



## CEFR FOR LANGUAGES AND ITS EFFECTIVE IMPLEMENTATION IN TEACHING ARABIC SPEAKING SKILL

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**Article History:** Received: 12.05.2023

Revised: 25.06.2023

Accepted: 21.07.2023

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### Executive summary

The process of language communication is important to help learners acquire different language skills. It is also one of the purposes behind language teaching and learning. Learners of Arabic as a second language face difficulties in mastering the oral language. They are also unable to speak Arabic fluently in many and varied situations of daily life and to express their thoughts and needs efficiently. Therefore, the purpose of this study is to learn about Common European Framework of References (CEFR) and how it helps students and teachers to develop the Arabic language speaking skill. This study has raised the following questions: What is “Common European Framework of References (CEFR)”? What are the most important skills that students must earn to build a good conversation in Arabic **through** (CEFR)? How can (CEFR) program improve conversation skills? What are the suggestions that can help make good communication with others? The study seeks to answer these questions by attempting to identify the methods that can help learners to communicate effectively in Arabic with native speakers. The study also seeks to clarify the ways that learners can use to express their past, present, future and experiences, as well as to identify issues in language communication. This study highlights how to use (CEFR) to improve the speaking communicative activity. The study will apply the descriptive analysis methodology.

**Keywords:** CEFR, Arabic Language, speaking skill, conversation skills, communication.

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**DOI:** 10.31838/ecb/2023.12.s3.734

## 1. Introduction

The Common European Framework of Reference for Languages (CEFR) is an international standard for describing language ability. It describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language. This makes it easy for anyone involved in language teaching and testing, such as teachers or learners, to see the level of different qualifications. It also means that employers and educational institutions can easily compare our qualifications to other exams in their country.

### Problem Statement

Learning Arabic language skills as a second language, especially speaking skill, requires finding new and effective ways to help students master these skills. The researchers were able to shed light on many teaching methods that contribute to teaching and learning languages, and here we will shed light on a new method that helps experts in preparing a distinguished curriculum for teaching the skill of speaking Arabic, and we also dedicate a space to talk about Common European Framework of References (CEFR), and to clarify its aspects, the goal and how Assisting him in solving the problems facing students in mastering the skill of speaking the Arabic language.

### Hypothesis

1. Teaching Arabic language through (CEFR) program will help learners to master Arabic speaking skill.
2. Through (CEFR) learners can understand frequently used expressions in most intermediate areas such as shopping, family, employment, etc.
3. A good suggestion is to pay attention to the learners' needs and attitudes when designing Arabic speaking program.

### Research questions

1. What is “Common European Framework of References (CEFR)”?
2. What are the most important skills that students must earn to build a good conversation in Arabic **through** (CEFR)?
3. How can (CEFR) program improve conversation skills?
4. What are the suggestions that can help make good communication with others?

### Research objectives

1. To identify “Common European Framework of References (CEFR)”.
2. To explain the most important skills that students must earn to build a good conversation in Arabic language **through** (CEFR).
3. Clarify the ways that help learners to develop their capabilities and enhance self- confidence when speaking in Arabic and avoid mistakes.
4. To come out with a good suggestions that can help learners to make communication with others.

### Impact

To address the benefit of the usage of (CEFR) standard for describing language ability to help learners acquire different language skills, especially speaking skill. Also to clarify the ways that learners can use to express their past, present, future and experiences, as well as to identify issues in language communication, and highlights how to use (CEFR) to improve the speaking skill.

### Outcomes

Identify Common European Framework of References (CEFR), and indicate important skills that students must earn to build a good conversation in Arabic language through (CEFR).Beside that clarify the ways that help learners to develop their capabilities and enhance self- confidence when speaking in Arabic and avoid mistakes.

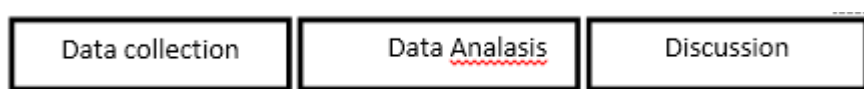
## Methodology

This research is considered a descriptive analytical research, and it is a quantitative research. It depends on observation, interpretation and analysis by collecting and tabulating information. It depends in

collecting data on the observation, analysis, and several study units for this purpose.

The study applied descriptive analysis methodology.

Procedures:



## What is the CEFR?

The CEFR, Common European Framework of Reference for Languages, is one of many frameworks that describe your language proficiency. There are several frameworks with similar aims including the American Council on the Teaching of Foreign Languages Proficiency Guidelines (ACTFL), the Canadian Language Benchmarks (CLB), and the Interagency Language Roundtable scale (ILR).

While the CEFR is a European scale and specifically designed to apply to any European language, it is now becoming a worldwide standard framework for language abilities, especially European languages, including English. The CEFR is not tied to any specific language test - and most standardized language tests now provide CEFR level equivalents.

## Where did the CEFR come from?

The CEFR was put together by the Council of Europe in the 1990's as part of a wider effort to promote collaboration between language teachers across all European countries. The Council of Europe also wanted to improve clarity for employers and educational institutions who needed to evaluate candidates' language proficiency. The framework is intended to be used in both teaching and assessment.

Rather than being tied to a particular test, the CEFR is a collection of can-do statements that list the functions you will be able to perform using a foreign language at any given level of proficiency.

For example, one of the level B1 can-do statements is "Can produce simple connected text on topics that are familiar or of personal interest." A teacher of any foreign language can use these can-do statements to evaluate you and design lessons to address the gaps in your knowledge.

## Why is the CEFR important?

In Europe, the CEFR is increasingly the standard way of describing your proficiency level in a foreign language, particularly in an academic setting. If you have studied more than one language, as most Europeans have, the CEFR is a conveniently standardized way to present two or more languages on your CV. In school or university, the CEFR is the standard framework across Europe and can be used without reservation.

However, in a corporate setting, the CEFR is not as widely understood. If you decide to use the CEFR on your CV for professional reasons, it is still best practice to include a level descriptor, a standardized test score, and examples of instances in which you used your language skills (study abroad, work abroad, etc.).

## Who uses the CEFR?

The CEFR is used extensively in language teaching, both in the public education sector and in private language schools. In many countries, it has replaced previous leveling systems used in foreign language teaching. Most education ministries in Europe have an explicit CEFR-based goal

for all students leaving secondary school, for example B2 in their first foreign language, B1 in their second. For job seekers, many European adults use a standardized test score, like the TOEIC, to describe their English level.

Adoption of the CEFR is also growing outside Europe, with some individual countries in Asia and Latin America adopting it in their education systems.

### **How can I find out my CEFR level?**

The best way to find out your CEFR level is to take a well-designed standardized test. In English, the EF SET is the best choice because it is free and the first standardized test to be fully aligned to the CEFR. You will need to set aside 50 minutes to complete the test and find out your CEFR level.

Most common English assessment tests now provide the CEFR equivalency. For other language assessments, check with the official instructional body for the language in Europe, for example the Alliance Française for French, the Instituto Cervantes for Spanish, or the Goethe Institute for German. Non-European language assessments are providing CEFR equivalencies, such as HSK Chinese Proficiency Test

### **What criticism has the CEFR faced?**

Many educators initially criticized the CEFR because of the breadth of its levels. Each of the six levels comprises a wide range of skills and abilities. A student who has just reached the B1 level is quite a long way behind a student who has almost, but not quite mastered all of the B2 skills, but both students would be defined as being in the B1 level. From a practical standpoint, teachers are required to break each of the six levels down into smaller sub-levels to design lessons and assessments.

Outside Europe, some countries have a widely-adopted language assessment test already in place. They have not seen the

value in switching to a different leveling framework that is not aligned to their current assessment tests.

### **CEFR and Arabic speaking skills**

#### **CEFR Formulation in Arabic Language Learning**

The implementation of the CEFR theory in learning Arabic is still new, because there is no new method that has been applied internationally in learning the language of the Quran. There are two main books that serve as references for learning Arabic in Indonesia based on CEFR: *al-Arabiyyah Baina Yadaik (ABY)* from Saudi Arabia, and *al-Lughah al-Arabiyyah al-Mu'ashirah (LAM)* from Germany (Nurdianto, 2020 (Nurdianto, 2020; Pransiska, 2018; Ediyani, 2016). *Al-'Arabiyyah Baina Yadaik's* book applies a variety of exercises as a measure of achievement of learning objectives (Ediyani, Anwar, Husaini, Zuhaimi, & Hidayat, 2020; Haniahet al., 2019). This book is used almost all over the world for Arabic learning for non-Arabic people (Hasibuan, Nasution, & Rahimah, 2020). The first book is structured to provide learners with the skills of three competency abilities: language competence, communication competence, and cultural competence (Al-Fauzan, Husein, & Fadhl, 2014). Meanwhile, the second book teaches students two main competencies, they are linguistic and communicative competencies (Schulz, 2012). Both books are equipped with CD keeping to help learners learn independently on listening competence (*istima'*) in particular. Learning materials are also presented in stages such as learning Arabic interrogative sentences. Teachers can combine question words in Arabic with Indonesian to facilitate learning (Nikmah, 2019).

The application of the CEFR theory can be seen more clearly in the material presentation and evaluation of learning in *ABY's* book. It was originally printed in

three volumes then became six volumes with different levelizations.

Communication based comprehensive and tiered learning at the CEFR is very much needed in the community. The aspiration for effective learning and a successful learner who is able to face future challenges leads to the need to improve the educational process and work to develop it for the better by employing the results of the continuous evaluation of its main axes

represented by the teacher, the learner and the school curriculum and benefiting from them, which leads to improving the course of the teaching and learning process and making it more sufficient and able to achieve the desired educational outcomes. The Common European Framework of Reference for Languages (CEFR) is an international standard for describing language ability. Describes language ability on a six-point scale:

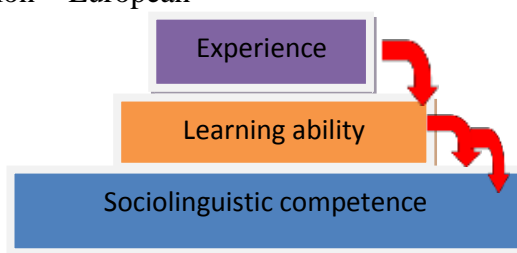
C2	Proficient
C1	Proficient
B2	Independent
B1	Independent
A2	Basic
A1	Basic

This makes it easier for those in charge of the educational-learning process to see the level of their students clearly, which leads to monitoring students' needs and their individual differences to help in developing the curriculum.

Objectives of teaching Arabic Skills according to CEFR standards:

The teaching and learning of Arabic language in the Common European

Framework of Reference for language does not focus on the principles of grammar in theory and practice only, but there are other competencies that must be included in the teaching and learning process: linguistic competence in general and communicative linguistic competence, Which leads to:



With the CEFR, learners not only improve their existing language proficiency and core language skills, they can also enhance their communication skills and strategies. For example, learners can acquire compensation strategies by moving from the simple to the complex and independent, allowing them to take full advantage of their proficiency in the language learned. And from that; more advanced learners will continue their learning at a higher level. This allows them to acquire more fluency speaking

skill so that they are able to produce appropriate language to suit any situation they encounter.

One of the objectives of A2 is for the learner to understand frequently used sentences and phrases related to areas of direct relevance (eg, basic personal and family information, shopping, local geography, and employment). It can also communicate on simple, routine tasks that require a simple and direct exchange of information about familiar and everyday matters. It can describe in simple terms



aspects of the environment around it, and matters relating to areas of immediate life needs.

Therefore, we can add other methods to prepare students for the new experience they will encounter through this unit, such as:

- Ask motivational questions.
- Giving students the opportunity to practice the investigative or exploratory method.
- Inform students about the objectives of the lesson.
- Use of many concepts in teaching.

Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

These objectives must be taken into (A2), especially in exercises related to speaking skill.

### **CEFR Learning Competencies**

In educational activities, medias are needed to deal with communicative situations in which they are involved. Teachers and students make use of a number of competencies developed in their previous experiences. In return, participation in communicative events such as events specifically designed for language learning will result in further development of the learner's competence, both for direct use and long-term use. All competencies that contribute in one way or another to a language user's ability to communicate can be considered aspects of communicative competence. However, it may be useful to distinguish those who are less closely related to language from more narrowly defined geographic competences. There

are two main competencies, each of which has subordinate competencies.

Second language acquisition is assumed on language acquisition obtained after language acquisition first, and second language not only become discourse in the environment class but also used in daily communication on one particular society (Syahid, 2015). Habibah (2016) justified that the environment is very influencing someone in the language, especially orally. Arabic learning with the purpose of communicative is an action of the aural-oral method which formats students always speak (Zulhanan, 2014).

## **2. Conclusion**

The implementation and development of the Common European Framework of References (CEFR) have received recognition and enthusiasm in language learning globally. Speaking skill is important for the whole learning process and helps both fluency and accuracy (Lewis, 2019). Lewis further elaborates that as learners converse, they become more skillful at employing the communication strategies to fix the communication breakdowns and they become less focus on the way they are talking than on what they want to say because the other person is waiting for the response. In other words, it helps the learners to be more fluent language users. Learners could also notice a gap between what they want to say and what they can say, or what they do not know or what they partially know.

### **Findings**

CEFR was formally introduced at 2001. The presence of the CEFR was not what it is today, but it is through several stages. It was through three decades of research on language teaching, language learning and assessment, so that this concept emerged. The CEFR is further developed and refined by experts, such as; linguists,

Education evaluation experts, teaching methodology experts, and instructors specially commissioned by the Council of Europe (Dewi, 2016). The application of the CEFR outside Europe is much more limited, although several countries in Asia and Latin America have implemented it in their education systems. In Europe, CEFR is the standard way of describing your foreign language proficiency level, especially in an academic setting. Studying more than one language, like most Europeans, CEFR is an easy standard way of explaining the ability of two or more languages in everyone's curriculum vitae. In some schools or colleges, the CEFR is the standard framework across Europe and can be used without any required conditions.

CEFR is a basic model of learning a second language or foreign language that elaborates language syllabus, curriculum, various forms of tests, textbooks, etc. across Europe. CEFR is also able to provide an overview of how communicative language learning can be implemented more effectively. Furthermore, language learners understand exactly what language knowledge and language skills are developing in them (Dewi, 2016).

The goal of teaching CEFR standard Arabic is to measure and assess Arabic language proficiency according to its level by referring to predetermined criteria. On levels and scales, level A1 learners are beginners who are really starting to learn Arabic, while A2 is for students who have already studied Arabic and have very simple Arabic communication skills (Khasanah, 2018). CEFR is one of the recognized language standards internationally for describing language proficiency. It is widely recognized in European countries and increasingly common throughout the world. Nowadays, many English teaching institutions administer standardized English tests that accurately measure all

proficiency levels, from beginner to proficient, according to the CEFR. This outline is a way of describing how well someone speaks and understands a foreign language. There are several other frameworks with similar goals, such as the American Council Proficiency Guide on the Teaching of Foreign Languages (ACTFL), Canadian Language Benchmarks (CLB), and the Interagency Language Roundtable (ILR) scale. CEFR is not tied to a specific language test.

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