READING SKILLS LEARNING IN THE "ARABIC-ONLINE.NET" APPLICATION BY SAUDI ELECTRONIC UNIVERSITY BASED ON THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES (CEFR)

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Abstract	This research focuses on analyzing learning *qira'ah* (reading) skills in the Arabic-Online.net program within the learning assessment evaluation framework, especially the Common European Framework of Reference for Languages (CEFR) as one of the international standards in foreign language learning. This research is qualitative research, and the primary data in this research is reading text in *qira'ah* material from all 16 levels in Arabic-Online.net. In the analysis, the researchers focused on the reading texts provided at each level in the program through the CEFR framework. Data analysis in this research used data reduction, data presentation, and drawing conclusions based on Miles and Huberman's method. The research findings indicate that the reading skills instruction in the "Arabic-Online.net" application offers a diverse range of instructional materials. These materials are designed to help participants comprehensively master reading skills. The content, vocabulary, and exercises within this program align with the CEFR standards. This is demonstrated not only in the selection of themes with higher levels of difficulty but also through the inclusion of more complex questions and exercises. The chosen themes are systematically organized, starting from topics closely related to the participants' experiences and progressing to subjects further removed from daily life, such as transportation, administration, and legal issues. These diverse themes not only require a strong language proficiency with a command of vocabulary related to the themes but also demand critical and exploratory thinking from learners to grasp the discourse and main points of the reading materials.
Keywords	Arabic Language Learning, Arabic-Online.net, CEFR, Reading Skills

INTRODUCTION

As widely acknowledged, the era of digitalization has brought about significant changes to various aspects of human life (Mahmudah & Rochma, 2022). These changes have influenced all aspects of life, such as education, politics, religion, economics, and more, compelling traditional societies to become more modern and adapt to these changes (Mualif, 2022). Continuous changes demand improvements in societal systems (Syaifullah & Izzah, 2019). Therefore, in the context of society 5.0, communities are urged to rapidly and responsively adapt to digital technology, as digital technology has permeated all aspects of societal activities. If communities fail to adapt, they risk falling behind and lagging in today's global interactions (Mustofa, 2020).

The advancement of digital technology offers numerous conveniences, including in the realm of education and teaching (Rochma et al., 2021). Educators can leverage this technology to enhance the quality of learning (Mufidah, 2018). With technological developments, teachers can interact face-to-face with students even when physically distant. Various video conferencing applications such as Google Meet, Zoom, WhatsApp, and others facilitate bridging distances, enabling remote learning to proceed smoothly as if in a physical classroom. Equipped with relevant teaching materials and instructional media, teachers can deliver effective lessons with the hope that students achieve optimal learning outcomes and results (Mahmudah & Rahmawati, 2021).

Furthermore, modern society requires educational guidance and infrastructure that cater to their needs. Educational media is essential in the learning process, especially in remote education(Ramadhan, 2020). Through educational media, teachers can provide both verbal and written explanations, as well as interact with students in limited space and time (Mustofa, 2020). This can reshape the perception that learning Arabic is monotonous and relies on traditional methods, which might discourage millennial learners from engaging with the language (Mahmudah & Yahya, 2019).

Addressing these societal needs, one of the initiatives is the emergence of specialized platforms for Arabic language learning, such as "Arabic-Online.net," initiated by Saudi Electronic University. The "Arabic-Online.net" program by Saudi Electronic University is designed for non-native speakers to learn Arabic. This program offers online learning opportunities to participants, enabling them to access learning materials anytime and anywhere. The program encompasses all language skills, including listening, reading, speaking, and writing (Saudi Electronic University, n.d.). Despite being presented online, the program's comprehensive design ensures that learning

outcomes align with the intended objectives.

"Arabic-Online.net" is an Arabic language learning application designed by Saudi Electronic University (Saudi Electronic University, n.d.). This application is an online platform that can only be accessed through the Saudi Electronic University website (Mardliyah, 2020). Similar to other Arabic language learning applications, this app is designed in an engaging manner, particularly with the inclusion of native Arabic speakers' voice recordings to enhance user interest. Additionally, learners can use it for free and have the opportunity for online meetings with authentic instructors from Saudi Electronic University. This application is available for use at any time, eliminating issues related to time zone differences between participants' countries and Saudi Arabia. Before using the "Arabic-Online.net" application, participants are required to take a standard language proficiency test by answering the provided questions. The results of this test determine the participant's language level, and they receive learning materials according to their proficiency level.

Within the "Arabic-Online.net" application, there are four language skills: listening, reading, speaking, and writing, as well as Arabic grammar rules (Alowaydhi, 2016). However, currently, all participants are unable to engage in the speaking skill instruction, as speaking materials are only available in scheduled online classes. Nevertheless, the other three language skills can assist learners in improving their Arabic language proficiency, supported by the application of appropriate Arabic grammar rules based on their language level.

Figure 1. Arabic Language Skills Material

"Arabic-Online.net" consists of sixteen levels of instruction. Each of these sixteen levels contains six module units, and each unit encompasses four thematic subject titles. Therefore, each level of instruction comprises a total of 24 instructional subject titles. Each title includes vocabulary material, reading texts, audio or video instructional materials, and exercises. Packaged within, "Arabic-Online.net" contains 796 primary interactive videos, 6,320 images, 10,076 exercises, and

12,000 audio files (Saudi Electronic University, n.d.). All participants are expected to complete the instructional materials along with the exercises, aiming to achieve the intended learning outcomes.

Furthermore, upon successfully completing a unit of thematic instruction, participants will receive a certificate that includes their learning performance assessment. If the attained score meets the expected criteria, the learning can progress to the next level. Conversely, if the score falls below the standard, it is recommended to review and repeat the instruction at the same level.

Figure 2. Assessment of Exercise Questions in the Material

The Common European Framework of Reference for Languages (CEFR) is a framework designed by Europe to establish standards for foreign language competency. Initially developed to address the needs of European countries, CEFR has evolved into an international competency standard (Zainal Arifin Ahmad et al., 2022). While its origins were in Europe, CEFR is now utilized across different regions. It is not limited to English but is also applicable to assessing competency in other foreign languages, including European and Arabic languages. Consequently, in recent years, several Arabic language learning programs for non-Arabic speakers have adopted CEFR as their framework.

CEFR encompasses its own category for second language proficiency, serving as a reference for language learning. This category comprises six language levels: A1 (beginner), A2 (elementary), B1 (intermediate), B2 (upper-intermediate), C1 (advanced), and C2 (proficient) (Nagai et al., n.d.). CEFR employs a holistic approach to developing second language skills and assessing competency. As its original intention was to standardize second language assessment across different countries, it has been utilized to facilitate the assessment of foreign students' language proficiency (Musthofa, 2022). This purpose has expanded into language program planning, including program objectives, content, certification planning, and instructional guidelines. Language certification planning involves language tests alongside the corresponding assessment standards, which are inherently intertwined.

Beyond establishing foreign language competency standards, CEFR also provides a theoretical and methodological framework for language development that guides curriculum design, assessment, and instruction (Nurdianto et al., 2021). This structured approach to language learning helps students achieve their goals effectively. CEFR standards serve as assessment guidelines with three key objectives: detailed description of exercise content, establishment of standards aligned with learning objectives, and depiction of exercise competency levels. Consequently, CEFR is an essential guide in language assessment and program development (Nagai et al., n.d.). Given the absence of a generic and global assessment standard for the Arabic language, CEFR now plays a pivotal role as a language assessment standard in Arabic language education.

Several studies have been conducted around the Arabic-Online.net learning program. Zubaidah et al. (Zubaidah et al. 2021), in their research on website-based Arabic language learning applications, stated that the Arabic-Onlinet.net program is one of three website-based Arabic language learning applications that are comprehensive and easy to access, alongside learning.aljazeera.net and voiceofarabic.net. The results of this research confirm the results of research by Alshathri & Male (Alshathri & Male, 2015), which shows that this program was created to meet the demands of contemporary developments in learning Arabic by implementing a blended-learning system. Alowaydhi (Alowaydhi, 2016) also then analyzed the evaluation system in Arabic-Online.net based on Total Quality Control. The results indicated that the program covers evaluation criteria across all its domains, serving as a reference for evaluating Arabic language learning for non-native speakers.

Other researchers analyze in more detail its implementation in the Arabic language learning process in the Indonesian context. Khairunnisa (Khairunnisa, 2018) examined the implementation of this program in supporting Arabic language learning at MTs Negeri 1 Malang, while Amalina (Amalina, 2022) examined its implementation in *istima'* (listening) material at MTs Negeri 3 Banjarmasin. These two studies show that the use of this learning program shows a high level of effectiveness and increases student learning motivation, as well as providing learning experiences with native speakers. However, Mardliyah (Mardliyah, 2020) emphasized that this program functions as a "support" in the learning process, not as a replacement for the face-to-face learning system in class, because there are values that cannot be replaced by the program from the teacher's presence in the classroom.

From the various studies that have been carried out above, several research gaps were found. The Arabic-Online.net program is a recommended program in the universal Arabic language learning process as recommended by Zubaidah et al. (Zubaidah et al., 2021), which also strengthens two previous studies conducted by Alshathri & Male (Alshathri & Male, 2015) and Alowaydhi (Alowaydhi, 2016) which shows that this program has met quality standards for use in various learning processes. The implementation of this program has also been tested for its effectiveness by Khairunnisa (Khairunnisa, 2018) and Amalina (Amalina, 2022) and showed satisfactory results at the secondary school level by analyzing *istima'* learning materials. These various studies have not talked about evaluating this program from the perspective of evaluating foreign language learning to make it worthy of being a universal language learning program. Therefore, this research focuses on analyzing the Arabic-Online.net program within the learning assessment evaluation framework, especially the Common European Framework of Reference for Languages (CEFR) as one of the international standards in foreign language learning.

Additionally, there is research on the implementation of the Common European Framework of Reference for Languages (CEFR) policy in Arabic language learning (Musthofa, 2022). This study examines the implementation of the CEFR policy in Arabic language learning in Indonesia. Another study explores the use of CEFR in the development of *Nahwu* and *Shorf* (Zainal Arifin Ahmad et al., 2022). The researchers suggest that the development of *Nahwu* and *Shorf* based on CEFR is suitable for supporting Arabic language learning. Research on CEFR has already been extensively covered, including topics such as implementing CEFR policy in Arabic language learning in Indonesia and using CEFR in the development of *Nahwu* and *Shorf*. In this study, the researcher focuses on the CEFR standards used in Arabic reading instruction within the Arabic-online.net program.

METHOD

This study is qualitative research, which aims to understand phenomena by describing them in words. These phenomena include behaviors, perceptions, motivations, actions, and others in a holistic manner (Sugiyono, 2010). The strategy of qualitative research involves a naturalistic approach to studying the subject, where the researcher serves as the key instrument and data collection techniques are combined (Sugiyono, 2010). Based on the above understanding, qualitative research is a method that is used in a naturalistic way, describing research outcomes based on the experiences of the subjects. The researcher will analyze how the reading instruction takes place.

The research subject is the reading instructional themes in the "Arabic-Online.Net" program at Saudi Electronic University, encompassing the studied themes, instructional content, reading exercises, and their distribution across different levels. The data source is taken from the Arabic-Online.Net website by Saudi Electronic University. Data is collected through participatory observation by the researcher and documentation. The primary data in this research is *qira'ah* (reading) material from all 16 levels. In the analysis, the researchers focused on the reading texts provided at each level in the program through the CEFR framework. Besides that, the researchers participate in the reading instruction within the "Arabic-Online.Net" program, ensuring that the collected data aligns with the research needs, and also collect data from available documentation on the website. Based on the results of these observations, the researcher uses the CEFR framework to map competencies in reading skill instruction on the platform.

Data analysis in this research used data reduction, data presentation, and drawing conclusions (Miles & Huberman, 1992). In the data reduction stage, researchers reduced the data collected in the *qira'ah* material on the "Arabic-Online.net" application from Saudi Electronic University. In the next stage, the researchers present data from the "Arabic-Online.net" application in the form of tables and figures. The final stage is drawing conclusions. At this stage, the researchers critically analyzed the data on learning *qira'ah* skills in the "Arabic-Online.net" application with the CEFR framework and compared it with other research findings.

FINDINGS AND DISCUSSION

Findings

Reading Skills Learning on the "Arabic-Online.net" Application

In this application, the learning of reading skills is provided in each lesson title. The material contains texts in Classical Arabic (*fusha*) with difficulty levels adjusted to the learner's level. The reading skills learning process consists of four stages: learning new vocabulary, exercises on the vocabulary, reading the text, and exercises on the reading text. These stages will be explained as follows.

First, the learning of new vocabulary involves vocabulary found in the newly studied reading text. The vocabulary is accompanied by the Arabic meanings of the words, examples of their usage in sentences, and images that clarify the meanings of the words. Learning vocabulary is made easy for participants due to the helpful images provided, and the usage of sentences is presented in

simple terms. In this stage, participants are expected to thoroughly grasp the new vocabulary and its usage within sentences.

Figure 3. Reading Material

Second, exercises on vocabulary, which involves providing practice questions related to the newly learned vocabulary. These exercises include connecting words, filling in blanks with available words, and completing sentences that are not yet perfect with the new vocabulary. From these exercises, participants are expected to apply or practice what they have learned.

Third, reading Arabic text, where participants are asked to read texts in Classical Arabic (*fusha*) according to the theme. In this stage, participants will be asked to listen to audio containing the reading text, with the hope that they can follow proper reading techniques. Afterward, participants will be asked to reread the text following the heard pronunciation and then read again to understand the content of the reading. Participant comprehension of the text is crucial, not only understanding the meanings of the words but also grasping the main points of the discussion. Comprehension of the reading text will be tested in the exercises in the next stage.

Figure 4. Reading Material Exercise

Fourth, exercises from the reading text, which involve answering questions related to the previous reading. These exercise questions are used to ensure the extent to which participants

comprehend the reading text and also serve as a benchmark to assess whether the participants' abilities meet the standards of the studied level. If participants successfully pass these exercise questions, it can be said that they have mastered the studied reading text. However, if participants still find it challenging, it is recommended to review the new vocabulary and revisit the reading text in order to achieve a maximum level of mastery.

Table 1. Themes in Reading Learning Material (Saudi Electronic University n.d.)

No	Level	CEFR Level	Reading Learning Material
1.	1-3	A1 - Beginner	*At Tawasul Ma'a Al Akharin, Al Jinsiyah Wa Al Bilad, Al 'Ailah, Al 'Umur, As Sakan*
2.	4-6	A2 - Basic	*At Tiknulujiya, Al Murur, Mu'tamar Al Akadimiyah*
3.	7-9	B1 - Intermediate	*Al Hayah Al Mustaqbaliyah, At Ta'lim Al Akadimy, At Ta'lim Al Mihany, As Siyahah, An Nuqud Wa Tasyriful 'Umlah, Al Kawarist*
4.	10-12	B2 – Intermediate Up	*Maharatul Ittishal, Tarbiyatul Abna', Khidmatul Mujtama', At Ta'lim At Taqlidy Wa At Ta'lim Al Hadist*
5.	13-15	C1 - Advanced	*At Tiknulujiya Wa At Ta'lim, Al Huriyah, Dhaqthul 'Amal, Al Mawahib, Idaratul Waqt, At Tafkir Al Ibda'i*
6.	16	C2 - Proficient	*Al I'lanat, Al Idarah, Al Qanun, Al Itqan Fil 'Amal*

It can be seen in Table 1 that the reading learning material is present at all levels of learning. These materials are also tailored to the learning levels, thus matching the participants' abilities. Participants with skills at the beginner level will not study materials at the intermediate or proficient levels. This is what makes reading learning easily achieve the intended goals.

Reading Skills Learning Based on CEFR

Reading learning in the "Arabic-Online.net" application is aligned with the Common European Framework of Reference for Languages (CEFR) standards, where learning is divided into six language levels presented in sixteen units/learning levels. Levels 1 to 3 cover the beginner level, levels 4 to 6 are at the basic level, levels 7 to 9 are at the intermediate level, levels 10 to 12 are at the upper-intermediate level, levels 13 to 15 are at the advanced level, and level 16 is at the proficient level. This standardization mapping aims to make learning suitable for participants' language proficiency levels. Participants at the beginner level should already be provided with easy materials, while those at the proficient level are given materials that require advanced skills. This will assist in achieving the intended learning goals.

Table 2. Reading Skills Learning Material Level 16 (Saudi Electronic University n.d.)

Unit	Theme	Reading Skills Learning Material
1.	*Al I'lanat*	1. *At Tahadust 'an al I'lanat*
		2. *Qawanin –l- I'lanat*
		3. *Munaqasyatu Afkari –l- I'lanat*
		4. *Ibtikarul I'lan*
2.	*At Tasywiq*	1. *'Ardhun Taqdimiyun li Muntaj*
		2. *Uslubul Mandhub*
		3. *Niqhasy Haula Muntaj Mu'ayyan*
		4. *Tasywiqu as Sil'i*
3.	*At Tijarah al iliktruniyah*	1. *Mauqi'u At Tijarah al iliktruniyah*
		2. *Wasyfu At Tijarah al iliktruniyah*
		3. *Bai'u Muntaj bil Internet*
		4. *Makhathir At Tijarah al iliktruniyah*
4.	*Al Idarah*	1. *al Haikal al Wadzify*
		2. *Qa'idun Mu'jibun*
		3. *Idaratul Firaq*
		4. *Istiratijiyatul Idarah*
5.	*Al Jaudah wa al Itqan fil 'Amal*	1. *Mafhum Al Jaudah wa al Itqan*
		2. *Ma'ayirul Jaudah*
		3. *Tathbiqul Jaudah*
		4. *Ahamiyatul Al Jaudah wa al Itqan fil 'Amal*
6.	*Al Qanun*	1. *Wasyfu al Qanun*
		2. *Al Qanun al Dauli*

Reading Skills Learning Based on CEFR

The table above explains that learning is divided into six levels (A1 to C2) according to the CEFR standards, presented in sixteen units/learning levels. Each unit contains four lesson titles, except for unit 6, which has only two lesson titles. Each title encompasses learning listening, speaking, reading, writing, new vocabulary, Arabic grammar, and exercises at the end of each lesson. Specifically, in the reading material, comprehensive reading texts and exercise questions are provided. This enables participants to enhance their language skills at each learning level. This approach is consistent across all levels from 1 to 15, where the same elements are present as in level 16.

At levels 1 to 3 (beginner), the reading learning covers daily conversations. Participants are provided with vocabulary and reading texts that demonstrate how to engage in daily life conversations, such as with parents, friends, teachers, or people encountered regularly. The topics reading texts are going to school, university, market, dormitory, country, and citizenship. Presented in simple language, participants can easily comprehend and engage in these conversations, using them in daily life. This aligns with the CEFR A1 standard, placing the goals of the beginner level in

language proficiency at the environment and elements within it. Among the goals at the CEFR beginner level are the ability to understand and use simple vocabulary and expressions about daily routines, introduce oneself, ask and answer questions about personal life, and interact lightly with others to request help, offer assistance, and express gratitude

At levels 4 to 6 (basic), the reading learning addresses technology, academic seminars, university libraries, air travel, professions, business plans, and other subjects. These themes have a higher level of difficulty compared to the beginner level but still remain relatively easy in terms of vocabulary usage, language rules, and longer texts. These themes align with the CEFR A2 criteria, where the goal is for students to understand expressions and phrases commonly used in work, shopping, and personal information and to communicate simply about frequently encountered issues in life. Students should be able to describe basic terms related to their background and express their aspirations.

At levels 7 to 9 (intermediate), the reading learning covers more challenging topics compared to the previous levels. Themes encompass the future, aspirations, academic education, daily news, tourism, transportation, and finance. Participants are required to read and understand these reading texts. At this level, participants are not only expected to grasp the textual meaning but also to understand the main points of the discussion. This aligns with the CEFR B1 learning standard, where goals include the ability to understand the main topics of an interview, make decisions in certain situations, describe interests, experiences, events, hobbies, dreams, and hopes, and interact with others to request, offer help, and express gratitude.

At levels 10 to 12 (upper-intermediate), the reading learning continues with a similar instructional approach. The difference lies in the thematic material. These themes revolve around communication skills, child education, community service, life goals, and traditional and modern education. These themes align with the CEFR B2 learning goals, where students are required to meet the CEFR assessment standards. Assessment standards include understanding the core topics of reading, actively participating in discussions, interacting with native speakers, explaining a specific subject, extracting key points, and describing an object.

At levels 13 to 15 (advanced), the reading learning introduces new themes, including technology, journalism, financial planning, conflicts, problems and solutions, and critical thinking. These themes assist learning in accordance with participants' language proficiency levels and require critical thinking and problem-solving skills. These demands are in line with the CEFR C1

standard, aiming for students to comprehend longer and more complex reading texts, express themselves spontaneously, use the Arabic language flexibly and effectively for social, academic, and professional purposes, express structured and detailed feelings, and translate Arabic texts into their native language or vice versa.

Lastly, the final level in this learning journey, level 16 (proficient), continues with a similar instructional model as the preceding levels, with the key difference being the increased level of language difficulty. This level is the pinnacle of the language learning journey and represents the highest language proficiency level, with a correspondingly challenging language standard. This is to ensure that participants at this level truly possess the expected proficiency according to this application. Themes at this level revolve around announcements, marketing of goods, electronic commerce, administration, job quality and standards, and laws. This learning material assists students in achieving language proficiency according to the CEFR standards. In the CEFR standard, level C2 has specific criteria, such as the ability to understand the text and context of readings, summarize information from different speakers or texts, present a clear argument, express oneself spontaneously, and translate Arabic texts into the native language or vice versa.

Discussion

From the findings above, it can be seen that learning *qira'ah* skills in the "Arabic-Online.net" program shows stages based on the CEFR framework, starting from A1 to C2. The selected themes also move systematically, starting from things that are close to the program participants, such as daily interactions, to themes that are far from everyday life, such as issues regarding transportation, administration, and law. These various themes require not only good language skills with mastery of knowledge about the themes but also critical and explorative thinking skills from students to capture the discourse and subject matter of the reading results.

In language learning, the CEFR framework provides indicators that make it easier for teachers and policymakers to formulate policies in language learning, including Arabic (Musthofa, 2022). This develops a standardization system for the Arabic language curriculum, which should ideally be developed in an integrative-holistic and humanistic manner. The system that has been running in Indonesia is a curriculum based on the Indonesian national qualification framework (KKNI) and national higher education standards (SNPT), which was developed as an integrated system by combining language skills (Rahmawati et al., 2023; Wahab, 2016). CEFR could be a framework that sharpens the standardization of Arabic language learning internationally.

Several studies have tried to see the relationship between CEFR and its urgency in learning Arabic in Indonesia. Research from Toha et al. (Toha et al., 2023), for example, tries to evaluate the use of CEFR in learning Arabic at the *Mambaus Sholihin* Islamic Boarding School, Gresik. The results of his research show that the implementation of the CEFR in these educational institutions provides significant benefits in the form of setting clear goals, measuring students' language skills objectively, and providing clear guidelines on curriculum development. The research also shows that there are obstacles to the lack of facilities and infrastructure and a lack of training for teachers and students to accommodate the system optimally. Other research conducted by Setiadi et al. (Setiadi et al. 2022) also strengthens this conclusion by infusion of 21st-century skills as a requirement for learning kitabah muqayyadah in tertiary institutions. From this research, CEFR plays an important role in establishing references for the development of material in accordance with scientific developments and 21st-century society.

However, in fact, CEFR is still not the main choice in the Arabic language learning process in higher education. This is due to the lack of knowledge of teachers and policymakers about the needs of students and CEFR as a reference for developing curriculum and teaching materials. This is shown in the research by Nurdianto & Ismail (Nurdianto & Ismail, 2020), which shows that in the context of elementary, secondary, and higher education institutions, the implementation of CEFR is still difficult to find applications. This is because the Arabic curriculum has not been as comprehensively integrated at each level as the English curriculum. Nurdianto (Nurdianto, 2020) strengthens that conclusion with research at four Muhammadiyah tertiary institutions that do not apply the CEFR in teaching and evaluating Arabic language learning due to a lack of knowledge of this framework.

Therefore, this research seeks to provide a contribution in the form of an initial solution to overcome the various difficulties above. Arabic-Online.net is a program that is available in open access. This means that various teachers and students can use it freely to help the Arabic language learning process with the support of electronic devices such as computers, laptops, or handphones. The institutional management only needs to facilitate internet provider services to access this program. Apart from that, in the context of conducting outreach, training, or even preparing a CEFR-based curriculum, teachers and policymakers can use this program as a guide in creating teaching materials, evaluating learning, learning outcomes, and the competencies expected after learning Arabic. Thus, teachers and policymakers can adopt a CEFR-based learning system inspired by

Saudi-Online.net to be developed in each educational institution.

CONCLUSION

In this study, it can be concluded that the reading skills learned within the "Arabic-Online.net" program follow the CEFR framework comprehensively. Based on the various explanations provided above, it is evident that each level maintains a high degree of consistency with the CEFR standards. This is demonstrated not only in the selection of themes with higher levels of difficulty but also through the inclusion of more complex questions and exercises. The chosen themes are systematically organized, starting from topics closely related to the participants' experiences, such as daily interactions, progressing to subjects further removed from daily life, such as transportation, administration, and legal issues. These diverse themes not only require a strong language proficiency with a command of vocabulary related to the themes but also demand critical and exploratory thinking from learners to grasp the discourse and main points of the reading materials. This consistency and alignment with the CEFR standards ensure a structured and progressive learning experience, guiding learners through various levels of complexity and linguistic proficiency.

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