A Review Of Studies Related To Arabic Language Learning Based On The Common European Framework Of Reference For Language (CEFR)

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Abstract
In 2001, the European Union (CoE) introduced the Common European Framework of Reference for Language (CEFR) to measure the competency and mastery of languages found in Europe and other languages in the world. In the context of Arabic language education, Saudi Arabia was one of the first countries to implement Arabic language proficiency measurements based on CEFR standards, particularly at Umm al-Qura University, Mecca, and Saudi Electronic University. This article aims to gather studies related to Arabic language proficiency based on the CEFR standard. In addition, this article also provides added value by analyzing each study to provide an explicit overview of the studies. To achieve the goal, qualitative methods are used, where library methods and document analysis are practiced. CEFR-related studies and articles will be collected and analyzed using inductive and deductive methods. The analysis of these findings has also found that five main themes have been debated. Among them is the need to establish a proficiency standard in Arabic. There is consensus among some Arabic language experts that the proficiency standard for the Arabic language needs to be established along with other world languages. Apart from that, some experts also think that it is necessary to have indicators of Arabic language proficiency based on CEFR standards. This is considering that this standard has been used in the measurement of proficiency for some other languages of the world.
Keywords: Common European Framework of Reference for Language; CEFR; Research; Arabic language; Proficiency

INTRODUCTION

The Council of Europe language policy has set targets to support language learning and intercultural communication across European and international countries. Since 1971, it has organized several symposiums and group work aimed at forming a specific framework for Second Language (L2) learning. This framework is a standard for defining the L2 curriculum and the level of proficiency that can be measured systematically (Trim, 1991). Uniformity through a strong framework is necessary due to the rapid evolution of L2 education causing concern about the quality of language used and how to achieve mutual understanding and recognition across continents (Sahib & Stapa, 2022).

Through a symposium held in Switzerland in November 1991, the first step in developing of the Common European Framework was carried out. This symposium suggested that the framework has an open competency level scale, flexible, and can be

adopted in different learning contexts (Trim, 1991). For a decade, the Council of Europe has done more work to provide clearer descriptors of the principles and approaches of the framework as well as to express the number of levels of competence in a scale starting from the group of bare knowledge to the group of skilled users (Rasha Soliman, 2018).

In 2001, the Council of Europe issued the more structured Common European Framework of Reference (CEFR) document. It was published by the Cambridge University Press in an English language version in a 265 pages document. This document contains the history of the development of the framework, its goals, its importance, and the approach to determining the level of efficiency scale. The framework found in the CEFR document is based on three universally recognized levels of language learning, namely: (a) Basic, (b) Intermediate, and (c) Proficient in using L2. Each of these levels is divided into two sub-levels making the CEFR a six-level scale of competence starting from A1 to C2. (Rasha Soliman, 2018). The release of the CEFR document was followed by the publication of a supplementary edition in February 2018 and in April 2022 where a handbook was published (British Council, UKALTA, EALTA and ALTE, 2022).

The CEFR level of competence is a comprehensive approach as an international standard that has been used as a reference in various language education landscapes covering curriculum, teaching materials, teacher education, and assessment (Sahib & Stapa, 2022). However, despite its widespread use, in the context of Arabic language education, the implementation of CEFR still needs to be improved compared to other languages, especially English. Research related to this aspect is still being actively conducted even to this day.

These researchers found that the CEFR standard should be implemented in the Arabic language skills curriculum (Ibtisam Abdullah et al, 2020) and can be used as a guide in designing similar Arabic proficiency levels (Tulus Mustafa, 2018) as well as being suitable for learning Arabic including language skills, methods, insight and culture (Dedi Eko Riyadi Hs, 2020). On the other hand, Among the research related to the CEFR Arabic language (Islam Yusri Ali, 2016) states that the descriptors of the level of competence stated in chapter 4 and chapter 5 in the CEFR document are not clear, causing the reader to find it difficult to understand from the point of view of category and division if they do not refer to the language test guide document issued by the Association of Language Testers in Europe (ALTE, 2011).

The research related to the CEFR of the Arabic language that has been carried out revolved around the curriculum, teaching materials, and tests. Although these researches are well conducted, studies on the literature review of Arabic language CEFR are still limited. This article aims to gather studies related to the measurement of Arabic language proficiency based on the CEFR standard and perform an analysis for each study to provide an explicit overview of the studies.

METHOD

This article uses a qualitative method, where the library method and document analysis methods are practiced. A comprehensive literature search was conducted through the Scopus and Google Scholar databases. Throughout the process, the authors used several keywords to identify the related documents. The terms "CEFR Arabic"

"CEFR Arabic" and " الإطار المرجعي الأوروبي" were used when searching these databases for information about articles and abstracts. In the selection of articles, the authors selected articles published from the year 2002 to the year 2022. The selection of articles was published from the specified year following the publication of the CEFR document in 2001 until the recent use of the CEFR in the Malaysian language curriculum. In this article, the data was analyzed using Braun and Clarke's (2006) thematic analysis. The themes that emerged from the data were carefully reviewed to ensure that they were all analyzed thoroughly.

RESULTS AND DISCUSSION
Introduction to Arabic CEFR in General

According to Salwa (2021), in recent years, the CEFR has increasingly gained a place among professionals involved in language education, whether it is from within Europe or outside of Europe. Al-Hudaybi et.al (2017) has outlined some basic principles contained in the CEFR. One of them is the comprehensive CEFR, which includes curriculum construction, practical, pedagogical methods, test preparation, evaluation parameters, and so on. In the context of the Arabic CEFR, Rasha (2018) views that the teaching and learning of Arabic become more effective if CEFR is used as a basis for the assessment of Arabic language skills. She added that this guide indirectly helps students in meeting their Arabic learning objectives (Rasha, 2018).

However, in the context of teaching and learning Arabic as a foreign language (Teaching Arabic as a Foreign Language (TAFL), several studies have found that some elements are lagging behind other languages. These elements include curriculum development and standardization, practices, teaching strategies, the evaluation of teaching materials, and the evaluation of competence (Salwa, 2021). Based on the study of Salwa (2021), it was also shown that the teaching of Arabic is mostly focused on textbooks and most of them focus on the grammar aspect of the language.

In general, the implementation of Arabic CEFR in some universities in the UK has been done, but the implementation is not based on a curriculum that matches the CEFR philosophy. Apart from that, the teaching of Arabic language at Manchester Metropolitan University (MMU) also implements the CEFR in the assessment of their level of competence. The efficiency scale determined is as follows:

Table 1. The efficiency scales

A1	Beginner
A2	Threshold
B1	Intermediate
B2	Advanced
C1	Proficiency
C2	Mastery

Even so, this scale is just an assessment guide and not based on a curriculum or teaching vision that is in line with CEFR principles and philosophy (Salwa, 2021).

Proposals To Establish Evaluation Standards In Arabic Language

Weaknesses in the mastery of Arabic language skills (listening, reading, writing, and speaking) are among the biggest obstacles for a student in Islamic Studies. Educational institutions need to provide the best curriculum for learning and teaching Arabic. At the same time, according to Kaseh (2018), an institution needs to provide a

minimum standard that students need to achieve for each of the skills. This is very important as the standard must be achieved as an exit requirement for students before they can graduate.

Rasha (2018) also explained several requirements to establish a parameter for assessing the level of Arabic language proficiency among students. One of them is for the assessment of student's language skills, thus helping them to meet the objectives of learning the Arabic language. According to Rasha (2018), even though previously the Quality Assurance Agency (QAA) had set C1 in CEFR as the minimum level for a Bachelor's degree in the Arabic language program, there is no specific parameter that explains the meaning of C1 that must be achieved by students. Concerning that, it is difficult to determine whether the graduates of the Arabic language program have reached this minimum level or not. Quoting Holes' statement explains that many graduates from the Arabic language program do not achieve a good level of mastery to meet the demands of employers (Rasha, 2018).

Salwa (2021) also explained that there is a need to conduct research related to the Arabic language CEFR. She explained that, although it has been implemented in several universities in the UK, its implementation is not based on a curriculum that matches and aligns with the philosophy of the CEFR itself (Salwa, 2021). About, some researchers such as Moser and Alderson et.al stated that the Arabic language CEFR requires improvement from the macro (curriculum and skills test) and micro (teaching and learning support) perspective.

Implementation Of Arabic CEFR Assessment In Higher Education Institutions

In general, the implementation of the Arabic language CEFR assessment in Higher Education Institutions has not yet been fully implemented. Based on several studies, the CEFR assessment of the Arabic language still needs to be studied comprehensively to obtain more comprehensive results. Rasha in her study explained that the construction of the CEFR in the Arabic language requires extensive research compared to other European languages. Therefore, Rasha (2018) explains that the construction of the CEFR in the Arabic language needs to be examined by looking at three elements to obtain more inclusive results.

The first element that needs to be examined is related to the purpose of learning the Arabic language itself, and it is seen in the context of the needs of students and the industries such as academic institutions and employers. While the second element that needs to be examined is related to the use of the Arabic language in real life. In this context, Rasha explained that in addition to the standard language, Arabic dialects also need to be studied. Rasha quotes Wahba's suggestion, that these two elements need to be combined so that students can distinguish between the two and use them accordingly. Moreover, if a graduate of the Arabic language program can achieve C2 in CEFR, they indirectly can use the Arabic language almost like a native speaker and understand their conversation well.

While the third element is the research on the variety of complex elements in the Arabic language and how to master it as a second language. As Rasha (2018) explains, research on this element is very important for choosing a curriculum and teaching approach in the construction of the CEFR scale. Based on the three elements above, Rasha has proposed the Arabic CEFR scale for A1, A2, and B1, which is as follows:

Table 2. The Arabic CEFR scale for A1, A2, and B1

	Standard Arabic Language						Dialect
	Reading	Writing	Listening	Speaking	Grammar	Vocabulary	
A1	Read signs and notices easily. Examples; Street names, Signs.	Writes correctly about basic information, Basic vocabulary is spelled correctly	Able to distinguish similar vocabulary when listening	Able to pronounce the correct pronunciation and distinguish the pronunciation of similar words	Able to distinguish between male and female words, one and many	Country name, city, 0-100 numbers, food and drink, basic greetings	The basic dialect for some expressions for certain situations, greetings, and common usage such as mumkin, fih, ma fi, ma fish, and so on.
A2	Read ads and schedules easily. Able to read the handwriting of bills, and invoices.	Able to write clear forms related to personal information; understand the required information;	Understand brief formal announcements	Able to pronounce correctly and distinguish between similar pronunciations	Able to distinguish between future and past actions; An al-masdariyyah; Nouns and adjectives; Conjunctions	Verb; Hobbies; Sports; appearance; house; home furnishings; phrases in giving suggestions, requests; color	Able to introduce simple signs and adjectives in dialect; dialect in the expression of common phrases such as ba'din, bukrah, etc
B1	Understand signs, bills, and invoices in detail; identify the main content in news and articles	Handwriting	Spontaneously understand important content on radio, tv, announcements at train stations, airports, and so on.	Pronounce the words correctly in the reading.	Understanding the past, present and future; anwa' al-mafa'il; al-tamyiz;	Announcement; place; buildings; topics in the news; phrases used in debates, giving views; stories about movies, books	Students can introduce a dialect and can talk about greetings; explain ownership; numbers; the name of food and drink; hobbies and so on

Meanwhile, Salwa (2021) touches a lot on the technical aspects of building the Arabic CEFR scale. According to Salwa (2021), CEFR-related documents need to be analyzed first before a CEFR-based curriculum is developed so that it aligns with the goals outlined by CEFR. Getting familiar with the CEFR documents, its philosophy, and principles are very important for this phase and it has been agreed by several researchers such as Alderson et.al, Figueras, Keddle, and Little. Apart from that, the secondary text that serves as a support for the original document also needs to be consulted for the formation of the Arabic CEFR scale. Secondary texts include documents that provide an overview of the CEFR scale from various versions such as the European Language

Portfolio (ELP) and The British Council, The Cambridge English Exams, and DIALANG.

The next phase is the interpretation of the curriculum that is built in general to be integrated into the framework of the Arabic language curriculum. For this purpose, the textbooks used have been consulted to determine the suitable vocabulary, grammar, and so on. Based on those steps, Salwa's recommendation for the Arabic language CEFR implemented at Manchester Metropolitan University (MMU) is A1; Mastering Arabic Language 1, A2; Master Arabic Language 2, B1 and B2; 'Arabiyyat al-Nas part 2, C1; 'Arabiyyat al-Nas part 3. While C2; is assessed based on a curriculum designed by Salwa herself by referring to several textbooks and authoritative references (Salwa, 2021).

Setting The Curriculum Indicators For Arabic Language Learning Based On CEFR

Several studies have been carried out to set Arabic learning curriculum indicators based on CEFR (e.g., Abu Amshah, 2014; Muhammad Haqqi Jutshin, 2015; Tariq Abu 'Attur, 2018; Hani Ismail Ramadhan (2018); Nurdianto et al., 2020; and 'Adnan Zamani et al, 2021). The increasing number of studies on Arabic language curriculum indicators is due to the importance of a specific scale-based curriculum to measure the level of student competence more clearly (Kaseh, 2020).

1. Vocabulary and language structure classification indicator based on CEFR. Abu Amshah (2014) has conducted a study on the indicators of the division of vocabulary and language structure based on the CEFR levels. This study summarizes the indicators outlined in previous studies on vocabulary selection that are general and not clearly defined according to the level. However, there are also efforts by some researchers to outline some fairly specific standards for choosing vocabulary according to the level.

   The study conducted by Rushdi Tu'aymah (1986) has determined the estimated number of vocabulary that students need to master according to the level; for the beginning level, the number of vocabulary that needs to be mastered is between 750 to 1000 words, for the intermediate level, the number of vocabulary that needs to be mastered is between 1000 to 1500 words, while at the highest level, students need to master between 1500 to 2000 words. While Nation and Meara (2010) view that students who want to interact with native speakers of a language need to master more vocabulary than that, which is between 4000 to 5000 words for an intermediate level and between 6000 to 9000 words for a higher level.

   However, the setting of these standards based on the number according to Rivers & Temperly (1978) is not concrete, this is because the level of word difficulty is different according to the field. Thus, Abu 'Amshah (2014) has proposed the division of vocabulary based on the level of CEFR measurement which in turn is based on the language function. In addition, the author also suggests the division of the level of the Arabic language structure after analyzing the indicators that have been explained in the CEFR.

2. Arabic Language Proficiency Indicator According to the CEFR Standard. Muhammad Haqqi Jutshin (2015) and Nurdianto, T. et.al (2020) have conducted studies to classify the level of Arabic proficiency of non-native speakers based on the CEFR levels. Both of these studies have adopted a qualitative research design by

collecting primary data from the book Common European Framework of Reference for Language (CEFR) published by Cambridge University Press and the Arabic translation version of al-Ithār al-Marji'ī al-Urubbī al -Mushtarak li ta'līm al-Lughāt wa ta'līmuhā wa taqyīmuhā printed by Umm al-Qura University, Makkah.

However, Muhammad Haqqi Jutshin's (2015) study only focuses on the A1 and the A2 levels by proposing themes and sub-themes for each level which include four types of language skills, namely listening, reading, speaking, and writing skills. The themes consist of sounds and letters, my family and I, hobbies and daily affairs, holidays, entertainment activities, shopping, work, home, and life when studying and working. While the study by Nurdianto, T. et al (2020) covers all levels starting from A1 to C2 in general without dividing them according to language skills and not setting specific themes for each skill. Regarding the Arabic learning competence for non-Arabic speakers based on the CEFR, the Council of Europe has outlined two main competence standards; namely general language proficiency and communicative competence. General competence includes more linguistic and cultural insight into the Arabic language, while communicative language competence includes more skills to speak Arabic (Nurdianto, et.al, 2020). The indicators suggested by Nurdianto et.al are as follows:

Table 3. The indicators suggested by Nurdianto et.al.

	Indicator	Language skills to be achieved	Total learning hours
A1	Students can communicate with others using simple sentences. At this level, students' language skills are not enough to travel to Arab countries and communicate with the Arabs.	Students can understand and use everyday expressions (al-'Ibārāt al-Yawmiyyah) that are used in general and very basic phrases such as al-Iḍāfah aimed at expressing needs. In addition, students are also able to introduce themselves to other people (al-ta'āruf) and can ask questions about basic personal information such as where they live (al-sakan), people they know, and belongings without specific explanations. In addition, students can interact with others using simple means as long as the other person (mukhāṭab) speaks slowly and clearly and is willing to help.	60 until 80 hours
A2	At this level, it is enough for students to travel to Arab countries and communicate with their people, but it is still not enough to build intimate friendships with Arabs. At this level as well, students can interact with Arab colleagues on a limited scale. The A2 level of Arabic is also not sufficient for academic purposes or to listen to most Arabic media such as television, movies, radio, magazines, and others.	Students can understand frequently used sentences and expressions on topics directly related to themselves such as basic information about personal and family, shopping, local geography, and work. In addition, students are also able to communicate about routine tasks that require a simple and spontaneous exchange of information about things that are commonly used. In addition, students can also explain aspects of background, environment, and basic needs simply. At this level, students can express what can be achieved with the expression "I can..." (astaṭī').	200 hours

B1	Sufficient to interact with Arabic speakers on general topics. Students at this level are also able to read and write simple Arabic texts on commonly used themes.	Students can understand the main ideas in Arabic writing or information in general that are commonly used at work, school, recreation, and at tourist attractions. In addition, students are also able to handle most of the situations that are most likely to occur when traveling to an area where the language is spoken. In addition, students are also able to produce short, continuous texts on topics of general interest or personal interest. At this level as well, students can explain experiences, events, dreams, hopes, and ambitions, as well as being able to explain the reasons for views and plans in brief.	400 hours
B2	At this level, students can understand the main idea of a complex text including technical discussions in the field of expertise.	Students have been able to interact fluently and spontaneously, that is to be able to interact in general with Arabic speakers. In addition, students can also produce detailed texts on various subjects and can explain their point of view on current issues and can explain the advantages and disadvantages of something.	600 hours
C1	Students have functions in various fields at work or in an academic setting.	Students can understand a variety of more difficult and long texts in addition to being able to identify the meaning implied in the text. At this level as well, students can express ideas fluently and spontaneously without facing difficulties in finding expressions. In addition, students are also able to use Arabic flexibly whether for social, academic, or professional purposes. In addition, students are also able to produce clear, organized, and detailed texts on complex subjects.	800 hours
C2	At this level, a student can read and write anything in any subject, understand the nuanced expression of emotions and opinions, and be able to participate actively in any academic or professional environment.	Students can easily understand almost everything they hear or read. Students are also able to summarize information from various oral and written sources and can retell arguments and stories in related presentations. In addition, students can also express themselves spontaneously, very fluently, and accurately and understand subtle differences in meaning even in the most complex situations.	100 hours

3. Theme Indicators for Shafawi Skills According to the CEFR Level. Tariq Abu 'Attur (2018) has also conducted a study aimed at explaining the themes and theories to measure the level of proficiency of shafawi skills of students at the intermediate level (B1 and B2) for non-Arabic speaking students based on the CEFR. Shafawi's skills are divided into two parts, namely the skill of understanding what is heard and the skill of saying something orally.

The results of this study found that the themes for the skill of understanding what is heard are understanding the dialogue between native speakers, understanding Arabic lectures, understanding advertisements, descriptions, guides, and briefings, understanding speech in social media and voice recordings, and understanding the content of films and programs on the television. While for the skill of saying something orally, the themes explained are speaking in general, recounting experiences, presenting arguments in a discussion, conveying information, and giving a speech in front of an audience. As for the skills of interacting with people, the

themes are the ability to interact in general, understanding speech spoken by native speakers, oral communication, informal conversations and discussions, formal discussions, expressions of giving help and services, and the exchange of information and individual meetings.

4. Proposed Indicators of Writing Skills According to the CEFR Level. Hani Ismail Ramadhan (2018) has conducted a study on a specific measurement scale for writing skills for non-Arabic speakers. It suggests the proficiency level of Arabic writing skills based on the CEFR standard such as below:

Table 4. The Writing Skills For Non-Arabic Speakers' Measurement Scale

	Competency Scale
A1	Students can rewrite Arabic letters, words, and sentences correctly.
A2	Students can write correctly the words and sentences that are read to them where the words and sentences have been learned and memorized.
B1	Students can write correctly the words and sentences that are read to them even though the words and sentences have never been studied and memorized.
B2	Students can write sentences and similes correctly whether it is read to them or their writing by using appropriate discourse markers.
C1	Students can write using the Arabic dictation method correctly such as the hamzah writing method.
C2	Students can write topics that contain several sentences, and paragraphs without dictation errors, and writing methods in addition to using the correct discourse markers.

This study is found to have clearly explained each level of proficiency in writing skills, however, this study only sets the explanation from the technical point of writing in the Arabic language without an explanation of the content and style of Arabic writing in addition to the number of words that students need to achieve for every level. Thus, Adnan Zamani et.al (2021) has conducted a more detailed study on the proposed framework to assess writing skills at the highest level. By using descriptive analysis and semi-experimental research methods, Adnan Zamani's study has selected two public universities in Iran, namely Tehran and Shahid Bahshati, by conducting a test on the Bachelor's degree students in Arabic language and literature. The results of the study found that the level of student competence did not reach the intermediate level with the overall average for both groups of students being 39%.

Thus, Adnan Zamani concluded that the best approach to assess the level of Arabic writing proficiency is through a measurement framework through three levels, firstly dividing Arabic language writing into three angles, namely the angle of the writing form, content, and style. From the point of view of the form of writing, it covers organized ideas, dictation methods, proper pronunciation and scarf, accurate discourse markers, and systematic paragraphs. The content angle is the ability to use the function of vocabulary and sentence structure well, the organization of ideas based on focused discussion, the ability to make summaries and criticisms, as well as the ability to analyze. From the point of view of language style, it contains several features such as the quality of the sentence, the beauty of the sentence, like a good sentence, the variety of sentence functions and nouns in addition to being able to give understanding to the reader, (Adnan Zamani et.al, 2021).

The Alignment of Arabic Language Teaching Materials Based on CEFR

Habibur Rohman et al. (2021) stated that the selection of the correct teaching materials will make learning Arabic more effective and efficient, which is also supported

by Nuruddin (2016). Achmad Syarifuddin (1970) stated that teachers need to master the skills of developing learning objectives. Some literature states that the existing Arabic language teaching materials in Indonesia are not relevant to be used because they are not suitable for the level of development of students from the point of view of language, thinking, emotions, and psychology. In addition, it is unable to meet the needs of students to improve their language skills (Habibur Rohman et al, 2021). According to Rosikh Fahrur (2013), one of the causes of this problem is the lack of a suitable yardstick to measure the level of proficiency in learning the Arabic language.

Until now, the way of measuring this which is seen as appropriate is the CEFR, because it provides information on the preparation of the curriculum, syllabus, preparation of exam questions, and preparation of teaching materials (Ala' Adil Abd al-Jawwad, 2008). The alignment of Arabic language teaching materials based on CEFR is seen as appropriate based on three justifications, namely; (1) CEFR has a clear framework from the point of view of the syllabus, curriculum, tests, and teaching materials by explaining extensively what should be learned and mastered by students. (2) CEFR also has competency standards that are divided into several levels that can be adjusted to the student's level of ability. (3) In addition to that, the CEFR standard also has instruments to assess a person's level of language proficiency (Habibur Rohman et al, 2021).

Based on the problems and justifications above, there are several studies on the alignment of CEFR-based Arabic language teaching materials (E.g.: Habibur Rohman et al, 2021 and Lina Marlina et al, 2021). The study of Habibur Rohman et al (2021) focuses more on the alignment of CEFR-based Arabic language teaching materials at the A1 level only. This study uses the approach of research and development (R&D) starting with producing or developing research results and testing the effectiveness of the research results. To achieve the process, this study uses the Borg & Gall development model which consists of ten steps namely: (1) Potential and problems, (2) Data collection, (3) Design of study results, (4) Design validation (5) Design revision, (6) Testing the study results, (7) Revision of the study results, (8) Testing the application, (9) Revision of the study results, and (10) production. The teaching materials produced are then validated by reference experts among the lecturers, teaching materials experts, and CEFR experts. It is also presented to 14 respondents among the students of MI Darussolihin, Yogyakarta. The validation results of the CEFR-based teaching materials are in the Good (B) category with a score of 74.7%, while the student response results are also in the Good (B) category with a score of 89.4%.

In addition to that, a study on teaching materials has also been conducted by Lina Marlina et al, (2021). This study aims to analyze the students' needs for teaching materials for the CEFR-based al-Muhadthah al-Yawmiyyah course through online learning. The study utilizes a development model using quantitative data. The data is collected through a questionnaire distributed to students at the Department of Arabic, University of Jakarta. The results of the study show that the student's needs for teaching materials for the CEFR-based al-Muhadathah al-Yawmiyyah course are at level 2.6, which is very demanding.

CONCLUSION

This article has reviewed research related to the implementation of the CEFR in the Arabic language by presenting related themes. The research findings show that there are at least nineteen studies have been found covering theses, articles, and books. The analysis of these findings also found that five main themes have been debated, namely a general explanation regarding the assessment of Arabic language standards based on the CEFR, the need to create an assessment standard in the Arabic language, the implementation of Arabic language assessment based on the CEFR standard in Higher Education Institutions, the indicators of Arabic language assessment based on standards CEFR and the alignment of Arabic teaching materials based on CEFR standards.

The data obtained from the Scopus and Google Scholar databases are presented in this article using a thematic analysis approach. However, this article is only restricted to the Arabic language CEFR research published from 2002 to 2022 using the most frequently used keywords. Future research can examine the issues and challenges in the implementation of the Arabic language CEFR, comparison of the methodology used in existing studies, and study how the results of the Arabic language CEFR studies differ according to the thematics. Research on the Arabic language CEFR may have a positive impact today.

The findings of this study will help researchers in the field of TAFL to get an overview and an understanding of the CEFR Arabic language research that has been and is being actively conducted. CEFR is predicted to remain relevant as a result of its widespread use in language education worldwide, as it is now popular in Asian countries such as Malaysia, Japan, Taiwan, and China, which actively produce CEFR-related publications. This shows that its appeal is increasing and its use around the world is gaining acceptance.

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