

## A CEFR Aligned Curriculum Framework: Through the Lens of Akademi Pengajian Bahasa, Universiti Teknologi Mara

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### ABSTRACT

Common European Framework of Reference (CEFR) was introduced in 2013 in Malaysia to promote international benchmarking in Malaysia, to be integrated into all levels of education including the tertiary level. This decision was made in tandem with the introduction of the Malaysian Education Blueprint (2013-2025) and English Language Education Reforms. The reason for this is to produce graduates who are competitive and communicatively competent, able to increase graduate employability in a global market. Hilda Taba's model and CEFR were used as theoretical frameworks in designing the new curriculum. Hilda Taba's model was adopted at the preliminary stage to redefine goals and objectives. The structure of the new curriculum design can be divided into seven phases that are aligned to the CEFR proficiency level, language activities, and domains. The qualitative data needed for the development of the framework was taken from the stakeholders and the analysis of related government and UiTM policies. The proposed CEFR conceptual framework for tertiary education integrates the relevant requirements from the MQF (Malaysian Qualification Framework), CEFR, and MOHE (The Ministry of Higher Education). This paper offers insights into an approach to design a CEFR-aligned curriculum framework for the tertiary level, specifically to be implemented in Universiti Teknologi MARA (UiTM), Malaysia.

**Contribution/Originality:** This study contributes to the existing literature by providing a detailed framework for designing CEFR-aligned curricula in Malaysian tertiary education. It addresses gaps in previous research on curriculum development, emphasizing practical applications and stakeholder involvement, thereby enhancing graduates' employability and communication skills in a competitive global market.

## 1. Introduction

The English Language Education Reform in Malaysia also known as "*The Roadmap*", was developed by The English Language Standards and Quality Council (ELSQC) in collaboration with the Ministry of Education. After a series of meetings leading to its successful development, the roadmap was introduced to the nation in 2015 and is expected to be completed in 2025. The creation of The Roadmap is in response to the decline of English language proficiency (Mohamad Uri & Abd Aziz, 2018) and serves as a manifestation of Malaysia's commitment to significantly enhance the proficiency of English language skills across the nation. Hence, The Roadmap aims to address the challenges faced by young Malaysians in a globalized and rapidly changing world, where effective English communication skills play a crucial role. Malaysian policymakers understood that proficiency in the English language plays a pivotal role in elevating the nation's economic standing to greater heights and thus, The Roadmap was devised to enhance the English language proficiency of young Malaysians to achieve greater economic and international recognition (Ahmad Afip et al., 2019). The decade-long implementation of The Roadmap outlines a comprehensive reform plan encompassing all levels of education. This implies that Malaysians undergoing the standard educational journey will benefit from the English language reform, irrespective of their educational level. The roadmap explicitly states that the Common European Framework of Reference for Languages (CEFR) is to be incorporated into its education plan as it aims to enable Malaysians to be more adept and proficient in English communication. Hence, the roadmap aligns with the main objective of CEFR which is to 'assist learners, teachers, course designers, examining bodies and educational administrators to situate and coordinate their efforts' (Savski, 2020).

Following the integration of CEFR into the Malaysian educational landscape through The Roadmap, the educational system underwent necessary amendments and transformations to its English language syllabus. Specific CEFR bands were targeted for various levels of education, ensuring a continuous progression in the English language proficiency of Malaysian students. In The Roadmap, the CEFR targets are as follows: Preschool A1, Primary school A2, Secondary school B1/B2, post-secondary B2, University B2/C1, and Teacher education C2 (Sufi & Stapa, 2020). This signifies that each level of education has a distinct CEFR target, ranging from A1 to B2/C1. Since 2017, CEFR has been implemented at the primary and secondary levels, and now higher education institutions are being urged to align their English Language Curriculum to CEFR as part of their preparation for receiving students who have been taught using CEFR-aligned curriculum in schools by the year 2022 (Bakar, 2020). The curriculum serves as a common guide for all educators in terms of what is required for teaching and learning for every student to have access to strong academic experiences. A curriculum's structure, organisation, and concerns are designed to improve students' learning and facilitate educators' instruction. To successfully support instructions and learning, the curriculum must include the essential goals, techniques, resources, and assessments. One of the most important components of any curriculum is the integration of a review to maintain the

curriculum's material relevant and up to date with current industry demands and expectations. It is without a doubt that the introduction of CEFR into the Malaysian educational scene is timely as it boosts the nation's English language proficiency to an internationally acclaimed standard (Sufi & Stapa, 2020). Previous research focused more on school teachers' readiness to adopt CEFR (Musa et al., 2021; Sidhu, Kaur & Chi, 2018). Musa et al. (2021) raised concerns about graduates' employability and conducted a study based on the ADDIE model focused on the process of designing a CEFR-aligned curriculum. As such, this research aims to design a CEFR-aligned curriculum suited for the tertiary level, with the potential to raise graduates' employability.

### 1.1. Research Objective

This paper aims to develop a tertiary curriculum framework that aligns with the CEFR-framework and integrates with other tertiary educational policies.

## 2. Literature Review

### 2.1. Common European Framework of Reference (CEFR)

CEFR was created in 2001 with the aim of providing international standards for learning languages, teaching, and assessment. CEFR provides a comprehensive guide on what a language learner needs to achieve to communicate well using a language. CEFR is also globally recognised as the common international benchmark of language qualifications (Mohamad Uri & Abd Aziz, 2018). CEFR is often used in the planning of language curricula and the preparation of textbooks (Council of Europe, 2020). CEFR has been adopted by the Ministry of Education in many countries in Southeast Asia and East Asia (Thailand, Japan, Vietnam, Malaysia, and China) to improve the English Proficiency Index regarding the need for economic development (Foley, 2019; Foley, 2022) and teachers' empowerment (Savski, 2023).

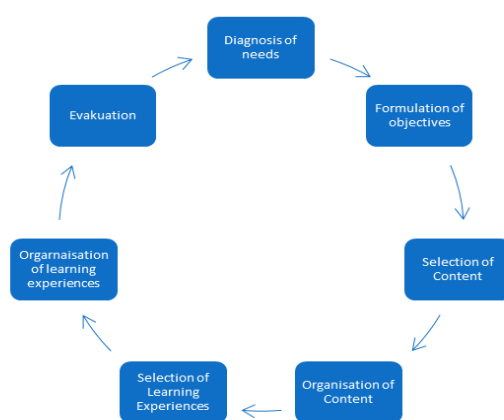
CEFR is action-oriented in its approach and moves away from the traditional model of four skills (reading, writing, listening, and speaking) to a model that represents language use in a more real-life context. In this approach, the activities are grouped under four types of communication: reception, production, interaction, and mediation (Council of Europe, 2020). This categorisation of skills focuses on the communicative goals of language learning and provides a realistic approach to language learning (Nawawi et al., 2021). To facilitate the use of language in a real-life context, the main domains of language use in the real world are also introduced in the CEFR approach. The domains are the public domain, the private domain, the occupational domain, and the educational domain (Council of Europe, 2020). According to Piccardo et. al (2019), CEFR does not view language merely as a subject to be taught, and marks are deducted for the mistakes made by learners when they use the language. It sees language as an achievement in a practical learning experience where learners use their general and non-linguistic competencies and strategies to complete tasks. CEFR views proficiency as learners' ability to perform communicative language activities by relying on their linguistic, sociolinguistic, and pragmatic competences as well as to activate appropriate communicative strategies. Language proficiency acquisition is seen as a circular process where learners develop competences and acquire strategies by doing language activities. When learners are engaged in language activities in a variety of contexts, they will be required to use different strategies to complete the tasks. This helps them to be more proficient and competent. The view that language competence is developed when learners are using the

language is the basis of the action-oriented approach to language teaching and learning represented in CEFR (Council of Europe, 2020). To describe learners' ability to use the language, CEFR introduces six common reference levels. The six levels can be categorised into three general categories: Basic user, Independent User, and Proficient User. Levels A1 and A2 are categorised for Basic Users, levels B1 and B2 for Independent Users while levels C1 and C2 are for Proficient Users. Level A1 represents the lowest level of language proficiency and Level C2 is the highest level of language proficiency. There is also a complete descriptive scheme for each level with a list of "can do" descriptors (Council of Europe, 2020).

## 2.2. Taba Curriculum Development Model

The Taba curriculum development model (as cited in Bhuttah et al., 2019), which is also known as the Grassroot Model, is inductive in its approach. It begins with the design of specific learning-teaching units and moves to a more general plan. The model highlights the role of educators in curriculum development and the participation of educators is core to the development of the curriculum (Aydin et al., 2017). Suasti and Ernawati (2021) further add that teachers should design teaching and learning units that specifically address the needs of their students instead of a general curriculum. Educators play a key role in designing the curriculum which tailors the objectives and activities to meet the needs of students (Portillo et. al., 2020). The Taba model consists of seven steps. This is represented in the chart in Figure 1.

Figure 1: Taba Curriculum Development Model



Source: Bhuttah et al. (2019)

The first step of Tabal model is diagnosing the needs of the learners. This stage involves the identification of learners' needs. The next step is the formulation of objectives. Once the learners' needs are identified, the learning objectives that the learners need to achieve are identified. The third step is the selection of content. In this stage, the content is selected, and the content selected must match the objectives that are identified. The relevance and significance of the content must also be pre-determined. This fourth step is the organisation of content. The content is organised in sequence according to the learners' interests, level of understanding, maturity, and level of achievement. The fifth step is a selection of learning experiences. Instructional methods or learning activities that would engage the students with the content are selected. This is followed by the organisation of the learning experience. The learning activities are also sequenced and

organised according to the learners' level of understanding and maturity. The activities are categorised so that the learners can relate the activities with the content and remember what they have learned. The last step is evaluation. In this step, the success of the curriculum objectives is evaluated. To measure the achievement of the learning objectives, the tools, and procedures of evaluation are also designed (Bhuttah et al., 2019).

### 2.3. Integration of policies in the curriculum design

MQA (Malaysian Qualification Agency). Central to the reviewing process is the construction of the framework as the first stage, identifying concepts/elements needed to be included in the new syllabus. Therefore, the design of the new curriculum has considered several elements; 1. The needs analysis 2. The existing curriculum 3. UiTM policy requirements and faculties 4. MQA policy 5. CEFR guidelines and principles. The process of curriculum review begins with evaluating the current courses and conducting the needs analysis for what is current and relevant to be included in the curriculum. The credit hours and contact hours for each level are determined to meet the requirements of UiTM and the needs of individual faculties. For example, two credit hours and two contact hours are assigned for bachelor's degree courses. The law faculty may require its students to be trained in summary writing or oral presentations. It is also decided that the MQF (Malaysian Qualifications Framework) focuses on interpersonal and communication skills for English language courses. Moving ahead, CEFR guidelines and principles were meticulously adopted and adapted to be included in the formulation of course learning objectives, selection of domains, course content, and assessments.

### 2.4. Studies on the implementation of CEFR in tertiary institutions

For countries to compete in a globalised economy, modern national education programmes frequently focus on developing human capital. Given English's dominant position as a language of globalisation, English language education has been at the forefront of creating human capital (Hamid 2016). Globally, English language policies and practices are increasingly focused on enhancing students' employability. Malaysia is a typical example. Not too long ago, the English language curricula at Malaysian universities were created primarily with academic objectives in mind. In a globalising society, where it is widely recognised that English as a global language facilitates access to information, knowledge, and employment, an academically oriented curriculum is seen as insufficient. For graduates to be marketable in the present job market, English language instruction in the university sector now includes the added – or possibly primary – objective of fostering their communication skills in English. To become a developed nation by the year 2020, Malaysian policymakers have prioritised human capital development in higher education. Among the essential graduate characteristics that can develop them into human capital for a nation's future in a globalised economic climate are knowledge, skills, and competence in a global language. Therefore, creating effective English language curricula that are benchmarked to worldwide standards is a crucial challenge for institutions. According to Steiner-Khamsi (2016), the fear of falling behind others in worldwide competitions is a powerful motivator for national-level education reform and policy borrowing.

The CEFR has served as a foundation for many nations to develop standards for English language teaching and learning, either through borrowing or adoption. To "create a consistent framework for the development of language syllabuses, curriculum guidelines, assessment, textbooks, etc. across Europe," the Council of Europe introduced the CEFR in

2001 (Council of Europe, 2001). Its objectives are to promote and assist collaboration between educational institutions in various countries, provide a solid foundation for the mutual recognition of language qualifications, and assist students, teachers, course designers, evaluating bodies, and educational administrators to orientate and coordinate their efforts" (Council of Europe 2017, 25).

Ahmad Afip et al. (2019) discussed the stages of CEFR adoption in public universities, with an emphasis on the difficulties and opportunities associated with implementing the international policy on language teaching in Malaysia. It is anticipated that the CEFR will encourage information exchange among English language instructors, providing a chance for best practises to be imitated to aid students in achieving the desired CEFR level of English competence. As the former Malaysian government decided to incorporate the CEFR in English language instruction in Malaysia, it is hoped that the new administration will continue the reforms initiated in this area. Without making any significant modifications, it is preferable to invest in the current policy initiatives and reforms for K-12 and higher education. The Malaysian Education Blueprint (MEB) and the Roadmap were created based on data and suggestions from practitioners, professional organisations, and English language experts. Another policy reversal over English language education may not be something Malaysians are eager to see soon. CEFR as an international benchmark has also been a subject of studies in other countries such as Thailand. Kanchai (2019) found that the participants in his study believe that the CEFR's influence in Thailand is limited to policy and assessment, even though it is a comprehensive guideline for language teaching and learning. Therefore, rather than serving as a guide for practitioner-teachers, Kanchai (2019) concluded that the CEFR may serve as a guide for policy makers. In the end, the most practical solution may be to first address significant ongoing issues that are deeply ingrained in the English language education system, particularly within Thailand, rather than adopting a new language education policy such as the CEFR to raise the standard of English language education.

Abd Rahman et al. (2020) stated that the CEFR is being implemented in Malaysia as part of a wider effort to improve the country's educational system. The implementation will have a big impact on the overall structure and process of a curriculum review. Since it is a longitudinal event, it might take years before the effects can be observed. It is an international standard that causes a paradigm shift in how English language instruction is managed. CEFR offers a framework for contextualizing learners' learning and that CEFR-M (Malaysia) is, in fact, a path forward. Abd. Rahman et al. conclude that although the implementation of the CEFR is a way forward for the nation, guidance and assistance are still very much desired by educators, especially those who are not exposed to the CEFR framework. Direction is much needed by English language teachers to have a meaningful and constructive process.

In Bakar's (2020) study, she concludes there are many different perceptions regarding the Ministry of Education's move to align the English language curriculum to CEFR. She argues that some parties may perceive it as a costly implementation as they fear the results may not be seen immediately. However, many perceive it optimistically as the alignment of the English language curriculum to CEFR is crucial in standardising and benchmarking Malaysian English language learners' proficiency to a widely accepted global standard. Bakar (2020) acknowledges that the educators' competency levels as well as learners' varied proficiency levels may pose challenges to the successful implementation of CEFR. However, she clarifies that the challenges can be managed if there is cooperation between all the relevant parties. She points out that stakeholders,

university management, educators, and language learners have very important roles to play in the successful implementation of CEFR. According to [Bakar \(2020\)](#), stakeholders should be informed of the changes in policies, and it is imperative to make sure that they are in favour of the alignment of the English language curriculum to CEFR. The university management needs to support Language centres and faculties to ensure that a holistic approach to learning English can be established. To further facilitate the success of the implementation, credit hours for English language learning should be reviewed and educators' minimum qualification of having CEFR C1 should be set. Baker notes that educators should be given opportunities to improve themselves and to keep up with developments related to language teaching and learning. Learners, on the other hand, should be aware of their proficiency levels and be more autonomous in their learning to improve their language skills and develop useful skills needed for future employment.

In Thailand, a study was conducted by [Charttrakul and Damnet \(2021\)](#) to investigate English teachers' perceptions about the implementation of CEFR and its implications at Rajabhat Universities. Findings showed that the teachers in this study did not perceive the CEFR policy as brand-new English requirements because they were experienced, educators. In their classroom instruction, they were able to effectively use all four of the CEFR descriptors—listening, speaking, reading, and writing. Most participants supported the use of the CEFR, and one participant noted that it might raise the level of English proficiency among their students to an international standard. For Thai students, one of the reasonable aspects in properly preparing for English-speaking members was the intensity of actively entering the ASEAN Community. However, concerns were also voiced regarding pre-service teachers regarding their proficiency in English as well as how they would use the CEFR in the classroom after completing their internship or practicum. [Nguyen and Hamid \(2019\)](#) examine the CEFR in the Vietnam context, especially from the perspective of socio-economic and political conditions including employment of language education. They recommend that the adoption of CEFR should be based on sociocultural circumstances: current language policy, needs for innovation, and response to contemporary issues.

### 3. Research Methods

This research adopts quantitative and qualitative approaches, primarily focusing on developing a CEFR-aligned framework tailored for departmental use. The qualitative aspect involves gathering detailed insights through a round table discussion with invited stakeholders, followed by designing and aligning the new courses to CEFR requirements as well as the department's specific needs. This dual approach ensures that the framework is both theoretically sound and practically applicable, addressing the department's unique challenges and goals.

This research aims to design a tertiary curriculum that is CEFR-aligned as dictated in the English Language Education Reform, Malaysia (2015-2025). In doing so, the Curriculum Development Model ([Figure 2](#)) was adapted to follow the stages suggested in Tiba Hilda's Model of Curriculum Development ([Bhuttah et al., 2019](#)), which was used to provide a logical and sequential process/stages in creating a framework for designing a new curriculum. The process of developing the CEFR-aligned framework for the new curriculum undergone the seven (7) stages (as adapted from [Bhuttah et al., 2019](#)) and the explanation of these stages as well as how this model was used is described in the results section.

Figure 2: APB Curriculum Development Model that is adapted from Hilda Taba's Model



Source: [Bhuttah et al. \(2019\)](#)

In the first stage, a needs assessment was executed to identify the specific requirements essential for creating a well-designed curriculum. This step involves the distribution of questionnaires to three stakeholders; the academicians, the industry, and the alumni. The second stage involves a collaborative workshop involving these stakeholders. Deliberations within the workshop revolved around matters such as graduates' employability, anticipated skills, and recommended enhancements for language courses.

## 4. Results

### 4.1. Stage : Needs Analysis

Prior to focus group discussion, survey questions were distributed by the English Language Department; to its students and lecturers. Two important questions in the survey were on aspects of the English language curriculum and the English language skills that should be focused on by APB to improve students' proficiency. A workshop involving these stakeholders was also conducted to study the definite language learning outcomes and situations at UiTM. The focus group discussion focused on issues such as graduates' employability, expected and required skills, and future recommendations to improve language courses. The common themes, areas, and skills to be included in the curriculum review were derived based on the discussions held.

The group discussion involving stakeholders was conducted to gather a range of perspectives from a diverse group which included the identified categories of stakeholders: academicians, industry, and alumni. The research population was drawn from the list of stakeholders accumulated over the years by the English Language Department at Akademi Pengajian Bahasa. Email invitations were sent out, resulting in five to seven groups for each category available and willing to attend the face-to-face discussions. Moderators facilitated these sessions and recorded feedback and discussion points based on open-ended questions. The refined questions were distributed to the participants to provide feedback and recommendations for improvement. The questions were designed to gather feedback on the skills and knowledge required by the programs taken by students and the industries, ensuring that students are well-equipped and



competitive job market upon graduation. The main focus of the discussion was to identify areas for enhancing the current curriculum to strive for a more relevant and competitive curriculum.

Discussions with the stakeholders identified specific key information to be included in the new curriculum. Thematic analysis was carried on the data collected and the findings revealed that the English courses offered at Akademi Pengajian Bahasa should stress individual language skills and personality growth, individual language skills, workplace personality, and oral communication skills. The courses should also stress speaking fluency with ample practice for students to enhance communication skills. Students should be fluent in presenting innovative ideas or products persuasively. Exposure to critical thinking in solving problems should be given to students too. Being able to think critically will propel students to be at an advantage to succeed academically as well as professionally. A curriculum review committee was formed to review the outcome of the needs analysis and to evaluate the present curriculum. The team revisited the existing courses intending to align the courses to CEFR. In addition to the stakeholders' feedback, the curriculum review committee also referred to the Malaysian Qualifications Framework (MQF V2) as it was one of the requirements to be included in a curriculum by the UiTM Curriculum Affairs Unit (UHEK). The curriculum review committee also underwent a one-day familiarisation training from an external CEFR expert for familiarisation of CEFR. A panel of internal experts was formed to review the present curriculum and the feedback included creating new courses that focus on speaking and writing skills, making present courses relevant by merging existing courses and/or adding new topics to existing courses, and adding a CEFR-based wordlist for each course. These insights led to the development of a more relevant curriculum review that aligns with both the department's requirements and CEFR standards.

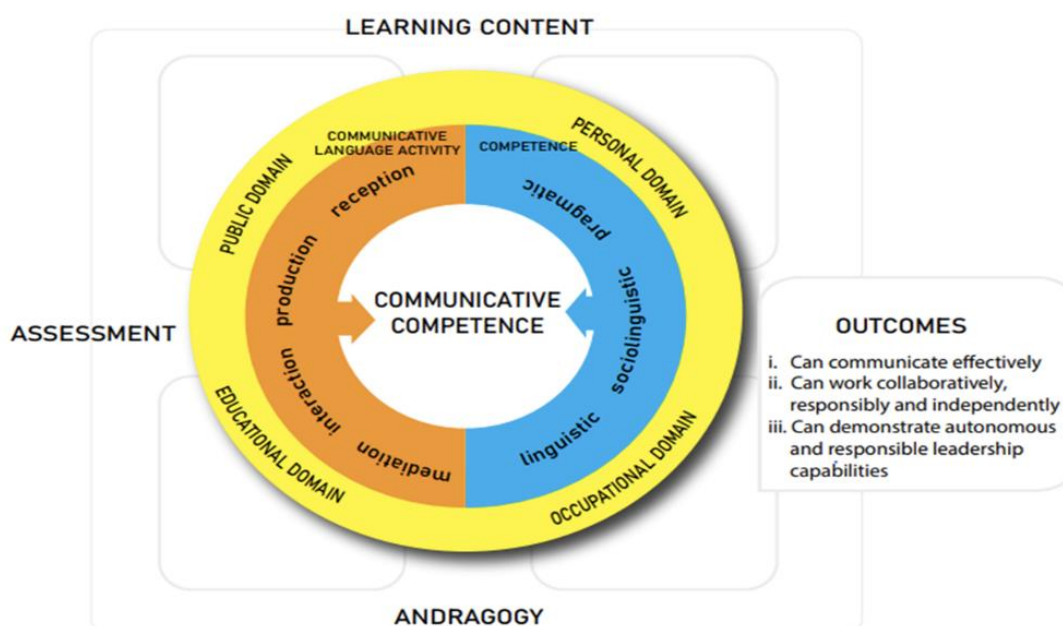
#### **4.2. Stage 2: Formulation of course objectives and Construction of CEFR Curriculum Framework**

The results of the needs analysis were used to formulate a framework for a new curriculum. In this stage, a CEFR-aligned Framework for Tertiary Education was developed to provide a foundation for and direction of the new curriculum. This framework was constructed based on the feedback from the first stage and is further illustrated in [Figure 3](#).

As can be identified in [Figure 3](#), the core elements of the framework for the curriculum review are derived from communicative competence and CEFR. Central to the framework is communicative competence which is the basic framework for CEFR too. As the framework is aligned to CEFR, the elements incorporated in the framework are based on the terms introduced in CEFR. Moving inwards, the first outer layer identifies four domains to be incorporated into the framework; the public, educational, occupational, and personal domains targeted to be taught to different levels. It is suggested that teaching contents and activities revolving around personal and public domain be taught in pre-diploma and diploma courses. It is proposed that the educational domain can be introduced to students of foundation levels while all domains, specifically educational and occupational, be integrated into degree courses. The inner circle is divided into two parts which are equally stressed in the framework: communicative language ability and competencies. Four communicative language activities identified in CEFR are mediation, interaction, production, and reception and are also integrated into the framework as a guide for language activities to be conducted in classrooms. Three categories of

competencies aligned with CEFR, to be incorporated into the syllabus are linguistic, sociolinguistic, and pragmatic competencies. The proposed framework also features all the elements for language activities, learning content, and assessments. The course objectives of the proposed framework embody the outcomes identified in MQF V2 which are to produce graduates who can communicate effectively, who can work collaboratively, responsibly, and independently, and who can demonstrate autonomous and responsible leadership capabilities. Another component included in the framework is andragogy which refers to consideration in the methodology and practices for adult learners.

Figure 3: CEFR-aligned Framework for Tertiary Education



#### 4.3. Stage 3: Selection of content

Employing the CEFR-aligned Framework for Tertiary Education, specific domains were mapped to different academic levels in this stage. Personal and Public domains were mapped to pre-diploma courses, Public and Academic domains were aligned to diploma and foundation courses, and Academic and Occupational Domains were assigned to degree courses. CEFR levels were also mapped to each academic level; A1-A2 levels were assigned to pre-diploma, B1-B2 levels were assigned to diploma and foundation courses, and B2-C1 levels were assigned to degree courses.

#### 4.4. Stage 4: Organisation of Content

The process of content organisation was followed by the fourth stage which involved deciding on and creating courses for each academic level (pre-diploma, diploma, foundation, and degree). The types of courses, skills, and communicative competence requirements were determined to support the CEFR-aligned Framework for Tertiary Education. The framework serves as a guideline to ensure that graduates possess the requisite English language proficiency essential for employability in both local and international contexts, as highlighted by recent educational reforms in Malaysia aimed at enhancing English language instruction and assessment (Musa et al., 2021). By aligning course content with CEFR descriptors, institutions can better prepare students for real-

world communication demands, fostering a more effective learning environment that prioritizes practical language use (Lee et al., 2022).

#### 4.5. Stage 5: Development and Identification of Specific Courses

The process of developing a new curriculum following the APB Curriculum Development Model is observed in this stage. A course may have a few Course learning outcomes (CLOs). A two-credit course can have two CLOs. These CLOs would be the focus of the course and need to be measurable. The process of formulating CLOs involves identifying topics to be focused on in each course. These would be followed by identified measurable language activities that correspond with the domain of each academic level prescribed.

Essential components of course design, such as Course Learning Outcomes (CLOs), are crucial for students to achieve measurable outcomes. These measurable statements guide the instructional process and align with assessments, fostering student ownership and facilitating targeted instructional strategies (Johnson et al., 2023).

Two appointed panels of internal experts were engaged to review the new courses and their CLOs. The content panel experts were appointed to review the CLOs, course content, and assessments while the document panel experts reviewed the alignment of the CLOs with the Malaysian Qualifications Framework (MQF V2), CEFR, and Bloom's taxonomy. The illustration in Figure 4 shows the formulation of course learning outcomes to align with CEFR, MQF V2, and Bloom's taxonomy.

Figure 4: Formulation of Course Learning Outcome to CEFR



#### 4.6. Stage 6: Organisation of Learning Experience

The content panel experts were appointed to review the CLOs, course content, and assessments while the document panel experts reviewed the alignment of the CLOs with the Malaysian Qualifications Framework (MQF V2), CEFR, and Bloom's taxonomy. The illustration in Figure 4 shows the formulation of course learning Learners' experience is an important aspect when creating a new curriculum and the sixth stage of the APB Curriculum Development Model (Run, 2023). Topics were organised in sequential order and Student Learning Time (SLT) was planned and calculated to ensure a constructive and positive learning experience.

#### 4.7. Stage 7: Evaluation

The formulation of the Course Assessment Programme (CAP) is the final stage in creating a new curriculum. In this 'Evaluation' stage, the CAP of each course was created, and this provides an overall picture of the course content; the CLOs, MQF V2, Domains, CEFR level as well as the type and percentage of assessments. The CAPs were further reviewed by internal experts, UiTM Curriculum Affairs Unit (UHEK), and UiTM Academic Assessment

and Evaluation Unit (BPPA) to ensure that the new curriculum is aligned with UiTM's vision and mission.

## 5. Conclusion

CEFR and other significant education policies is an important first step. Without proper guidance from CEFR experts, the task can be quite challenging. Therefore, this paper has included step-by-step guidance and a curriculum framework that can be utilised for CEFR-aligned curriculum review. This paper has demonstrated how numerous elements need to be reflected before an extensive framework is ready to be implemented. The framework can also be used to develop other accompanying CEFR-aligned frameworks such as theoretical or procedural frameworks for constructing assessments and material development. The different curriculum review stages as presented in this paper take into consideration the aspirations of stakeholders, the prospective employment market for students, pedagogical implications, technological advancement, and other policies relevant to tertiary education. To strive for excellence in implementing the proposed framework, tertiary institutions should continue to review other elements too. Such elements to consider are CEFR-aligned assessments and teaching materials, collaborative projects, and ongoing process of improvement with relevant feedback. It is hoped that the framework can be adopted and adapted by tertiary institutions to be used to achieve academic excellence in aligning curriculum to CEFR to produce graduates who are communicatively competent and globally competitive.

## Ethics Approval and Consent to Participate

The researchers used the research ethics provided by the Research Ethics Committee of Universiti Teknologi MARA (UiTM). All procedures performed in this study involving human participants were conducted following the ethical standards of the institutional research committee.

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## Conflict of Interest

The authors reported no conflicts of interest for this work and declare no potential conflict of interest regarding the research, authorship, or publication of this article.

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