الجامعة الإسلامية العالمية ماليزيا
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA
يونيورسيتي إسلام انتارابغسا ملسيا
(Company No. 101067-P)
Garden of Knowledge and Virtue

UNIVERSITI MALAYSIA KELANTAN

IMPLEMENTATION OF CEFR-ALIGNED SYLLABUS DESIGN AND ASSESSMENT METHODS IN LANGUAGE TEACHING AND LEARNING

PROF. MADYA
DR MUHAMMAD SABRI BIN SAHRIR
KULLIYYAH PENDIDIKAN, UIAM

24 MEI 2021
(ISNIN)

2.00 PTG – 5.00 PTG

FAKULTI PENGAJIAN BAHASA DAN PEMBANGUNAN INSANIAH, UNIVERSITI MALAYSIA KELANTAN - UMK

UNIVERSITI MALAYSIA KELANTAN

KULLIYYAH PENDIDIKAN
UNIVERSITI ISLAM ANTARABANGSA MALAYSIA (UIAM)

thesundaily

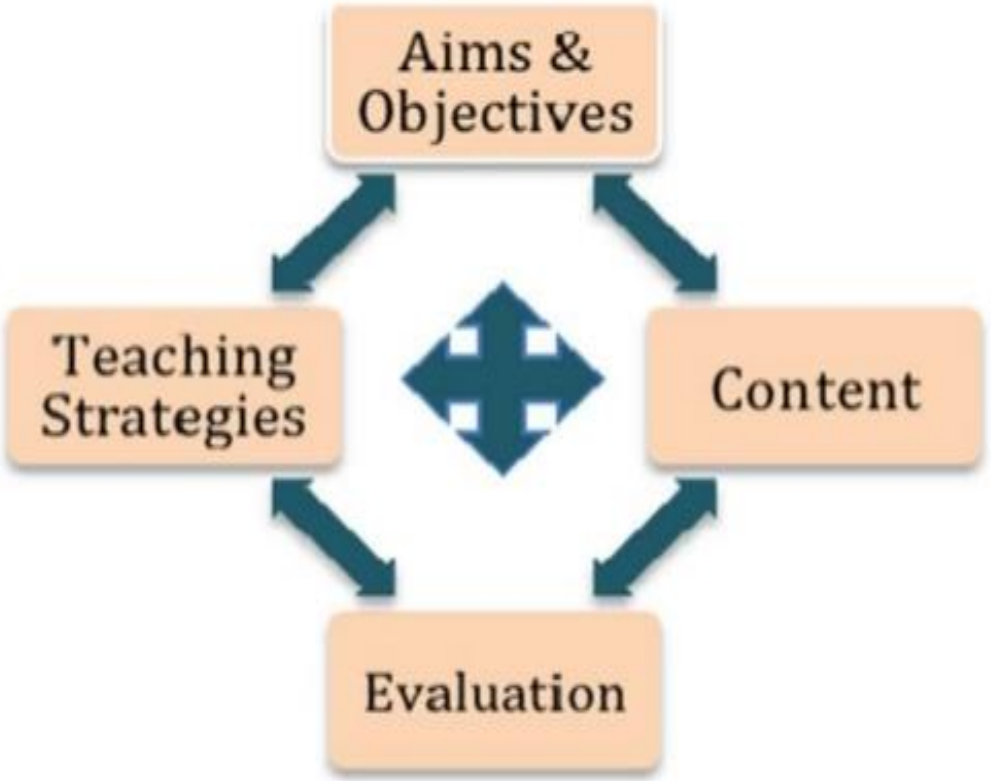
PT3 English language papers to be aligned to CEFR starting this year

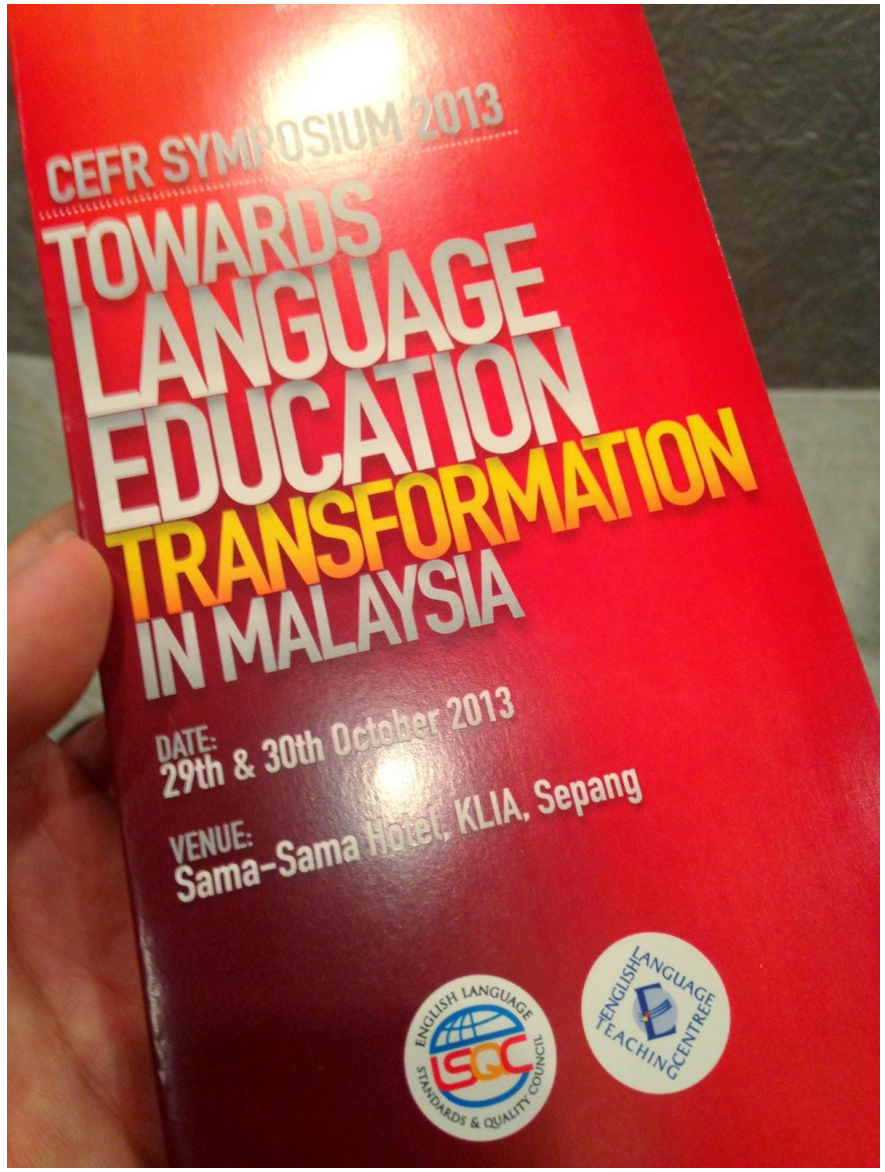
02 MAY 2019 / 23:43 H.

Picture for representation only.

FULL ARTICLE

MAPPING PROCESS





CEFR IN MALAYSIA: CURRENT ISSUES AND CHALLENGES IN THE IMPLEMENTATION OF THE FRAMEWORK. MOHD SALLEHHUDIN (2017)

1- CEFR IS NOW ACKNOWLEDGED INTERNATIONALLY AS THE STANDARD LANGUAGE PROFICIENCY FRAMEWORK TO ADOPT.

2- IN ORDER TO ARREST THE DECLINING STANDARDS OF ENGLISH, THE GOVERNMENT DECIDED TO FORM A BODY THAT IS KNOWN AS THE ENGLISH LANGUAGE STANDARDS AND QUALITY COUNCIL (ELSQC).

3- THE CEFR WAS INTRODUCED IN 2001 BY THE COUNCIL OF EUROPE WITH A VIEW TO PROVIDE "A COMMON BASIS FOR THE ELABORATION OF LANGUAGE SYLLABUSES, CURRICULUM GUIDELINES, EXAMINATIONS, TEXTBOOKS, ETC. ACROSS EUROPE" (COUNCIL OF EUROPE, 2001 P.1.)

4- THE CEFR WAS PUBLICLY INTRODUCED IN MALAYSIA IN THE YEAR 2013 WHEN THE CEFR SYMPOSIUM WAS HELD IN SEPANG JUST OUTSIDE OF KUALA LUMPUR.

5- ACCORDING TO THE ROADMAP AS HIGHLIGHTED IN THE MALAYSIAN EDUCATION PLAN 2013-2015, CEFR IN MALAYSIA WOULD BE FULLY DEVELOPED IN THREE PHASES. THE FIRST PHASE SHOULD HAVE BEEN IMPLEMENTED BETWEEN THE YEAR 2013 AND 2015, THE SECOND WAVE STARTS IN 2016 AND ENDS IN 2020. WHILE THE THIRD PHASE, WHICH IS THE ASSESSMENT PHASE, STARTS FROM 2021 AND ENDS IN 2025.THE MOE MALAYSIA HAS ALSO SET TARGETS FOR EACH STAGE OF THE ENGLISH LANGUAGE PROGRAMME. THE TARGETS SET TO BE ACHIEVED BY THE YEAR 2025 FOR MALAYSIAN STUDENTS TO REACH AS THEY PROGRESS THROUGH THE ENGLISH LANGUAGE PROGRAMME ARE SHOWN IN FIGURE 2.

CEFR IN MALAYSIA: CURRENT ISSUES AND CHALLENGES IN THE IMPLEMENTATION OF THE FRAMEWORK. MOHD SALLEHHUDIN (2017)

FIGURE 2 - 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

CEFR IN MALAYSIA: CURRENT ISSUES AND CHALLENGES IN THE IMPLEMENTATION OF THE FRAMEWORK. MOHD SALLEHHUDIN (2017)

1- **MAJORITY OF ENGLISH TEACHERS ARE NOT PROFICIENT IN ENGLISH**

2- **ENGLISH IS STUDENTS' WEAKEST CORE SUBJECT IN NATIONAL ASSESSMENTS**

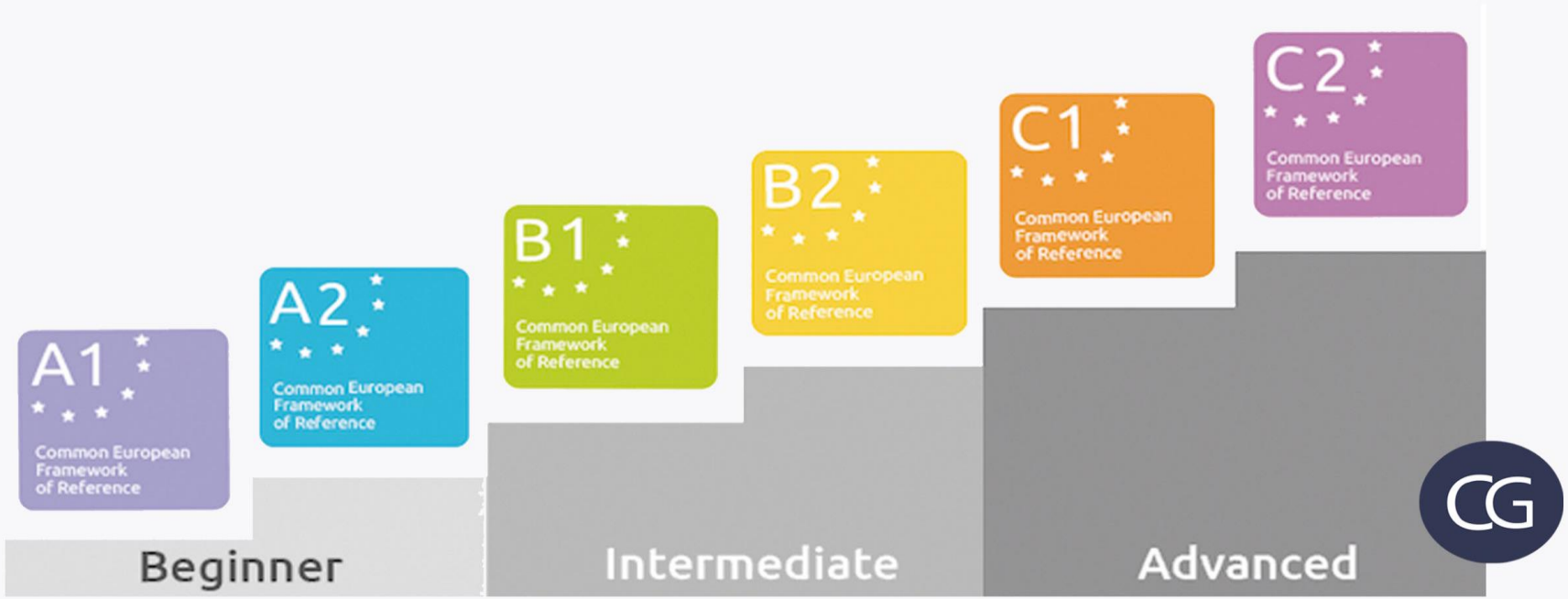
3- **LACK OF POLITICAL WILL**

4- **TEACHERS ARE STILL NOT ADEQUATELY TRAINED**

5- LACK OF STUDIES DONE ON THE IMPLEMENTATION OF CEFR IN THE MALAYSIAN CONTEXT.

CEFR Levels:

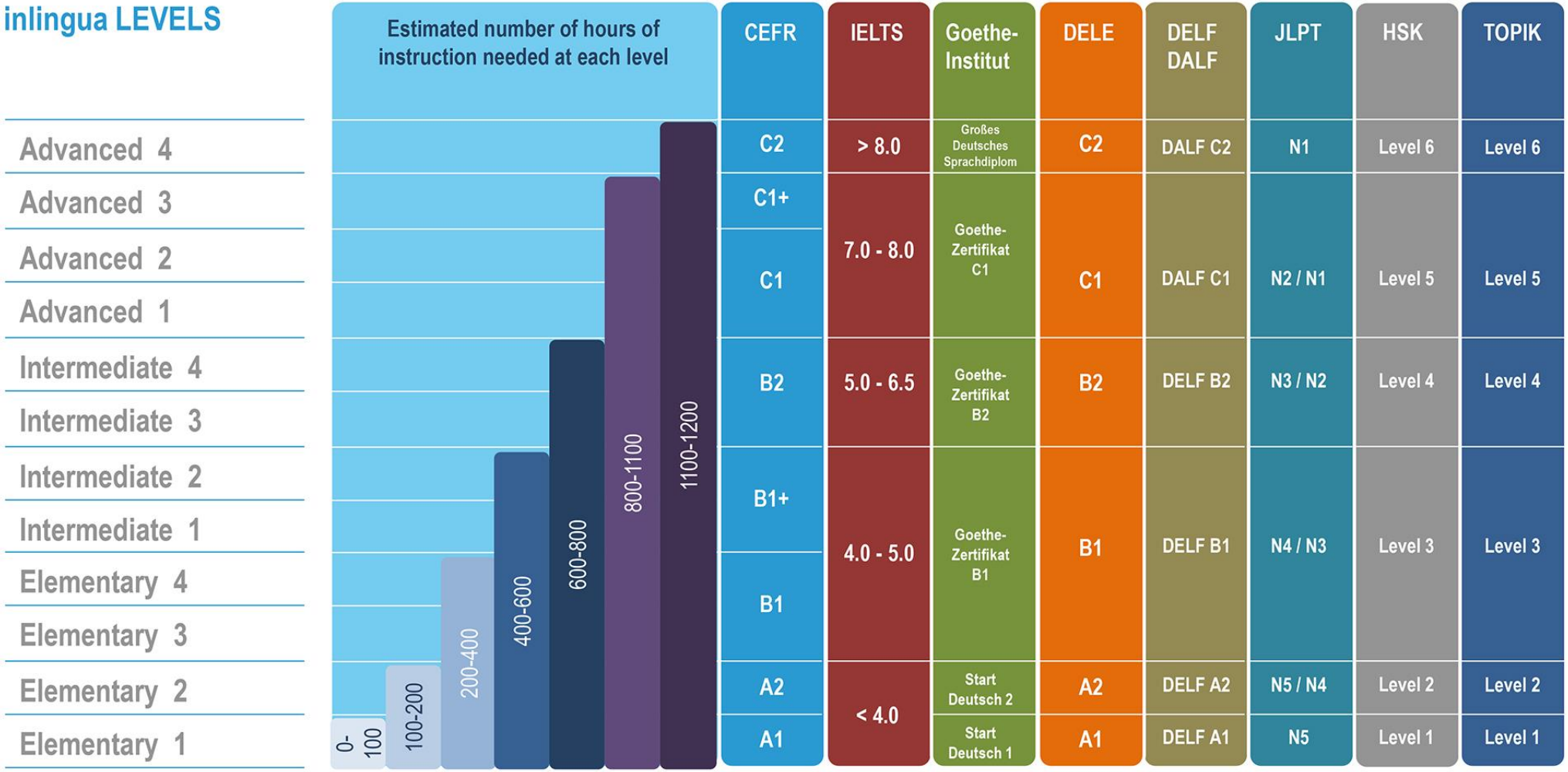
Top Language Proficiency Tests



CONTACT HOURS VS CREDIT HOURS

CONTACT HOURS ARE THE TOTAL HOURS OF CLASS/LECTURE, LAB AND CLINIC COOP/SHOP REQUIRED PER WEEK IN A COURSE. CONTACT HOURS ARE USED TO CALCULATE THE AMOUNT OF CREDIT HOURS A COURSE MAY BE WORTH. CREDIT HOURS ARE USED TO CALCULATE TUITION AND ARE A FACTOR IN A STUDENT'S GRADE POINT AVERAGE (GPA).

inlingua LEVELS



	ENGLISH	GERMAN	SPANISH	FRENCH	JAPANESE	CHINESE	KOREAN
CEFR	IELTS	Goethe-Institut	DELE	DELF DALF	JLPT	HSK	TOPIK
Advanced 4							
Advanced 3							
Advanced 2							
Advanced 1							
Intermediate 4							
Intermediate 3							
Intermediate 2							
Intermediate 1							
Elementary 4							
Elementary 3							
Elementary 2							
Elementary 1							
C2	> 8.0	Großes Deutsches Sprachdiplom	C2	DALF C2	N1	Level 6	Level 6
C1+	7.0 - 8.0	Goethe-Zertifikat C1	C1	DALF C1	N2 / N1	Level 5	Level 5
C1							
B2	5.0 - 6.5	Goethe-Zertifikat B2	B2	DELF B2	N3 / N2	Level 4	Level 4
B1+	4.0 - 5.0	Goethe-Zertifikat B1	B1	DELF B1	N4 / N3	Level 3	Level 3
B1							
A2	< 4.0	Start Deutsch 2	A2	DELF A2	N5 / N4	Level 2	Level 2
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

Common European Framework Guided Learning Hours

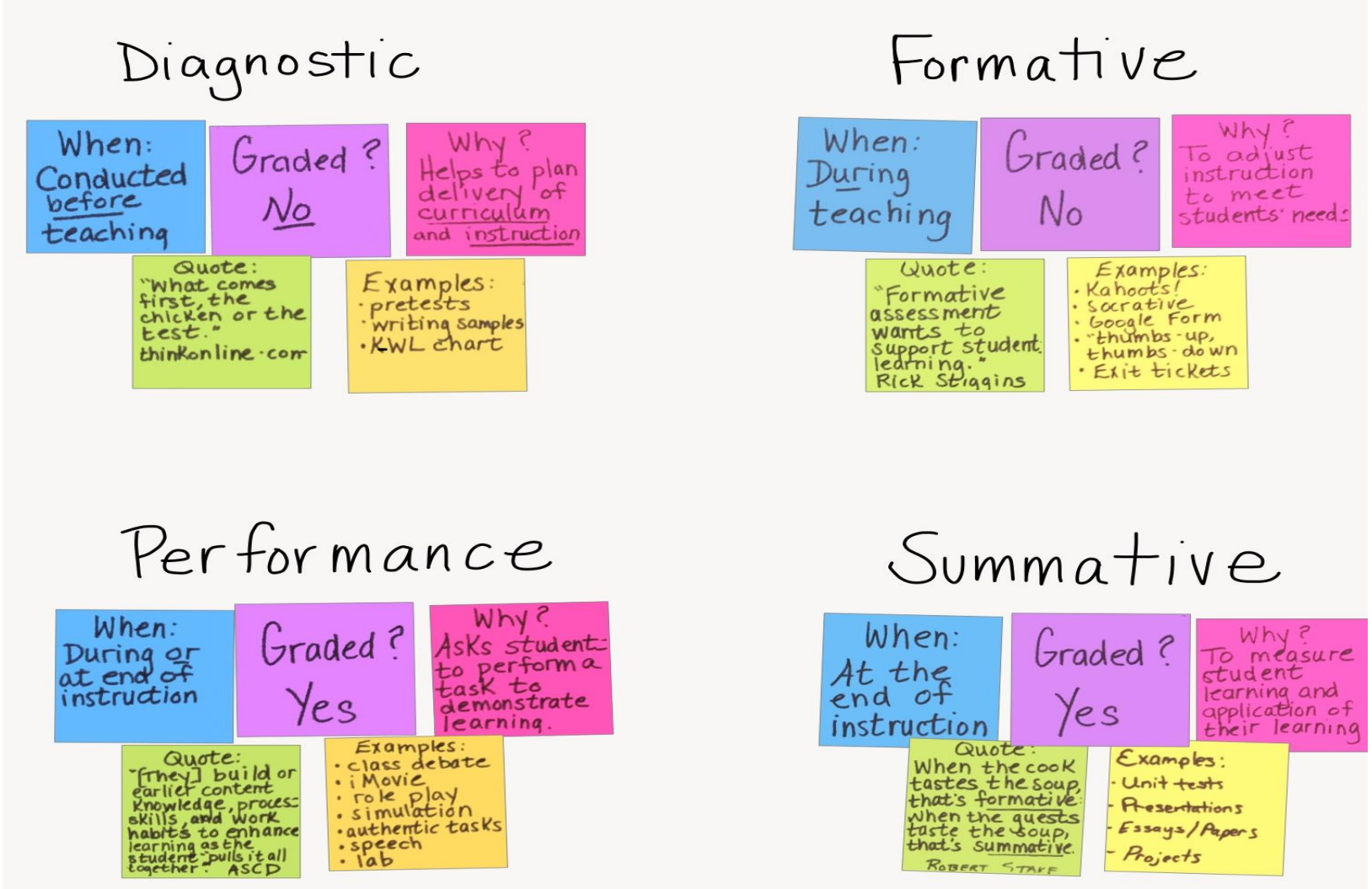
CEFR Level	Guided Learning Hours
A1: Beginner	90-100
A2: Elementary	180-200
B1: Intermediate	350-400
B2: Upper-Intermediate	500-600
C1: Advanced	700-800
C2: Proficient	1000-1200

Contact Hours vs Credit Hours

LET'S WATCH !!!

KANAK-KANAK CINA CAKAP ARAB
[SUBSCRIBE : ABDUL AZIZ AL ARABIY]
2018
Nama saya ma be chun. Nama arab saya wa kholid.
Umur saya 9 tahun. Saya belajar di Sekolah Antarabangsa
Wei chong di kelas darjah 3.
InShOt

TYPES OF ASSESSMENT



Assessment for Learning

- enables teachers to use information about students' knowledge, understanding and skills to inform their teaching
- teachers provide feedback to students about their learning and how to improve

Assessment as Learning

- involves students in the learning process where they monitor their own progress, ask questions and practise skills
- students use self-assessment and teacher feedback to reflect on their learning, consolidate their understanding and work towards learning goals

Assessment of Learning

- assists teachers to use evidence of student learning to assess student achievement against learning goals and standards

Types of Assessment

Assessment FOR Learning	Assessment AS Learning	Assessment OF Learning
Guiding instruction Improving learning	Students monitoring their own progress	Reporting out Measuring learning
Descriptive feedback	Goal Setting	Letter grades, %s, performance scales,
Continuous	Continuous	At the end
Formative	Formative	Summative

Pentaksiran sebelum/untuk pembelajaran

Pentaksiran semasa pembelajaran

Pentaksiran selepas pembelajaran

KEMENTERIAN PENDIDIKAN MALAYSIA

PENTAKSIRAN BERASASKAN SEKOLAH (PBS)

MELALUI PBS...

Murid

Mengenali diri dan potensi untuk dipertingkatkan
Tahu dengan jelas apa yang perlu dikuasai melalui maklum balas guru
Terlibat dalam pelbagai aktiviti pentaksiran yang lebih bermakna
Berupaya mempertingkatkan 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 mengenali diri dan potensi anak untuk digilap

FALSAFAH PENDIDIKAN KEBANGSAAN

ASPIRASI MURID DALAM PPPM

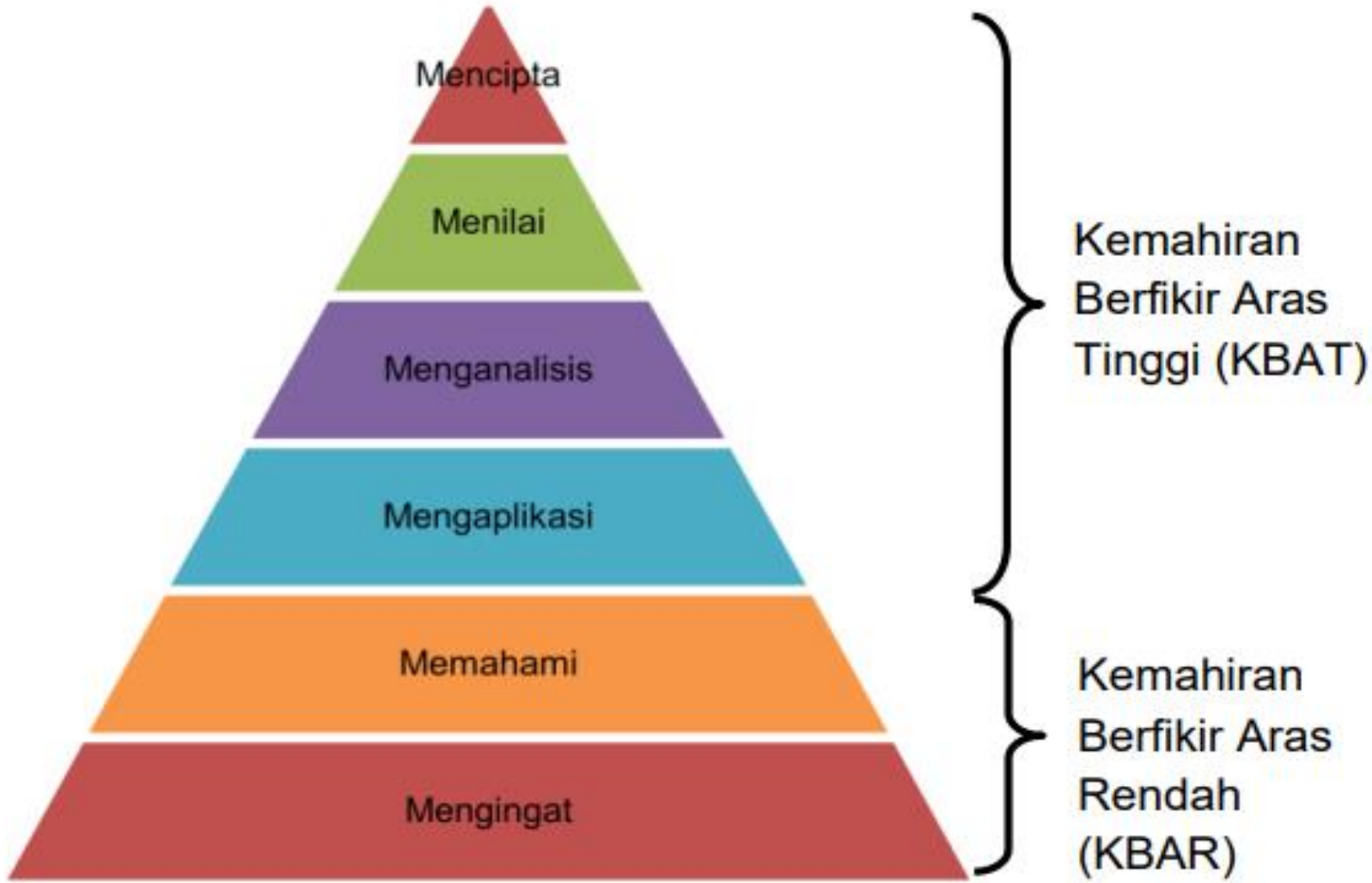
PENTAKSIRAN SEKOLAH (PS)

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

PENTAKSIRAN AKTIVITI JASMANI, SUKAN & KOKURIKULUM (PAJSK)

PENTAKSIRAN PSIKOMETRIK (PPsi)

KEMENTERIAN PENDIDIKAN MALAYSIA



Rajah 4. Kemahiran berfikir aras tinggi dan rendah mengikut Taksonomi Bloom (Anderson & Krathwohl, 2001)

مع الاحترام
أشرف شرقاوي

سلم بلوم - ما هي الأفعال المستخدمة لكل مستوى

تحدثنا في مقطع سابق عن سلم بلوم ومستوياته

والان سنستعرض الأفعال لكل مستوى

المهارات الدنيا

المهارات العليا

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

الأهـــــــــداف السلوكية

المجال	المجال المعرفي / العقلي						المجال المهاري /النفس حركي						المجال الوجداني					
المستوى	التذكر	الفهم	التطبيق	التحليل	التركيب	التقويم	الإدراك الحسي الملاحظة	الاستعداد ، التأهب ، الميل	الاستجابة الموجهة / الممارسة	الميكانيكية / الآلية	الاستجابة المعقدة / الظاهرية	التكيف	الإبداع	الاستقبال	الاستجابة	التقييم	التنظيم	التمييز / التطبيع
الأفعال	يتعرف	يستنتج	يحسب	يفرق	يصمم	يعلل	يختار	يظهر	يُجمع	نفس الأفعال السابقة لكن بشكل آلي	نفس الأفعال السابقة لكن بشكل متقن	يتكيف	يصمم	ينتبه	يشارك	يبادر	ينظم	يساهم
	يكتب	يميز	يكتشف	يقارن	يبتر	يوازن	ينتقي	يبدي	يقطع			يبدل	ينتج	يصغي	يُعاون	يمارس	يجمع	يستخدم
	يعدد	يحول	يعالج	يربط	يعيدبناء	يفاضل	يعزل	يتطوع	يسخن			يغير	يجيد	يتابع	يُناقش	يقترح	يصوغ	يضبط
	يردد	يشرح	يعرض	يفكك	يصنف	ينقد	يفرق	يستجيب	يفكك			يضبط	يتذكر	يختار	يمتثل	يفضل	يفاضل	يعدل
	يحدد	يفسر	يغير	يفصل	يناقش	يبرهن	يربط	يخطو	يقيس			ينوع	يطور	يتوقع	يرحب	يتحمس	يلتزم	يغير
	يصنف	يعلل	يستخدم	يقسم	يؤلف	يحكم على	يتبين	يبدأ	يجد			يعدل	يبدع	يستحسن	يُذعن	يدعو إلى	يركب	ينقح
	يُسمع	يتنبأ	يستعمل	يجزئ	يخطط	يقيم	يلاحظ	يشرح	يمارس	يتعود	يجيد	ينقح	يؤلف	يشارك	يستجيب	يحتج	يقارن	يمثل
	يذكر	يتوقع	يحل	يفحص	يكتب	يختار	يشاهد	يبرهن	يحاكي	يستخدم	يتقن	ينشئ		يشعر	يتقبل	يناقش		
	يتذكر	يناقش	ينفذ	يخطط	بعيدترتيب	يقرر	ينصت	يحرك	يكرر	يمارس	يتحكم	يرسم		يحس	يميل	يفاضل		
	يسترجع	يرتب	يتصرف	يحدد	يعدل	يبرر								يهتم	يتشوق	يختار		
	يعطي	يعبر	يجرب	يوضح	ينظم	يميز										يبرر		
	يُعين	يستدل	يطبق	يستخرج	يشكل	يصحح												
	يكرر	يلخص	يعدل	يحلل	ينتج	يبدي رأيه												
	يصنف	يترجم	يستخرج	يميز	يلخص	يقلد												
	يسمي	يوضح	يبرهن	يوازن	يكون													
		يجد علاقة	ينظم	يصنف	يقترح													
		يعطى أمثلة	ينتج	يشير إلى	يشتق													
		يعيد صياغة	يربط	يستخلص	يجمع													
		يعيد كتابة	يختار	يدقق														
			يمثل	يختبر														
			يوظف															

صياغة الهدف السلوكي

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

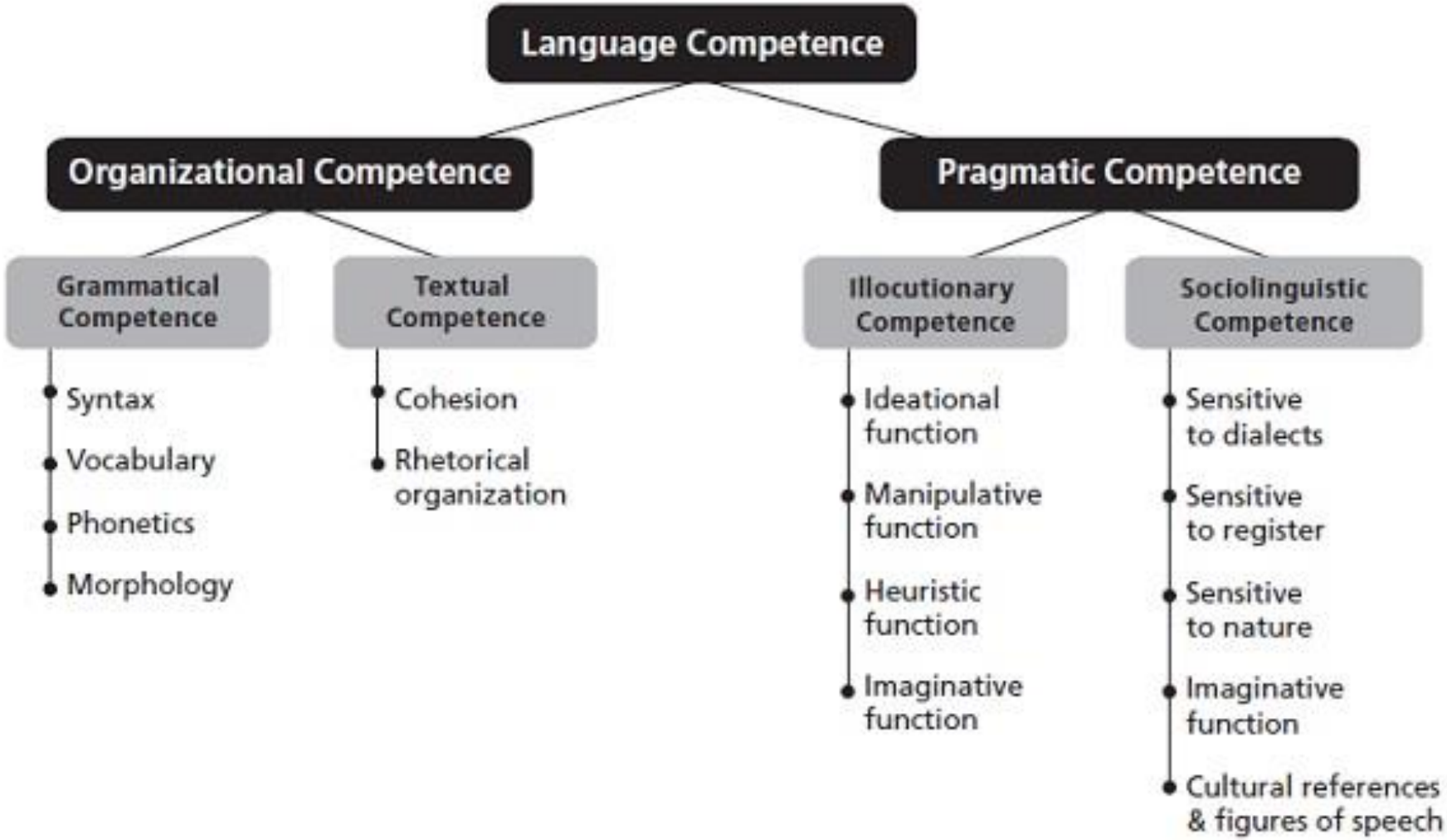
شروط الهدف السلوكي **الهدف** **SMART**

SPECIFIC محدد ... MEASURABLE مقاس .. ATTAINABLE محقق

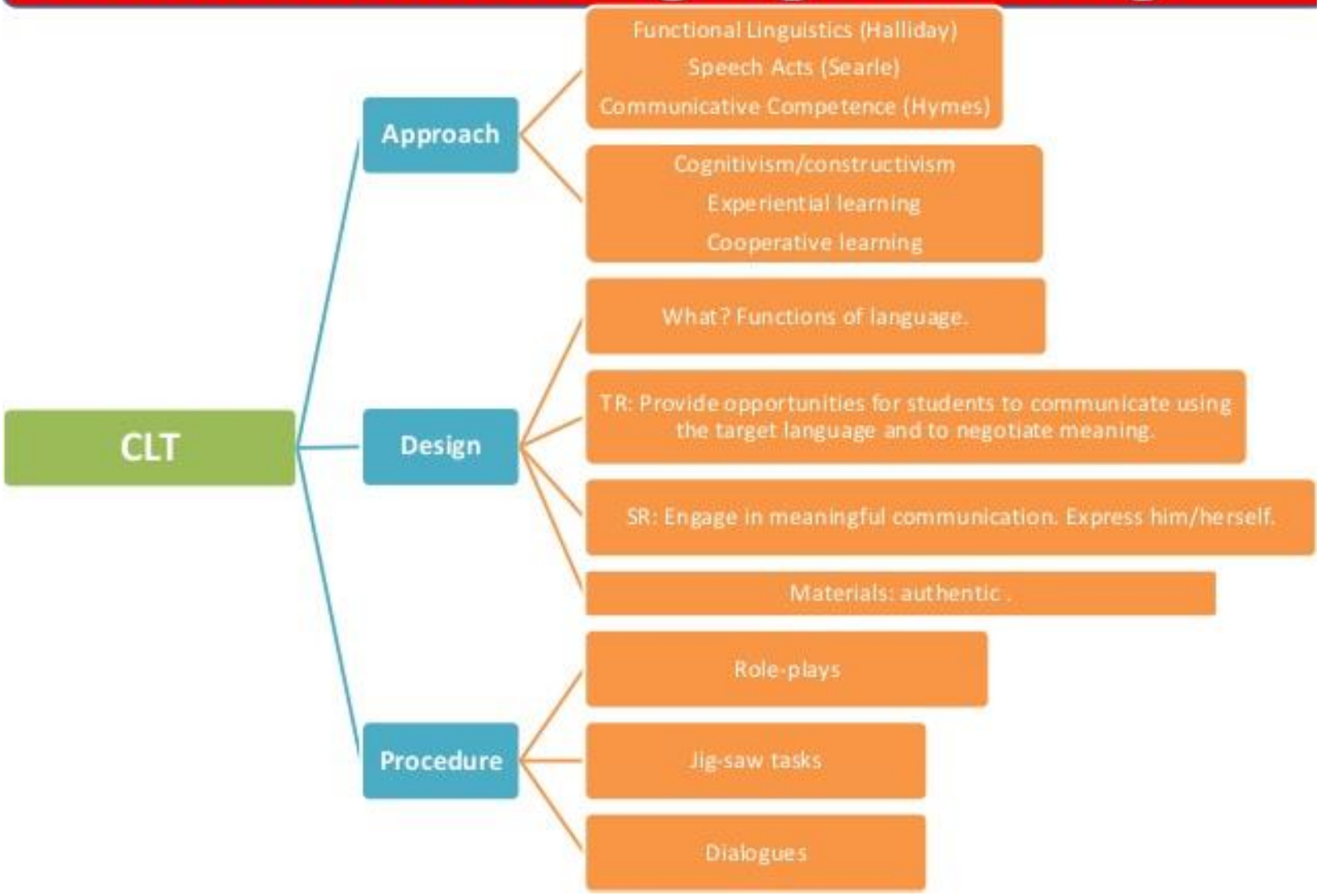
REALISTIC ممكن .. TIMED مزمّن

OTHER LANGUAGE FRAMEWORKS/APPROACHES?

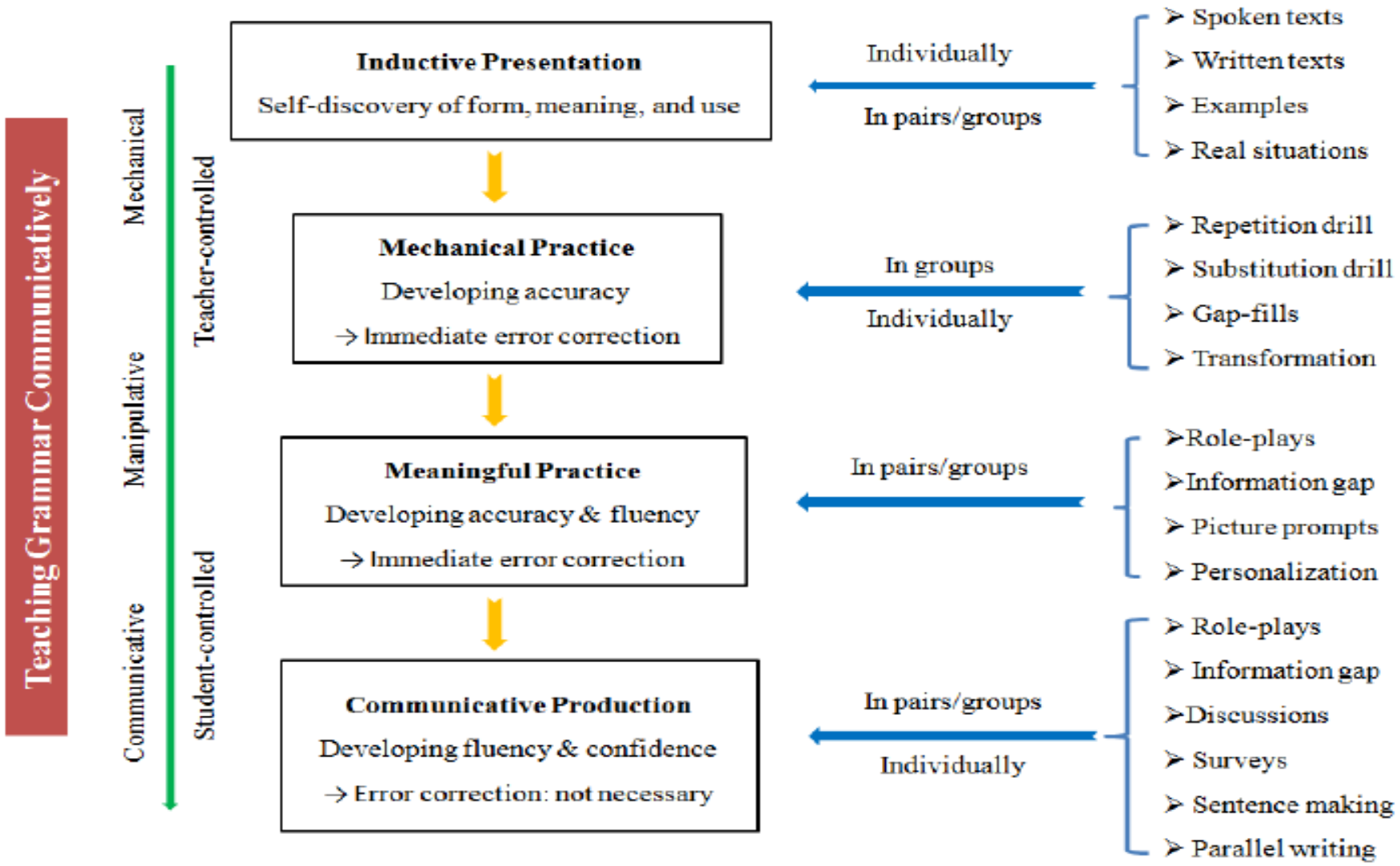
Figure 1. Components of Language Competence (Bachman, 1990, p. 87)



Communicatve Language Teaching



CLT APPLICATION IN TEACHING GRAMMAR



OTHER LANGUAGE FRAMEWORKS/APPROACHES?

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.

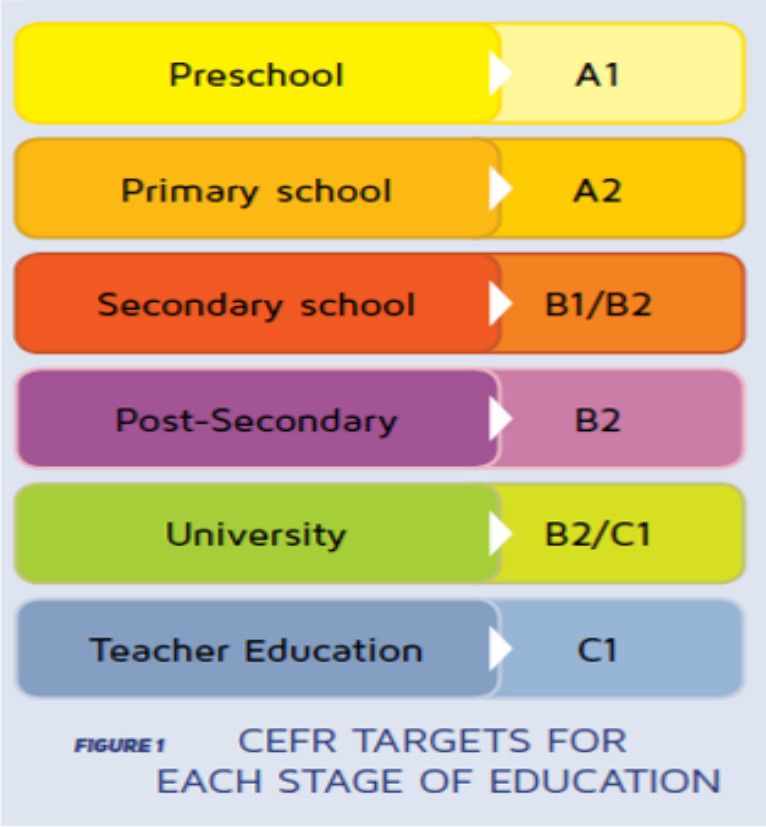


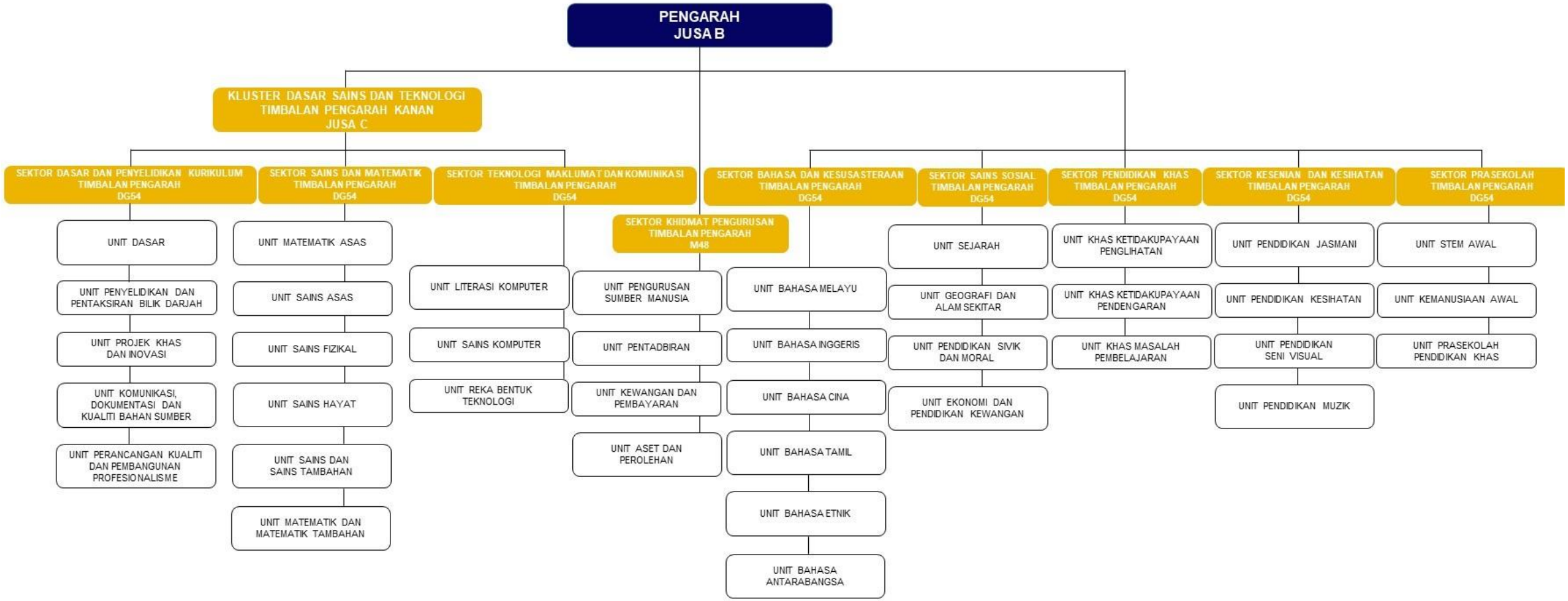
FIGURE 1 CEFR TARGETS FOR EACH STAGE OF EDUCATION

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

BAHAGIAN PEMBANGUNAN KURIKULUM - KPM

CARTA ORGANISASI BAHAGIAN PEMBANGUNAN KURIKULUM



ENGLISH TEXTBOOK
FORM 1 – PULSE 2

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.

APPENDIX 1

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

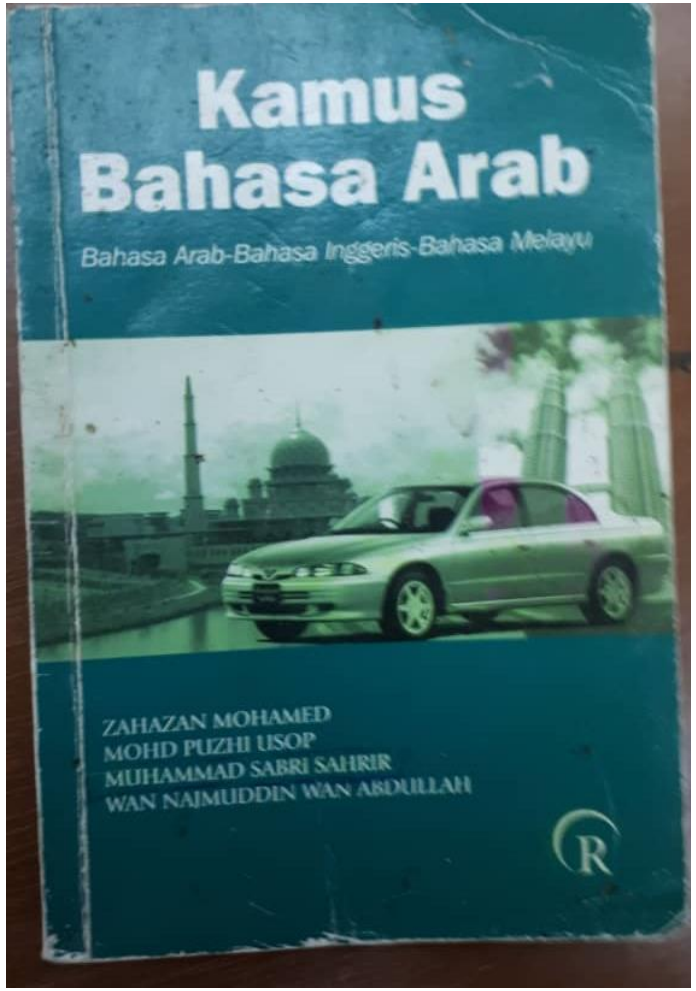
Mrs. Farhanah binti Mohamad assisted in the development process and can be contacted for further information or query via email: farhanah@mqa.gov.my.

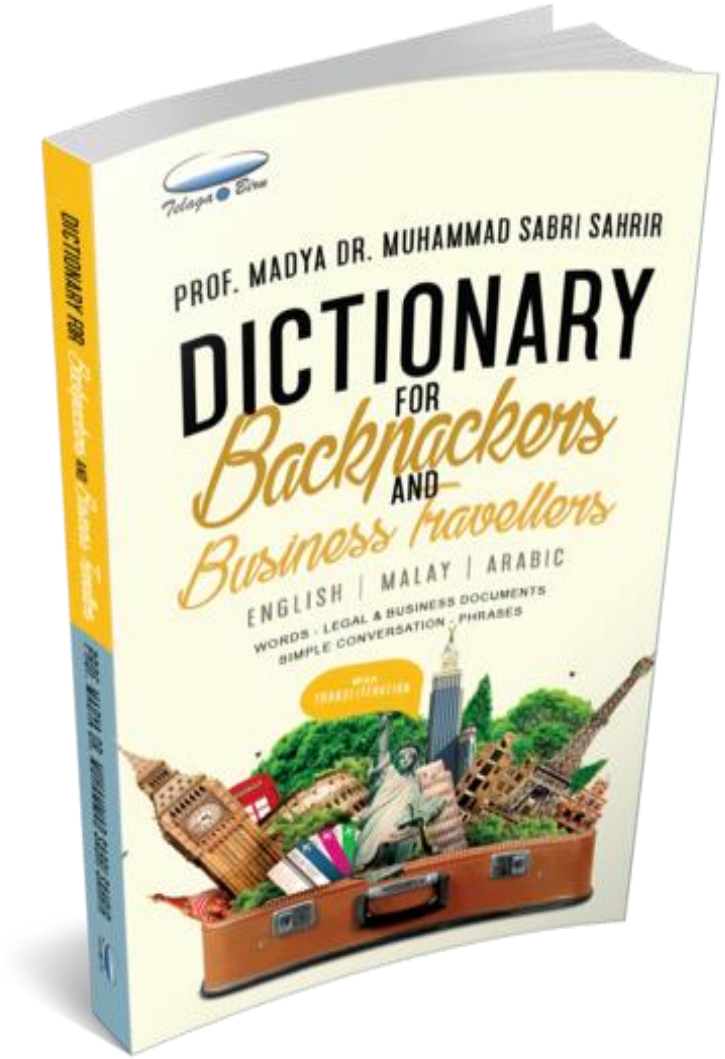
GARIS PANDUAN KURIKULUM: PROGRAM ASAS (GCF) – MQA
SAMPLE OF ENGLISH 1

8. Mapping of the Course Learning Outcomes to the Programme Learning Outcomes, Teaching Methods and Assessment:

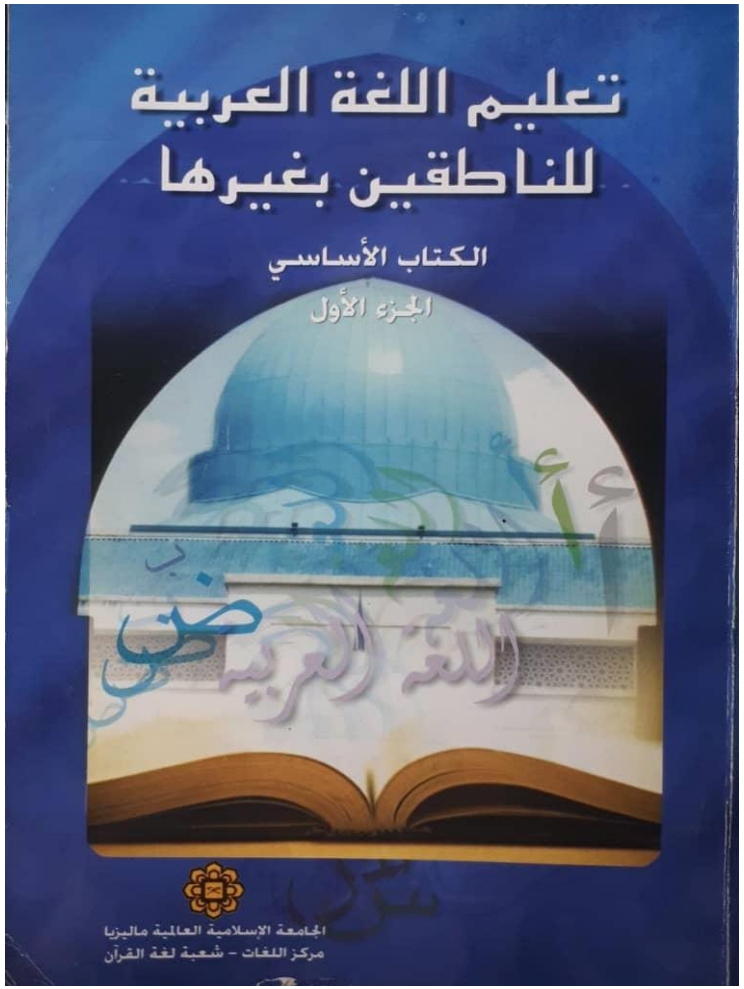
Course Learning Outcomes (CLO)	Programme Learning Outcomes (PLO)						Teaching Methods	Assessment
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6		
CLO 1	√		√	√			Lectures, Tutorials	Quizzes, Oral Summaries, Final Examination
CLO 2			√	√			Lectures, Tutorials, Seminars	Oral Assignments, Final Examination
CLO 3				√			Lectures, Tutorials, Seminars	Presentation, Final Examination
CLO 4	√			√			Lectures, Tutorials, Seminars	Oral Assignments, Presentation, Final Examination

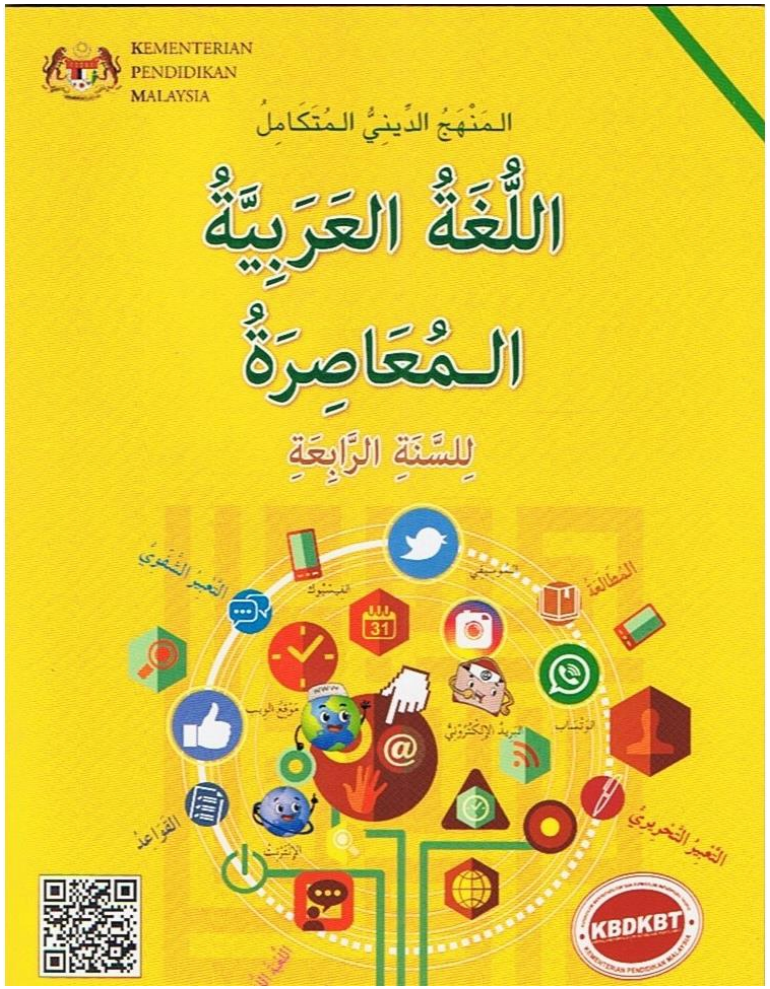
PERSONAL EXPERIENCES

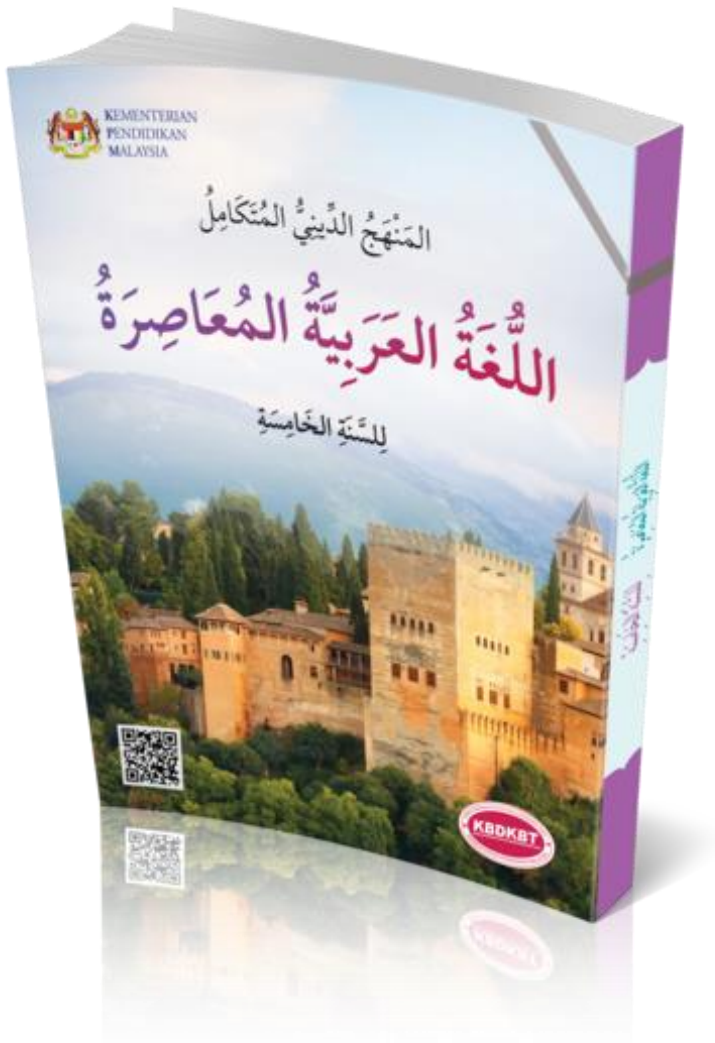




PERSONAL EXPERIENCES







PERSONAL EXPERIENCES

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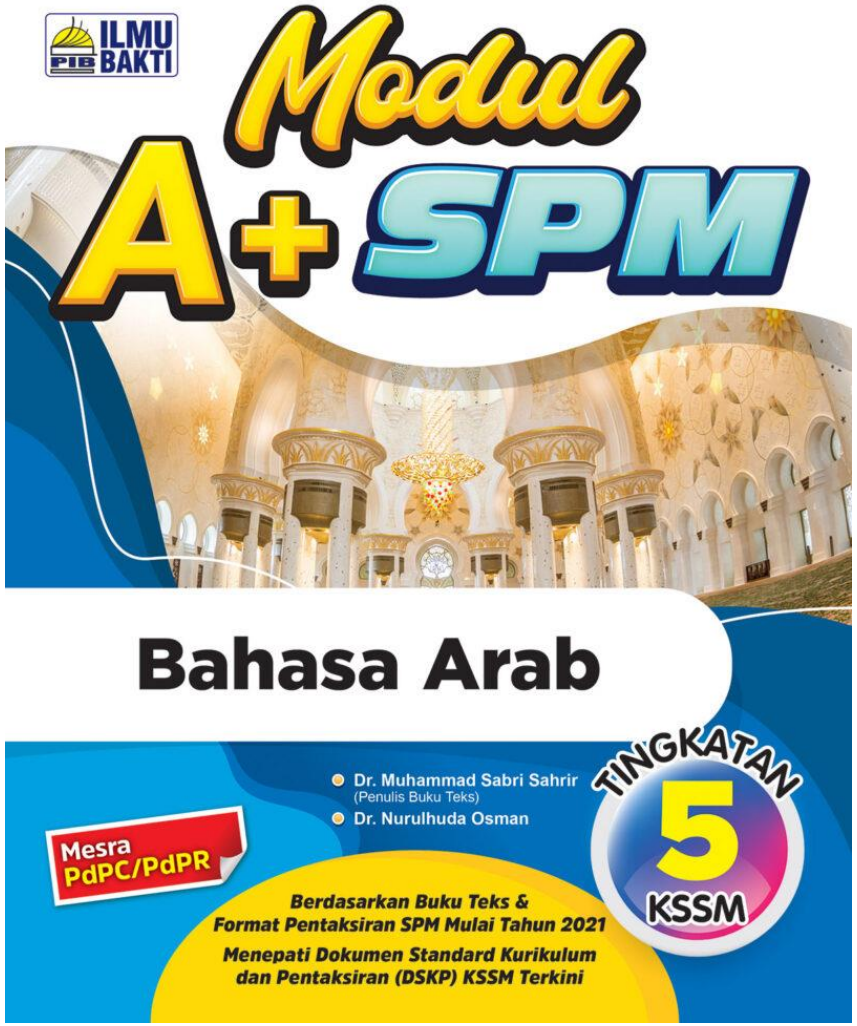

Communication
is the key!

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DISCUSSION AND Q&A SESSIONS

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إلى اللقاء