |

# TECHNOLOGICAL INNOVATIONS IN CEFR-ALIGNED ASSESSMENTS IN ARABIC

| No. | Innovation | Innovator/Provider | Source |
|---|---|---|---|
| 1 | Arabic Language Proficiency Tests (based on CEFR and ACTFL) | Language Testing International (LTI) | Link |
| 2 | Test Your Language (based on CEFR and ACTFL) | Learningonline.xyz, Inc, USA | Link |
| 3 | **Testing Of Arabic as Foreign Language** (Al-Arabiyya Test: Arabic Language Proficiency Test) - A1 – C2 (CEFR) | A fully computer-based Arabic language proficiency test developed by Eckehard Schulz, Professor at the Oriental Institute of the University of Leipzig. | Link |
| 4 | Master Spoken Arabic | Self-learning and evaluation resources in CEFR | Link |
| 5 | Arabic Online – Self Test with Certification | **Pendragon Educational Publishers Ltd, UK** | Link |
| 6 | Arab Online Standard CEFR in 4 skills with certificates | Arabic online course and test provider by Arabiyyah.id | Link |
| 7 | Computer-Based Arabic Proficiency Test (CBAT) | Speaking Test Platform based on CEFR and ACTFL (Research Project) | Kaseh Abu Bakar (Assoc. Prof. Dr. (UKM) |

# MALAYSIAN QUALIFICATION AGENCY - MQA

# PROGRAMME STANDARDS:
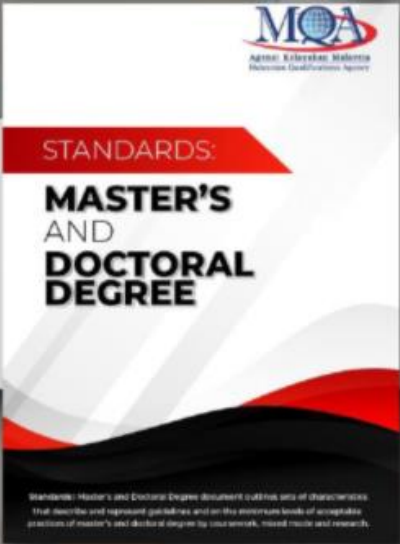
# LANGUAGE

This set of Programme Standards has been prepared to enhance the development of educational programmes in languages and to maintain the quality of graduates. It is hoped that with this document, higher education providers will be able to provide quality education in languages and its related fields.

ng their programmes and specific subject matters to meet the current dustry, society and country. Hence, HEPs must take cognisance of the matter and introduce effective and sustainable programme improven

**TIVES OF THE STANDARDS**

purpose of this document is to provide minimum requirements development and conduct of different levels of language programmes withi described, it is paramount that this document be read together with other quality assurance documents and policies issued by MQA and other related agencies which include but are not limited to the following:

1. The Malaysian Qualifications Framework (MQF) 2nd Edition (2018)
2. The Code of Practice for Programme Accreditation (COPPA) 2nd Edition (2017)
3. The Code of Practice for Institutional Audit (COPIA)
4. Relevant Standards
5. Relevant Guidelines to Good Practices (GGP)
6. Common European Framework of Reference for Languages (CEFR)

**LIST OF PANEL MEMBERS**

| No. | Name | Organisation |
|---|---|---|
| 1. | Prof. Dr. Nuraihan Mat Daud - Chairman - | Public University Council of Dean of Languages |
| 2. | Prof. Madya Dr. Paramasivam Muthusamy | Universiti Putra Malaysia |
| 3. | Prof. Madya Dr. Muhammad Sabri Sahrir | Universiti Islam Antarabangsa |
| 4. | Dr. Nik Aloesnita Nik Mohd Alwi | Universiti Malaysia Pahang |
| 5. | Dr. Norfazila Binti Abd Hamid | Kolej Universiti Islam Antarabangsa Selangor (KUIS) |
| 6. | Dr. Wong Sien Biang | Institut Pendidikan Guru, Kuala Lipis |
| 7. | Mr. Abang Patdeli bin Abang Muhi | Dewan Bahasa dan Pustaka |

Mrs. Farhanah binti Mohamad assisted in the development process and can be contacted for further information or query via email: farhanah@mqa.gov.my.

# MQA

TABLE 2.1 MAPPING OF LEARNING OUTCOMES (LO) FOR LANGUAGE FIELDS AGAINST MQF DOMAINS OF LO

| DESCRIPTORS (LO) / MQF LEVEL | Summary of Learners' Profile | Knowledge and Understanding | Cognitive Skills | Functional Work Skills | | | | Personal and Entrepreneurial Skills | Ethics and Professionalism |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | Practical skills | Interpersonal and Communication Skills | Digital and Numeracy Skills | Leadership, autonomy and Responsibility | | |
| Level 3 CERTIFICATE | Learners will have the fundamental knowledge of facts and principles at an intermediate level. Show an interest in pursuing further studies. Demonstrate awareness of local and/or global issues. | Describe simple, factual and basic knowledge and language skills within a significant range of subjects/ fields to undertake highly routine and predictable task(s) and study. | Use the language in the context of well-defined, highly routine predictable tasks. | Able to use sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). | Communicate simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Describe in simple terms aspects of one's background, immediate environment and matters in areas of immediate need. | Use digital technology applications to support study/work. | Demonstrate capacities to work with some/ limited autonomy and minimal supervision. | Initiate self-improvement through study or seek further training with minimal guidance. | Pursue active engagement with local civil societies on matters of interest to local and global communities. |
| Level 4 DIPLOMA | Learners will have a broad knowledge of the general theories, principles and demonstrate skills in a focused area of study/discipline. Learners express interest in pursuing | Demonstrate systematic comprehension (understanding) of a broad range of complex technical and theoretical knowledge and skills to undertake varied, complex, routine and non-routine | Identify, interpret, apply and evaluate general concepts, theory and/or operational principles within a well-defined context of a subject/discipline and/or work with minimal supervision. | Respond to main ideas in complex texts on both concrete and abstract topics in one's field of specialization verbally or using sign language. | Interact with a degree of fluency and spontaneity that makes regular interaction quite possible without strain for either party. Produce clear, detailed text on a | Use a range of digital applications to support study/work. | Perform work with significant degree of personal responsibility and autonomy under broad guidance and direction on well-defined and non-routine study/work activities | Demonstrate self-improvement initiatives and possibilities for further education. Explore activities relating to entrepreneurship. | Illustrate organizational and professional ethics in workplace setting. |

## 3. ASSESSMENT OF STUDENT LEARNING

"Assessment of student learning is a key aspect of quality assurance and it is one of the most important measures to show the achievement of learning outcomes. Hence, it is crucial that an appropriate assessment method and mechanism is in place. Qualifications are awarded based on the results of the assessment. The methods of student assessment must be clear, consistent, effective, reliable and in line with current practices. They must clearly measure the achievement of the intended learning outcomes" (COPPA 2nd Edition, 2017).

The method of assessment depends on the specific requirements of each module. However, as a general guide, the following are to be considered:
i. Assessment *for* learning (formative assessment);
ii. Assessment *as* learning; and
iii. Assessment *of* learning (summative assessment).
Assessment must include both written and spoken modes.

# CEFR IMPLEMENTATION BY MOE

KEMENTERIAN PENDIDIKAN MALAYSIA

Establishing levels of proficiency for each level of the school system against the CEFR ➤

Adopting the CEFR will entail shifting English language programmes to skills-based, outcome-oriented learning.

| Stage | CEFR |
|---|---|
| Preschool | A1 |
| Primary school | A2 |
| Secondary school | B1/B2 |
| Post-Secondary | B2 |
| University | B2/C1 |
| Teacher Education | C1 |

**FIGURE 1** CEFR TARGETS FOR EACH STAGE OF EDUCATION
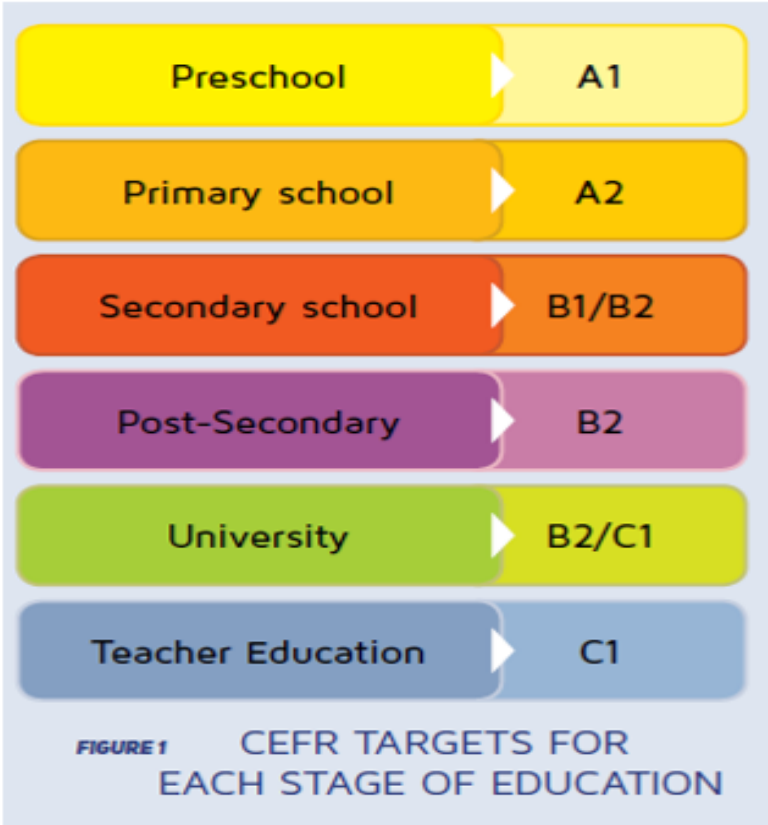
Between now and 2025 we expect an increasingly large proportion of our students to achieve the target proficiency level set for each stage of education.

copyright_ZMD-MoE_MoHE          10/9/2016

# ARABIC DSKP AND TEXTBOOKS

KSSM BAHASA ARAB TINGKATAN 4 DAN 5

## PENDAHULUAN

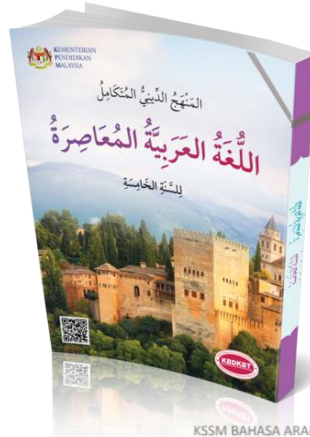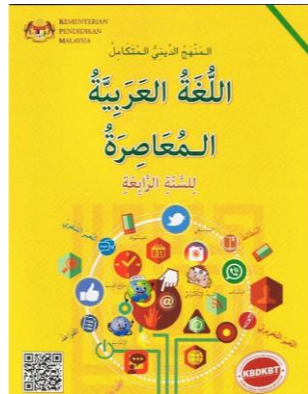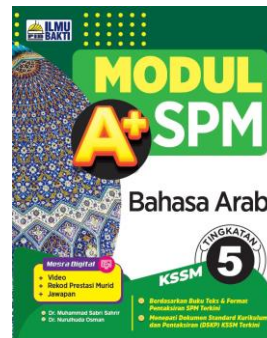Kurikulum Standard Sekolah Menengah (KSSM) Bahasa Arab digubal bertujuan untuk mencapai hasrat Falsafah Pendidikan Kebangsaan dalam melahirkan insan seimbang dan harmonis dari segi intelek, emosi, rohani dan jasmani. Kurikulum tersebut dilaksanakan di sekolah sebagai usaha kerajaan untuk menggalakkan pembelajaran bahasa tambahan selain bahasa Inggeris seperti yang dihasratkan dalam Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025. Kurikulum ini memberi tumpuan kepada penguasaan kemahiran asas bahasa Arab iaitu kemahiran mendengar, bertutur, membaca dan menulis. Kemahiran-kemahiran tersebut dinyatakan secara spesifik dalam Standard Kandungan (SK) dan Standard Pembelajaran (SP) yang telah ditentukan. Kejayaan murid menguasai keempat-empat kemahiran bahasa ini dapat meningkatkan kesediaan mereka untuk berinteraksi dengan menggunakan sistem bahasa yang betul mengenai diri sendiri dan persekitaran mereka selaras dengan Common European Framework of Reference for Languages (CEFR).

Kepentingan bahasa Arab meliputi kepentingan dalam mendalami ilmu pengetahuan, penyelidikan, sosial, ekonomi, dan Pelancongan. Ianya juga mengambil kira keperluan generasi baru untuk menguasai lebih daripada satu bahasa.

Kurikulum ini memberikan pertimbangan kepada pelbagai gaya pembelajaran, minat dan kecerdasan yang pelbagai dalam kalangan murid. Bagi mencapai hasrat tersebut, teknik pengajaran guru yang berkesan sangat diperlukan untuk membantu murid mengalami pengalaman sebenar pembelajaran bahasa Arab yang menyeronokkan. Amalan lughatul-fasli yang berkesan sangat penting untuk mewujudkan suasana pembelajaran tersebut.

Sepanjang proses pembelajaran bahasa Arab, pentaksiran formatif dilaksanakan terhadap murid melalui enam tahap penguasaan dalam Standard Prestasi (SPi). Pentaksiran tersebut dilaksanakan secara holistik melalui pertimbangan profesional guru terhadap murid. Di samping itu juga, penilaian sumatif boleh dilaksanakan oleh guru untuk menilai pencapaian murid dalam aspek penguasaan kandungan.

## PENDAHULUAN

Kurikulum Standard Sekolah Rendah (KSSR) Bahasa Arab digubal bertujuan untuk menggalakkan pembelajaran bahasa tambahan selain bahasa Inggeris seperti yang dihasratkan dalam Pelan Pembangunan Pendidikan Malaysia (PPPM) (2013-2025). Kurikulum ini memberi tumpuan kepada penguasaan kemahiran asas bahasa Arab iaitu kemahiran mendengar, bertutur, membaca dan menulis. Kemahiran-kemahiran tersebut dinyatakan secara spesifik dalam Standard Kandungan (SK) dan Standard Pembelajaran (SP) yang telah ditentukan dalam Dokumen Standard Kurikulum dan Pentaksiran (DSKP). Kejayaan murid menguasai keempat-empat kemahiran bahasa ini dapat meningkatkan kesediaan mereka untuk berinteraksi dengan ayat mudah mengenai diri sendiri dan persekitaran mereka selaras dengan Common European Framework of Reference for Languages (CEFR).

Kepentingan bahasa Arab meliputi kepentingan untuk mendalami ilmu pengetahuan, penyelidikan, sosial, ekonomi, politik, pelancongan dan hubungan antarabangsa. Ianya juga mengambil kira keperluan generasi baharu untuk menguasai lebih daripada satu bahasa.

Kurikulum ini memberikan pertimbangan kepada pelbagai gaya pembelajaran, minat dan kecerdasan yang pelbagai dalam kalangan murid. Bagi mencapai hasrat tersebut, teknik pengajaran guru yang berkesan diperlukan untuk membantu murid melalui pengalaman pembelajaran bahasa Arab yang menyeronokkan. Amalan lughatul-fasli yang berkesan sangat penting untuk mewujudkan suasana pembelajaran tersebut.

Sepanjang proses pembelajaran bahasa Arab, pentaksiran formatif dilaksanakan terhadap murid melalui enam tahap penguasaan dalam Standard Prestasi (SPi). Pentaksiran tersebut dilaksanakan secara holistik melalui pertimbangan profesional guru terhadap murid. Di samping itu juga, penilaian sumatif boleh dilaksanakan oleh guru untuk menilai pencapaian murid dalam aspek penguasaan kandungan.

Dalam melaksanakan PdP, dokumen ini menjadi rujukan utama guru yang melaksanakan kurikulum ini. Semoga apa yang dihasratkan dalam Falsafah Pendidikan Kebangsaan untuk melahirkan generasi seimbang dan harmonis dari segi intelek, emosi, rohani dan jasmani akan dapat dicapai.

1

KEMENTERIAN PENDIDIKAN MALAYSIA

KURIKULUM STANDARD SEKOLAH MENENGAH

## Bahasa Arab

Dokumen Standard Kurikulum dan Pentaksiran

Tingkatan 4 dan 5

# ARABIC ASSESSMENT IN DSKP



KEMENTERIAN PENDIDIKAN MALAYSIA

KURIKULUM STANDARD SEKOLAH MENENGAH

## Bahasa Arab

Dokumen Standard Kurikulum dan Pentaksiran

Tingkatan 4 dan 5

# ARABIC ASSESSMENT IN DSKP

**MATLAMAT**

KSSM Bahasa Arab bermatlamat memperkukuhkan kemahiran berbahasa murid agar kemampuan mereka dalam interaksi sosial dan akses kepada pengetahuan dapat dipertingkatkan serta dapat membentuk sahsiah diri melalui pengamalan nilai-nilai murni.

**OBJEKTIF**

KSSM Bahasa Arab bertujuan membolehkan murid mencapai objektif berikut:

1. Mendengar dan memahami perkataan, rangkai kata, ayat dan perenggan dalam pelbagai topik berdasarkan tema yang ditentukan serta dapat memberi respons yang betul.
2. Bertutur dalam pelbagai konteks berdasarkan tema yang ditentukan melalui penggunaan perkataan, rangkai kata, ayat serta perenggan yang betul.
3. Membaca dan memahami pelbagai bahan berdasarkan tema yang ditentukan serta dapat memberi respons yang betul.
4. Menulis tentang pelbagai topik berdasarkan tema yang ditentukan melalui penggunaan perkataan, rangkai kata, ayat dan perenggan yang betul.

5. Mengaplikasikan sistem bahasa yang betul dalam pertuturan, pembacaan dan penulisan.

Jadual 5: Pernyataan Tahap Penguasaan Umum KSSM Bahasa Arab Tingkatan 4 dan 5

| Tahap | Tafsiran |
|---|---|
| 1 (Tahu) | Murid mengetahui kemahiran-kemahiran bahasa Arab dan bersedia untuk mempraktikkannya dengan bimbingan guru. |
| 2 (Tahu dan faham) | Murid mengetahui kemahiran-kemahiran bahasa Arab dan mampu untuk mempraktikkannya secara sedar. |
| 3 (Tahu, faham dan boleh buat) | Murid mengetahui kemahiran-kemahiran bahasa Arab dan mampu untuk mempraktikkannya secara sedar dan menepati situasi. |
| 4 (Tahu, faham dan boleh buat dengan beradab) | Murid mengetahui kemahiran-kemahiran bahasa Arab dan mampu untuk mempraktikkannya secara sedar, menepati situasi dan secara sistematik. |
| 5 (Tahu, faham dan boleh buat dengan beradab terpuji) | Murid mengetahui kemahiran-kemahiran bahasa Arab dan mampu untuk mempraktikkannya secara sedar, menepati situasi, secara sistematik dan tekal. |
| 6 (Tahu, faham dan boleh buat dengan beradab mithali) | Murid mengetahui kemahiran-kemahiran bahasa Arab dan mampu untuk mempraktikkannya secara sedar, menepati situasi, secara sistematik, tekal dan boleh dicontohi. |

# CEFR ADAPTED ARABIC ASSESSMENT IN DSKP BASED ON LANGUAGE SKILLS

## 1) مهارة الاستماع والكلام

| الملاحظة | معيار التعلم | معيار المحتوى |
|---|---|---|
| • نموذج اسم الفاعل في الجملة:<br>• جاهد مجاهدٌ في الدعوة.<br>• نموذج اسم الآلة في الجملة:<br>• كنس الولد الأرضية بالمكنسة.<br>• نموذج اسم المفعول لفعل ثلاثي مجرد في الجملة:<br>• الخبر معلوم.<br>• نموذج المصدر لفعل ثلاثي مجرد في الجملة:<br>• القراءة أساس النجاح.<br>• نموذج الظرف في الجملة:<br>• اذهب من حَيْثُ أتيت.<br>• من أساليب إظهار الفهم:<br>• الإيماءات (الإشارات، تقاسيم الوجه، حركات اليد والجسد) | يقدر الطالب على:<br>1.1.1 نطق الأسماء في الجمل المسموعة من:<br>أ اسم الفاعل على وزن: مُفعِل، مُفاعِل، مُفعِّل، مُستفعِل.<br>ب اسم الآلة على وزن مِفعَال ومِفعَلَة.<br>ج اسم المفعول لفعل ثلاثي مجرد.<br>د المصدر لفعل ثلاثي مجرد.<br>ه الظرف: حيث، عند، منذ، بينما.<br>و الأسماء الظاهرة المحددة.<br>1.1.2 نطق الأفعال في الجمل المسموعة من ماض ومضارع و أمر لفعل ثلاثي مزيد للأوزان المختارة: أفعل، فاعل، فعّل، استفعل.<br>1.1.3 تحديد الأسماء والأفعال في الجمل المسموعة.<br>1.1.4 إظهار الفهم للأسماء والأفعال في الجمل المسموعة. | 1.1 الاستماع إلى الكلمات في سياقها من الجملة ونطقها مع الاستجابة لها حسب المحاور المحددة. |

## 2) مهارة القراءة

| الملاحظة | معيار التعلم | معيار المحتوى |
|---|---|---|
| • نموذج اسم الفاعل في الجملة:<br>• جاهد مجاهدٌ في الدعوة.<br>• نموذج اسم الآلة في الجملة:<br>• كنس الولد الأرضية بالمكنسة.<br>• نموذج اسم المفعول لفعل ثلاثي مجرد في الجملة:<br>• الخبر معلوم.<br>• نموذج المصدر لفعل ثلاثي مجرد في الجملة:<br>• القراءة أساس النجاح.<br>• نموذج الظرف في الجملة:<br>• اذهب من حَيْثُ أتيت.<br>• من أساليب إظهار الفهم:<br>• الإتيان بالترادف/التضاد | يقدر الطالب على:<br>2.1.1 قراءة الأسماء في الجملة مع تعيين:<br>أ اسم الفاعل على وزن: مُفعِل، مُفاعِل، مُفعِّل، مُستفعِل.<br>ب اسم الآلة على وزن مِفعَال ومِفعَلَة.<br>ج اسم المفعول لفعل ثلاثي مجرد.<br>د المصدر لفعل ثلاثي مجرد.<br>ه الظرف: حيث، عند، منذ، بينما.<br>و الأسماء الظاهرة المحددة.<br>2.1.2 قراءة الأفعال في الجملة مع تعيينها ماضيًا ومضارعًا وأمرًا لفعل ثلاثي مزيد للأوزان المختارة: أفعل، فاعل، فعّل، استفعل.<br>2.1.3 إظهار الفهم للكلمات المقروءة في الجملة.<br>2.1.4 قراءة الأفعال في الجملة وتصنيفها من حيث البنية والدلالة.<br>2.1.5 تقييم القراءة للكلمات في الجملة من حيث الصحة والخطأ وتصحيح القراءة الخاطئة. | 2.1 قراءة الكلمات في الجملة قراءة صحيحة مع الفهم والاستيعاب حسب المحاور المحددة. |

## 3) مهارة الكتابة

| الملاحظة | معيار التعلم | معيار المحتوى |
|---|---|---|
| • نموذج اسم الفاعل في الجملة:<br>• جاهد مجاهدٌ في الدعوة.<br>• نموذج اسم الآلة في الجملة:<br>• كنس الولد الأرضية بالمكنسة.<br>• نموذج اسم المفعول لفعل ثلاثي مجرد في الجملة:<br>• الخبر معلوم.<br>• نموذج المصدر لفعل ثلاثي مجرد في الجملة:<br>• القراءة أساس النجاح.<br>• نموذج الظرف في الجملة:<br>• اذهب من حَيْثُ أتيت. | يقدر الطالب على:<br>3.1.1 استخدام القواعد الإملائية الأساسية في كتابة الكلمات.<br>3.1.2 كتابة الأسماء من نوع:<br>أ اسم الفاعل على وزن: مُفعِل، مُفاعِل، مُفعِّل، مُستفعِل.<br>ب اسم الآلة على وزن مِفعَال ومِفعَلَة.<br>ج اسم المفعول لفعل ثلاثي مجرد.<br>د المصدر لفعل ثلاثي مجرد.<br>ه الظرف: حيث، عند، منذ، بينما.<br>و الأسماء الظاهرة المحددة.<br>3.1.3 كتابة الأفعال من ماض ومضارع و أمر لفعل ثلاثي مزيد للأوزان المختارة: أفعل، فاعل، فعّل، استفعل. | 3.1 كتابة الكلمات في سياقها من الجملة كتابة صحيحة واستخدامها حسب المحاور المحددة. |

# CEFR-ALIGNED ASSESSMENTS AT MOE

- CEFR-aligned curriculum at MOE … just adapt and adopt.
- The latest status for CEFR implementation in Arabic language is KIV because of no officially the body to clarify the process.
- Same goes to Lembaga Peperiksaan Malaysia in terms of CEFR-aligned assessment in Arabic.

**WS COMMUNICATION WITH MOE ARABIC OFFICER, 1st of SEPTEMBER 2022**

# UMK ARABIC TEXTBOOKS FOR PROFICIENCY LEVEL (2021)

**A1**

**A2**



CEFR Level A1

الإنارة

في اللغة العربية الاتصالية

This level 1 Arabic textbook is written as a guide for students taking Arabic language course to understand the foundation of language in enabling them to converse basic Arabic language when communicating outside the classroom and interacting with friends who can speak the language. This book is written based on the Common European Framework Standard (CEFR) syllabus A1. It contains FIVE (5) chapters that cover the Arabic Language Level 1 syllabus of UMK. In general, this book focuses on sound production and pronunciation using situations in the Arab country and its culture. Students learn to introduce oneself, friends and family members, also numbers, days, months, years and other conversation activities. This Arabic textbook also contains exercises to enhance memory retention.

وان عبد العزيز وان داود
أحمد زكي أميرالدين
أحمد طلال حسن
أحمد عبد الرحمن
قمر الزمان عبد الغني
أزهار محمد
نور الفاتحة حنفي
غازية فاتحة برهان الدين
نور عبد الرحمن

إعداد

The amazing world of Augmented Reality (AR) + fun activities await you inside!

AUGMENTED REALITY

QR CODE
SCAN TO GO

Universiti Malaysia KELANTAN PENERBIT

Entrepreneurship is Our Thrust

press.umk.edu.my | Penerbit UMK | umkpress | penerbit@umk.edu.my

ISBN 978-967-2912-71-2

9 789672 912712

RM 35.00

**USAS – Coming soon (2022)**

# CEFR-ALIGNED ASSESSMENTS : WAY FORWARD

- Related publications: articles, books, guidelines, etc.
- Attempts to apply for research grants, e.g. FRGS, etc.
- Every Arabic test already has its own standards.
- Mapping of CEFR CEFR-aligned assessments with the current ones.
- KIV status of CEFR-aligned assessments in Arabic by MOE since 4 years ago.
- A challenge to establish an official body to measure the reliability and validity the assessment process and mapping the competency level/framework via empirical/suitable analysis.
- Wide opportunity to explore CEFR-aligned assessments in Arabic at the educational institutions, related issues in CEFR 2022 based on certain frameworks, levels, scales and descriptors.

THANK YOU!

muhdsabri@iium.edu.my

إلى اللقاء