The Influence of the CEFR Implementation in ESL Primary Education: Teachers' Perceptions

Ashratul Izzati Muhamad Abdul Karim, Nur Ainil Binti Sulaiman

Faculty of Education, Universiti Kebangsaan Malaysia, Bangi, Malaysia
Email: ashizzati@yahoo.com

Abstract
The former curriculum which is the Standard-Based Curriculum for Primary School (KSSR), has undergone a paradigm shift in favour of the recently implemented CEFR-aligned curriculum. Thus, some teachers expressed frustration about their inability to successfully incorporate CEFR-based lesson preparation, teaching, accessing resources, and evaluation techniques into their current teaching style. Therefore, the purpose of this study is to gather opinions from English instructors regarding how they perceive the influence of implementing a CEFR-aligned curriculum on the teaching of English as a Second Language (ESL) in primary schools. There were 150 language teachers from primary schools in one of the cities in Selangor that acts as the respondents of the study. The data was gathered quantitatively utilising a survey questionnaire. Purposive sampling was used to adopt the questionnaire and distribute it to ESL primary school instructors. A descriptive statistic was used to analyse the quantitative data. The findings showed that the majority of the teachers have positive perception with the implementation of CEFR aligned curriculum but the respondents believed that the exposure of the pupils to the CEFR-aligned curriculum were still not enough. Based on the findings, the challenges identified includes non-local textbooks, a lack of training, and insufficient ICT support in teaching & learning materials. Nevertheless, they noticed favourable reactions to the updated CEFR-aligned curriculum. In conclusion, it was suggested that several amendments were made with the CEFR aligned curriculum to ensure the success of our education system.
Keywords: Standard-Based Curriculum for Primary School (KSSR), CEFR-aligned Curriculum (CEFR), Insights, Perception, Lesson Planning, Teaching, Assessment Practices, English as Second Language (ESL)

Introduction
It is clear that the majority of people around the world communicate with individuals in other regions using only one internationally recognised language, namely English, as a result of the development of both globalisation and information technology as clearly stated by (Rao, 2019). As in Malaysia, many variations of the English language in its educational system have been used. The 2013–2025 Malaysian Education Development Plan is a result of the present educational reform. As cited in Annie and Yunus (2022) the Malaysian Education Blueprint 2013–2025 was unveiled in 2013 with the intention of enhancing the educational system and

raising educational standards across the globe. Thus, it can clearly be seen that the Malaysia's educational system has undergone numerous revisions as a result of the nation's development and economic expansion. English continues to hold its status as a top-tier language in many fields, and as a result, it will continue to be widely used by educated Malaysian individuals. It fulfils the usage of the English language reformation whereby it was widely used in all over the world and given an impact in education reformation in Malaysia. Other than that, it has been known that to fulfil the needs to be accepted in working sector and most of any other professional fields in Malaysia which elevate the standard of English usage in Malaysia.

As mentioned by Abdul Halim & Alauyah (2021) Malaysia has made action to integrate its English language education system with the Common European Framework of Reference in an effort to guarantee that it is globally competitive (CEFR). Common European Framework of Reference for Languages (CEFR) thoroughly explains what language learners must learn to do in order to use a language for communication as well as the knowledge and abilities they must acquire in order to be able to act appropriately. The main thrust of CEFR also specifies levels of competency that make it possible to track learners' advancement throughout their entire life. Therefore, the teachers need to play an active role to implement the curriculum to uplift the English usage in our education system.

Although there might be a big debate but a number of significant modifications must be made as part of the broad integration of the CEFR within the educational system. Therefore, in implementing CEFR and the decision to switch to imported textbooks from locally produced ones has unavoidably, caused disagreements and attracted harsh criticism from a variety of sources within the Malaysian educational sector (Rahim & Daghigh, 2019). In Malaysia, the implementation of the CEFR has resulted in a significant shift to the curriculum and assessment, to the point that assessments are imported from other nations and all subject materials are imported. Thus, as an English teacher, they must permit to the changes of the curriculum, assessment, instructional strategy, learning outcomes, and evaluation should all be made in light of implementing CEFR in primary classrooms. It is apparent, that CEFR-aligned curriculum was recently established in 2018 thus it is pertinent to validate the perspectives, competencies among these language teachers' views and training are addressed.

Literature Review
Common European Framework of Reference (CEFR)

To be precise, the Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) was published in 2001 (the European Year of Languages) after a comprehensive process of drafting, piloting and consultation. This framework is adaptable to various languages and is not just designed for use with English and additionally, it distinguishes three degrees of linguistic competence: Basic (A1 and A2), Independent (B1 and B2), and Proficient (C1 and C2). The detailed descriptors of what learners are able to do are known as the "can do" statements for listening, writing, readings and speaking skills (Council of Europe, 2001: p. 21). Common European Framework Reference for languages or CEFR has been adopted in many countries and there are lots of CEFR related studies that have been conducted by scholars covering many areas. Some studies involved in seeking out views on the acceptance and responses on the use of CEFR. Thus, in short, the CEFR aims to encourage

professional thought and exchange among language specialists for curriculum creation and teacher education. It also aims to foster better social mobility.

Because of this, scholars from various nations have invested a lot of time and energy into examining how this framework is used. For instance, a study of Common European Framework of Reference (CEFR): A Review on Teachers' Perception & Plurilingualism found out that if instructors, who act as the gatekeepers of knowledge and information, receive the proper training and exposure, English language learners may benefit from the idea of plurilingualism. A similar related study was conducted mainly seeks to investigate English teachers and Ministry of Education officials' views on the implementation of CEFR in Malaysia the findings indicate that although the implementation of the CEFR is considered as mandatory in Malaysia, the ministry should allow enough time for all stakeholders to thoroughly prepare and become comfortable with the framework before it is widely adopted and implemented throughout the nation.

CEFR Implementation in Malaysia

The Malaysian English language education reform's most recent development is the English Language Education Roadmap 2015-2025 initiated as part of Malaysia Education Blueprint 2013-2025 as cited in (Sahib & Stapa, 2021). In the first phase (2013-2015) basically it was focussing on raising English teachers' proficiency level by sending teachers to various trainings such as Professional Up-Skilling of English Language Teachers (Pro-ELT), the Native Speaker programme, the Cambridge Placement Test and the Expanded Specialist Coach (SISC) role for English. During these two years span, CEFR descriptors was developed and CEFR level for each educational standard from pre-schools until tertiary level was finalized (Uri & Aziz, 2017; Uri & Aziz, 2018; Uri & Aziz, 2019). The following Phase 2 started on 2016 and end in 2020 where the CEFR was introduced to teachers and to be implemented in 2017. Then, the second phase of phase 2 began in 2017 to validate the CEFR levels established for each educational stage, and this phase is anticipated to complete in 2020. (National Education Blueprint, 2013). The council will examine, review, and update the previous phases' implementation of the CEFR during the third phase. This involves reviewing selected textbooks and other teaching and learning resources, as well as evaluating and updating the descriptors that were established in phase 2.

Every phase planed was hoped to uplift the standard of our education system and strengthening English language proficiency among Malaysian students. Furthermore, workshops and trainings connected to the CEFR are occasionally offered to ensure that teachers have the information and skills necessary to implement it in the teaching and learning process.The English Language Education System Reform in Malaysia is anticipated to heavily rely on the CEFR. As mentioned by Kok & Aziz (2019) that the Malaysia Education Blueprint, which includes CEFR as a fundamental component, aspires to raise the country's educational level to that of other nations over the course of the next ten years.

Teacher's Perception of Implementing CEFR

The word "perception" is typically associated with "belief," "view," and "perspective". As a result of their environment and experiences, people's experiences and feelings might be interpreted to lead to judgements that may differ from those of others (Jerald & Shah, 2019). Basically, perception is just an opinion or belief that an individual holds depending on how they interpret what they see while still experiencing the same thing through their own

perspective. Although the phase was outlined in a structured manner, it would be a challenge to make the teachers adapt the new curriculum to be implemented to the learners.

There are differing perspectives and understandings of the CEFR that will be a difficult journey to fully incorporate CEFR onto the education system. According to a study done by Díez-Bedmar & Byram (2019) that focussing on the influence of the CEFR on teachers by analysing the beliefs about and perceptions of the CEFR held by a group of Spanish teachers found out despite believing that the CEFR has had a significant overall impact on syllabi, curricula, and methodologies, participants reported having a high level of familiarity with the levels of competence but little knowledge of the adjustments that the CEFR suggests. Thus, we can see although all the methodologies were outlined in a good manner but the teachers itself need to adjust the situation to inculcate understanding and acceptance about the new framework that will differ among every individual. Other than that, according to Yusoff et al (2022) that it demonstrates how teachers' perceptions of or understanding of the CEFR play a significant role in the implementation process because it will determine whether or not the lessons they teach are CEFR-aligned. Another similar study conducted by Uri and Aziz (2018) on teachers' awareness and challenges on the implementation of CEFR focusing on the English secondary school teachers and Ministry of Education officials by using questionnaire and interview respectively. According to the study, majority of the teachers had little exposure of knowledge and awareness on CEFR, but they were positive and believed it was crucial for improving English proficiency levels.

Methodology
Research Design
This study uses a survey using a number of questionnaires to learn more about how teachers feel about utilising a curriculum that is aligned with the Common European Framework of Reference in primary schools. Data will be gathered using a questionnaire research method in order to answer the two study questions indicated in the next section. This descriptive research employed the quantitative method design to accumulate and analyse data.

Population and Sampling
In terms of sampling, purposive sampling was used as the sampling method. All of the primary school teachers in one of the cities in Selangor, served as the study's sample population. The sample was selected in accordance with the courses they have been teaching at school, which is the English language. Only an English language teacher who were selected as the targeted samples for this research project. There are 150 samples altogether.

Participants
The criteria outlined for the participation are based on the study's focus on teachers' perspectives of implementing the CEFR. Thus, a total of 150 English teachers with experience were invited to take part in the study.

Research Instruments
A questionnaire was used to gain quantitative data on teachers 'perceptions of the CEFR implementation. The questionnaires were designed using Google Form and distributed using WhatsApp application and Telegram application to collect the data. This set of questionnaires was adapted from survey research by (Nguyen, 2019). To better serve the goals of the study, some minor adjustments were made to the original questionnaires. The survey was separated

into three sections, consist of part A, part B, and part C. The first section of the questionnaire consists of six (6) questions that explicitly examine a teacher's age, gender, profession, CEFR level, number of years of teaching experience, and place of training. The 12 items in part B are all about teachers' perceptions. Three main components of the CEFR-aligned curriculum will be evaluated in these questions: teaching and learning, curriculum, and professional development. Nine items in part C address concerns or perceived challenges instructors have with implementing curriculum that is aligned with the CEFR. Each statement has five choices of responses, known as likert scale ranging from 1 (Strongly disagree), 2 (Disagree), 3 (Not sure), 4. (Agree), and 5 (Strongly agree).

Data Collection
Instead of using a standard paper form, the questionnaire was distributed online, giving respondents more freedom and flexibility to participate.

Data Analysis Procedure
The reliability and validity of the study were ensured through meticulous and deliberate data analysis. The study's findings were analysed using SPSS software version 28 and presented in the form of tables. Quantitative data from the questionnaire were dealt with using descriptive and analytic statistics. To ensure the validity of the survey and the information gathered, the value of Cronbach alpha's was collected. Hence, the value of Cronbach alpha's for section B with 12 items was 0.868. The value of Cronbach alpha's for section C with 9 items was 0.811.

Analysis and Discussion
The results of this study were reviewed in accordance of the research questions in order to assess how teachers perceived the impact of the adoption of the CEFR-aligned curriculum in primary schools. The following question was addressed using the information gathered from the questionnaires:

1. How do ESL teachers feels about the CEFR being employed in Malaysian primary schools?
2. What challenges do ESL teachers encounter when integrating CEFR-aligned curriculum into practise?

Data were analysed using frequency counts and percentages. In the meanwhile, the pertinent items were analysed using percentage, mean, and standard deviation to provide answers to the study's questions.

1. **How do ESL teachers feels about the CEFR being employed in Malaysian primary schools?**

   The findings from the survey were presented below to address the first research questions on how do ESL teachers feels about the CEFR being employed in Malaysian primary schools. Table 2 analyses how familiar English teachers are with curriculum that is integrated with the CEFR and presents the percentage and mean for each item. From the total number of 150 respondents, 53.3% of ESL teachers with the mean 4.14 agreed that they are acquainted with the CEFR-aligned curriculum. Furthermore, 31.3% of the respondents were strongly agreed with the statement whereas 14.0% were not sure whether they are really familiar with CEFR. Meanwhile, 46.7% of the respondents with the mean 4.03 agreed and followed by 30% of them strongly agreed that the CEFR is relevant to their daily work. Nonetheless, 44.0% of respondents, with a mean score of 3.98, concurred that the CEFR-aligned curriculum enables

them to equally teach all four language skills (speaking, writing, listening, reading) because the guidelines was specifically outlining the skills accordingly which has made the teachers to feel at ease teaching all the four skills, and 30% of the respondents strongly agreed with the statements. Whereas around 4.7% strongly disagreed with the statements and only 0.7% strongly disagreed with the statements. Among 150 respondents, 43.3% of them with the mean 3.97 agreed and 28.7% strongly believes that their respective teaching processes are positively affected by the CEFR-aligned curriculum.

Besides, 44.7% of the respondents with the mean 3.78 agreed, with approximately 20.7% strongly agreed, that language functions and uses covered in the CEFR-aligned curriculum are acceptable and essential for students to learn. When the respondents were questioned about whether the CEFR-aligned curriculum aids them in developing students' early literacy abilities,45.3% with the mean of 3.81 agreed as they find that CEFR has provided basic guidelines which is very crucial to strengthen the basic literacy skills among the students. The remaining 22.0% strongly agreed to the statements respectively. The results also showed out that 46.7% participants with a mean score of 3.91 felt that the CEFR-aligned curriculum fosters a pleasant, student-centered atmosphere since the pupils liked learning it without being under any time constraints. A total of 24.7% of participants felt that the CEFR-aligned curriculum did not creates a positive, pupil-centred environment. Moreover, out of 150 respondents 40% of the respondents with the mean 3.77 agreed that it has shown positive implication towards the pupils' learning process whereby, 22% of the respondents strongly agreed with the statements. A total of 22.7% of respondents with a mean of 3.27 agreed with the assertion that the new CEFR-aligned curriculum's English level is simple for students, and another 17.3% of respondents supported this opinion.

After all, 38.7% of respondents, with a mean score of 4.16, strongly agreed that they frequently use the MOE-supplied Super Minds textbook and CDs to teach the topic. Only 1.3% of people disagreed with the statement, in comparison. Finally, 35.3% with a mean of 4.03 of the respondents highly agreed and followed by 35.3% who agreed when asked if they had access to the Super Minds textbook and CDs as much as they needed. Based on the findings displayed in the table below, it can be concluded that instructors' perceptions and interpretations of the CEFR-aligned curriculum have received positive feedback. The survey's results on teachers' knowledge with the CEFR and their opinions on its inclusion in the primary school English language education curriculum were presented below to address the first research questions.

Table 2
English language teachers' perceptions

Statement	Percentage						
	1	2	3	4	5	Mean	S.D
I am familiar with the CEFR-aligned curriculum.	0.7	0.7	14.0	53.3	31.3	4.14	0.724
The CEFR is relevant to my work.	0.7	2.7	20.0	46.7	30.0	4.03	0.819
The CEFR-aligned curriculum supports me to teach all four language skills equally (speaking, writing, listening, reading)	0.7	4.7	20.7	44.0	30.0	3.98	0.871
The CEFR-aligned curriculum has positive implication towards my teaching process.	0.7	2.7	24.7	43.3	28.7	3.97	0.839
The CEFR-aligned curriculum covers topics that are interesting and engaging for my pupils.	1.3	4.7	24.0	43.3	26.7	3.89	0.899
The CEFR-aligned curriculum covers language functions and uses that are appropriate and necessary for my pupils to learn	1.3	5.3	28.0	44.7	20.7	3.78	0.881
The CEFR-aligned curriculum helps me to build pupils' early literacy skills	0.7	6.7	25.3	45.3	22.0	3.81	0.878
The CEFR-aligned curriculum creates a positive, pupil-centred environment.	0.7	3.3	24.7	46.7	24.7	3.91	0.827
The CEFR-aligned curriculum has shown positive implication towards my pupils' learning process.	1.3	4.0	32.7	40.0	22.0	3.77	0.883
For most of my pupils, the English level of the new CEFR-aligned curriculum is easy.	6.7	17.3	36.0	22.7	17.3	3.27	1.139
I often use textbook (Super Minds) & CDs	1.3	2.7	16.0	38.7	41.3	4.160	0.8829
I have as much access as I need to the textbook (Super Minds) & CDs.	2.0	2.7	20.7	39.3	35.3	4.03	0.923

*Note: 1: strongly disagree, 5: strongly agree, S.D. (Standard Deviation)

2.   What challenges do ESL teachers encounter when integrating CEFR-aligned curriculum into practise?

The teachers facing the challenges while adapting and facilitating the CEFR-aligned curriculum in English language lesson can be summarized in table 3 presented in the table. According to the response from responders, it was discovered that 37.3% of the respondents with the mean of 3.67 agreed that they did not get adequate training to prepares themselves in implementing the CEFR aligned curriculum in primary classrooms. In contrast, about 10% respondents did not agree that they did not receive adequate training. Meanwhile, 27.3% were uncertain on whether they considered the training that they received is adequate to implement CEFR-aligned curriculum.

Regarding the teachers' level of confidence in using the CEFR-aligned curriculum to create a series of lesson plans and establish learning objectives, 47.3% of respondents, with

a mean score of 3.83, agreed with the statements, while 22.0% of respondents strongly agreed, leaving the remaining 4.0% to disagree.

Additionally, approximately 40.7% respondents agreed that they feel positive about utilising CEFR curriculum and the adopting the teaching resources with the mean of 3.84. Whereas, 26.0% is adding up to strongly agreed regarding the statements which left only 1.3% who feels not confident to use CEFR. This can be seen that most of the respondents would not have any issues regarding this challenge.

Among 150 respondents, around 40% with the mean of 3.71 of them feels that they need to have an extra training on the KSSR English Language CEFR-aligned curriculum to improve their teaching skills in using the curriculum in the primary English classroom. Meanwhile, 5.3% of respondents agreed that they had received additional training which they feel enough to implement the CEFR-aligned curriculum among the primary young learners, whereas around 28.7% of respondents were still doubtful.

Other than that, 46.7% with the mean of 3.92 agreed that they understand how the CEFR helps develop English language skills among pupils where as 26.0% strongly agreed with the statements given. A total of 72.7% are positive with the impacts that the curriculum provides which will eventually helps to develop the language skills among the pupils. Here, trainings are needed at most to ensure the adjustments and implementation can be done effectively.

When the respondents were asked if it was easy to work with the new CEFR-aligned curriculum texts, approximately 38.0% of them and 20.7% respondents with a mean of 3.66 agreeing and strongly agreeing that the framework was simple to cope with. 8.0% of people on the opposing site disagreed because they found the curriculum or document to be difficult for them personally.

Additionally, 42.7% of the respondents, with the mean of 3.77 agreed with the assertions when the teachers were asked how to differentiate students' performances and get ready to address their requirements within the CEFR-aligned curriculum. However, 28.7% of teachers were confused about how to discriminate between their students' performances, and 6.7% of them disagreed with the claims made. Nonetheless, nearly half of the respondents thought they were familiar concerning how to track and assess students' progress within the CEFR-aligned curriculum while fostering an encouraging, student-centered learning environment, as can be seen from the percentage who agreed with the statement which is 45.3% with the mean of 3.75. Another 18% of the respondents strongly agreed with the statements respectively and only 0.7% which strongly disagreed with the statements which can be concluded that most of them still believed that they have the confidence to evaluate pupils' progression and monitor them.

In addition, regarding the infrastructure and ICT support in implementing the CEFR-aligned curriculum in the classroom, the respondents were quite uncertain with the percentage of 32.7% of uncertainty, followed by 27.3% with the mean of 3.31 who agreed with the statements given. This can be seen that the amount of ICT support in school was still at moderate level that has resulted the teachers to have difficulties in accessing the internet or getting the full use of ICT support at school. Only 17.3% of the teachers strongly agreed with the statement, which is a relatively low percentage.

Table 3
Challenges in Implementing CEFR-aligned curriculum in primary education

Statements	Percentage						
	1	2	3	4	5	Mean	S.D
My training prepares me well to implement the CEFR aligned curriculum.	2.7	10.0	27.3	37.3	22.7	3.67	1.020
I feel confident about using the CEFR-aligned curriculum to prepare a sequence of lesson plans and write lesson objectives for each lesson.	2.0	4.0	24.7	47.3	22.0	3.83	0.886
I feel confident about using CEFR-aligned curriculum and teaching materials.	1.3	6.0	26.6	40.7	26.0	3.84	0.927
I need to receive extra training on the KSSR English Language CEFR-aligned curriculum	4.0	5.3	28.7	40.0	22.0	3.71	1.000
I understand how the CEFR helps develop English language skills among pupils	2.0	2.7	22.7	46.7	26.0	3.92	0.879
It is easy to work across the new CEFR-aligned curriculum documents.	2.7	8.0	30.7	38.0	20.7	3.66	0.982
I know how to differentiate pupils' performances and plan to support their needs within the CEFR-aligned curriculum.	0.7	6.7	28.7	42.7	21.3	3.77	0.883
I know how to monitor and evaluate pupils" progression within the CEFR-aligned curriculum while promoting a positive, pupil-centred learning environment.	0.7	4.7	31.3	45.3	18	3.75	0.827
I received sufficient infrastructural and ICT support to carry out the CEFR aligned curriculum in school.	8.0	14.7	32.7	27.3	17.3	3.31	1.159

*Note: 1: strongly disagree, 5: strongly agree, S.D. (Standard Deviation)

Based on the results, it can be concluded that majority of teachers in Malaysia's primary schools had positive perspectives and opinions of the CEFR-aligned curriculum's implementation in the English language curriculum. The results from this study are similar to the previous study by Alih et al (2021) that teachers have favourable beliefs about the CEFR implementation, which indicates that they are psychologically prepared to accept the shift. Although some of them still have concerns and queries about a few parts of the adoption of the CEFR-aligned curriculum, they were enthusiastic and thought that CEFR implementation would have a lot of positive effects on students' proficiency and linguistic proficiency in English. The weightage of the respondents who agreed and strongly agreed to most of the statements was more than 60% in every statement which more than half of the respondents

significantly proved that they were having positive views towards the CEFR implementation in primary education.

In terms of the content of the curriculum, there is one statement which need to be look into where the respondents believed that most of the pupils do not really think that the CEFR-curriculum is easy because the books provided to them is not in accordance to the Malaysian culture which needed a lot of efforts from the teachers to inculcate understanding among the pupils of different values brought up by another country. The book's content, according to FMT news from December 11, 2017, contains references about Europe that Malaysian youngsters would not understand. As mentioned by Katawazai et al (2022) that focusing on local cultural features is essential since it can help pupils become more acquainted with their own culture. Additionally, the main challenge to some students' adaptation abilities is the overuse of references to foreign cultures, which only serves to confuse both students and teachers. Therefore, this can be seen which the localized content is important to the learners which might make them become well used with the book or not.

The results from this study are similar to the previous study by Anggoro & Nguyen (2021) proved that the CEFR has had a tremendous impact on language learning and teaching since it has reinforced the language function by using English as a second language which motivates students to work harder in their studies, and eventually raises motivation and leads in greater accomplishment. In CEFR curriculum, the students must participate in linguistic activities that require cognitive abilities and promote learning in order to finish the task. This requires them to practice a lot in using the English language which will eventually develops their early literacy skills and improves their English language skills.

Most teachers said that the biggest obstacles they would face during the implementation process would be a lack of infrastructure and ICT assistance to execute the CEFR-aligned curriculum in the classroom. This is because, the infrastructure of ICT in primary school was still lacking in many ways which has cause difficulties to the teachers as they need to introduce songs, videos, or any related media that aligned with the curriculum Although RM663 million was spent on the 1BestariNet project, a recent study by the Auditor General (National Audit Department, 2013) as mentioned by (Cheok et al., 2018) revealed that the project was suffering from a lack of usage. Therefore, we can see that the use of ICT in schools was still at risk and A large number of teachers had to come up with their own solutions, which included creating their own materials, looking for resources online, and talking to other people and swapping resources in order to meet the demand.

A number of in-service training programmes for English language instructors have been launched by the Ministry of Education. These programmes were developed specifically to assist teachers in improving and broadening their educational skills. However, the quantitative results of this study showed a critical need for further instruction in the CEFR-aligned curriculum. Thereby, more workshops and training that are pertinent must be designed to ease the implementation process to become successful and effective (Uri & Aziz, 2018).

On the other hand, the teachers were quite confident about the curriculum in monitoring the students' progress because obviously, they have a crucial part in the implementation of this framework since they are the ones who carry it out, and their attitude toward the policy will have a major impact on whether it is successful or not. The discussion suggests that, despite the difficulties instructors face in implementing the new change, favourable attitudes about the CEFR implementation are visible, demonstrating that teachers are psychologically prepared to accept the change. The factors that would determine

instructors' cognitive preparation for change, however, are crucial elements like time, teamwork, and enough materials. This study suggests that instructors will only be able to properly apply the CEFR in classrooms when these supports are offered.

Conclusion and Recommendation

The purpose of this study was to discover more about how these language teachers perceive and prepare for the implementation of CEFR aligned curriculum. According to the study's findings, the majority of teachers in Malaysia's primary schools have favourable perspectives and opinions of the CEFR-aligned curriculum's implementation in the English language curriculum. Overall, this study strengthens the idea that despite the inherent limitations, the new CEFR-aligned curriculum has generally been accepted as a component of the language education system as the majority of the teachers are optimist and appreciative of its acceptance and modification. The results, however, showed a number of difficulties and problems that were brought up by the teachers when the CEFR-aligned curriculum was imposed. The findings reported to shed some light to the researchers to make some improvements and amendments in the implementation of the curriculum. This knowledge could be useful for the researchers in carrying out a follow-up investigation for future research.

The generalisability of these results is subject to certain limitation which the sample selected for this study was specifically in service English teachers thus the results obtained in this study may not be applicable to students outside of this designation. This research studies only employs survey research design therefore, if another research design could be done, it can produce a more reliable study. In spite of its limitations, the study certainly adds to the deeper understanding of the researchers to take into account students' opinions or beliefs because they represent the outcome of the CEFR implementation and will indicate if it was successful or unsuccessful. All in all, other elements that might be looked at include texts, materials, and assessment. In short, they are tons of aspect and areas of research that can be carried out in more detailed manner qualitatively since this study is being conducted in quantitative form.

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