

## Common European Framework of Reference (CEFR): A Review on its Implementation in ESL/EFL Classrooms

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### Abstract

The adoption of the Common European Framework of Reference (CEFR) as the benchmark against which Malaysia's English curriculum must be measured has stirred up the ESL education community, particularly the instructors, in a number of ways. However, opinions on its success and difficulties run the gamut from wholly endorsing the concept to wholly rejecting it. The objective of this review is to methodically pinpoint the problems that frequently arise when the CEFR is implemented in ESL or EFL classrooms around the world. 26 papers from the year 2018 to 2023 were extracted using two databases, Google Scholar and the Educational Resources Information Centre (ERIC), while considering inclusion and exclusion criteria. The important findings showed that the concerns about the adoption of the CEFR in ESL and EFL classrooms revolve around the teachers' factors, the challenges and practicality issues, the curricular aspects and the materials. The adoption of the CEFR in ESL/EFL classrooms was only partially successful because, despite the fact that most teachers have a positive attitude towards the adoption, issues resulting from a lack of training and appropriate materials make adoption difficult. Research on potential ways to solve the difficulties is still scarce, though. Overall, this review is deemed useful for the stakeholders around the world to have better insight on the effectiveness of the implementation if CEFR in ESL/EFL classrooms to devise remedial strategies in order to minimize the adverse effects of implementing CEFR into the nation's education system around the world and perform further researches to fulfil the inadequacy of the information of identified areas.

**Keywords:** CEFR, Implementation, ESL, EFL and Teaching & Learning

### Introduction

The Common European Framework of Reference (CEFR), which governs how languages are assessed, taught, and learned among language learners worldwide, was created in 2001 in response to the need to set universal standards for foreign language instruction. Through a set of criteria, the CEFR assesses language learners' proficiency levels, offering a dependable

and widely accepted benchmark for language proficiency. The framework specifies three basic categories and six degrees of descriptors to classify language learners' proficiency: Users who are proficient (levels C1 and C2), independent (levels B1 and B2), and basic (levels A1 and A2). For listening, writing, reading, and speaking skills, specific "can do" statements are used to explain what learners can do to fit into the designated CEFR levels. According to the English Roadmap 2013–2025, many nations, including Thailand, Turkey, the Philippines, Canada, and Portugal, have implemented the CEFR, although Malaysia only started doing so in 2013. Numerous studies on the CEFR have been carried out to look into the problems with its local and international implementation. There have been studies on textbooks, curriculum, and teaching methods in addition to the majority of studies that focus on instructors' awareness and perceptions of implementation. Despite the extensive research conducted to gain an understanding of the problems associated with the adaptation of the CEFR, one aspect that has not received much attention is the need for additional government intervention to ensure the success of the integration of the CEFR into the educational system. However, it's crucial to be aware of the typical problems that result from the adoption of the CEFR in ESL/EFL classes around the world. In order to enable the government, take the appropriate action, this review intends to provide a solution to the following question:

**RQ:**What are the issues that are commonly raised regarding the implementation of CEFR in ESL/EFL classrooms around the world?

### **CEFR – The Background**

The declaration in Article 2 of the European Cultural Convention, which states that members of the Council of Europe should be dedicated to supporting each other's languages to facilitate communication among citizens, served as the foundation for the establishment of the CEFR. Since 1960, all established language programmes have been centred on language acquisition for communication, emphasizing a learner-centered, proactive, and encouraging approach that takes into account each learner's unique communicative requirement and bases methodology on actual communication problems. To encourage learner autonomy based on self-confidence and drive, a positive approach was developed, recognizing all that students could do in a foreign or second language, even at low levels (Council of Europe, 2020).

The 'Threshold Level' standards were created in the 1970s and 1980s, and they outlined communication goals for English and 30 other languages at two different levels (Vantage and Breakthrough) and a higher level (Vantage). The 'action-oriented method' was adopted in the middle of the 1970s, and the 'communicative approach' was added. The next phase of the Council of Europe's work on defining language learning objectives will concentrate on scope and levels. Regarding the scope, five components of communication competence—linguistic, sociolinguistics, discourse, sociocultural, and social competence—were identified. One of the main novel aspects of the CEFR, in terms of levels, was the scaled definition of L2 proficiency (Council of Europe, 2020).

The main focus of CEFR was learning and teaching, which attempts to ensure that curriculum, teaching, and assessment inside an institution are facilitated in a transparent and coherent manner, as well as those between institutions, educational sectors, regions, and countries(1). The Council of Europe decided in the 1990s that it was high time to create a comprehensive framework for language teaching, learning, and evaluation in general. In 1991, a significant Council of Europe conference that was held in Rüschtikon with assistance

from Swiss authorities saw the conception of the CEFR. In order to create and scale descriptors of language proficiency, a committee was established in 1992 and collaborated closely with a research team in Switzerland.

The stages in the establishment of the CEFR rating scales is illustrated in Figure 1 (Council of Europe, 2020).

<b>Phase 1</b>
<b>Step 1:</b> Collection of 2000 descriptors from over 30 scales in use around the world.
<b>Step 2:</b> Classification of each descriptor according to categories of communicative language ability and writing additional descriptors to fill perceived gaps.
<b>Phase 2</b>
<b>Step 3:</b> Pairs of teachers are given sets of descriptors typed onto confetti like strips of paper and asked to sort them into categories.
<b>Step 4:</b> The same pairs are asked to comment on the “usefulness” and “relevance” of each descriptor for their students.
<b>Step 5:</b> Teachers are given the same sets of descriptors and asked to separate them into three levels: ‘low’, ‘middle’ and ‘high’, and then divide each of these into two categories to create the familiar six level scale.
<b>Step 6:</b> The descriptors most consistently placed in the same level of the scale are used to create overlapping ‘questionnaires’ of descriptors, with the overlap items operating as anchors.
<b>Phase 3</b>
<b>Step 7:</b> A rating scale is attached to each descriptor on the questionnaire
<b>Step 8:</b> A group of teachers is asked to rate a small number of their learners from their classes on the rating scale for each of the descriptors on the questionnaire.
<b>Step 9:</b> This data is used to construct scales of uni-dimensional items using Rasch analysis, rejecting any items that misfit the Rasch model.
<b>Step 10:</b> Items that behave statistically differently across languages or sectors are identified and removed.
<b>Step 11:</b> Cut scores are established using difficulty estimates in order to achieve equidistant bands.
<b>Phase 4</b>
<b>Step 12:</b> Conduct the study again using a different group of teachers. The CEFR addresses an exertion by language teachers and testing experts in Europe to build up

Figure 1: The development process of the CEFR scales.

In place of standardized assessments, CEFR 2001 offers a wide range of alternative assessment methods. The need to utilize the approaches and resources offered for preparing exams and aligning them with the CEFR has been emphasized by the Language Policy Forum. Additionally, it stressed the value of international collaboration and knowledge sharing in regard to the CEFR (Council of Europe, 2020).

The elements in language learning courses have been impacted by the common reference points, which are provided in diverse ways for varied utilization and purposes. The reference points listed in Table 1 make it easier to explain the system to non-specialist users and give teachers and curriculum planners more reliable guiding principles. When examining and analyzing the competency level of ESL/EFL learners, they have been mathematically scaled and summarized holistically to serve as the "global" representation of the assessment

criteria (Council of Europe, 2020). With the six-level system, language acquisition is significantly advanced from low to high skill levels.

Table 1

*Common Reference Levels-Global Scale*

<b>PROFICIENT USER</b>	C2	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
<b>INDEPENDENT USER</b>	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
<b>BASIC USER</b>	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of

		his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

### Implementation of CEFR in Europe

After the scale was established, the CEFR was widely utilized in European nations due to its completeness and experimental creation (3). In addition to being widely adopted and used by European nations in the field of English language assessment and evaluation, the Common European Framework of Reference for Languages (CEFR) has also influenced the creation of educational programmes in those nations (Read, 2019). According to a 2007 poll of member states, the CEFR was already the most important book on language education, was widely utilized, and was seen as a substantial innovation in curricula, instruction, and evaluation (Council of Europe, 2020).

Another reason for choosing this framework is that, by creating a common linguistic framework, it works to meld the enormous difference among the various educational systems that exist in Europe. Since its initial release in 2001, it has been clear that its goal is to overcome the various barriers to communication that result from the diversity of European educational systems ("Common European" 1). It is nearly impossible to establish a set of shared rules that uniformly define a collection of shared objectives that must be achieved.

As a result, the CEFR might be used as a straightforward answer because it is the most comprehensive language framework reference that has been produced throughout Europe and matches the objective of building and homogeneity within the European Community. Additionally, it is closely related to the methodology that is currently being developed in SLA across Europe because all nations that adopt the CEFR in their curricula will adhere to language teaching methodologies based on this framework in the development of language syllabuses, curriculum guidelines, exams, textbooks, etc.

The CEFR has been recommended and made available for the 28 Member States that currently make up the European Union since its initial release in 2001. The framework was later translated into 40 different languages and used as a guide by nearly all of the nations in Europe and many others. By inviting the Member States to incorporate the CEFR into their educational systems in accordance with the CEFR principles, which are to promote multilingualism and uniformity among the European society along with most of the efforts made during the era which are supposed to be directed to its accomplishment, the Council Ministers began to promote plurilingualism in 2008 (Abidin & Hashim, 2021).

However, there are several difficulties with the CEFR. It presented difficulties for the educators because it takes some getting used to. There is still a long way to go before an ideal welcome occurs. User guides like the Portfolio and the advice material provided by the European Council need to be adjusted to be more accessible. A number of actions are done, and many more being developed, to achieve plurilingualism and consistency throughout the

various Member States of the European Union. They have options for increasing the uniformity of the linguistic institutions in each nation. It is totally up to them how much of it they choose to incorporate into their curriculum (Hashim & Abidin, 2021)

### **Implementation of CEFR in Asia**

The ASEAN Economic Community Integration (AEC), which names English as one of the working languages in the ASEAN Economic Community (AEC), has drawn attention to the fact that English is becoming a more vital language for regional citizens to use when communicating internationally. The use of frameworks based on the CEFR, with changes, as a proficiency benchmark for English teachers and students is the result of the growing concern to establish standards for the user/learner of English in nations like Thailand, Japan, Vietnam, Malaysia, and China. The changes were made in response to criticism of the 2001 edition and are included in the adapted versions as a result of the requirement to move from a knowledge-based English curriculum to a competency-based language framework.

Since CEFR does not provide ready-made solutions, it must be customized to meet the needs of certain circumstances. The Ministry of Education (MOE) of Thailand announced a localized version of the Common European Framework of References for Languages-Thailand in April 2014, which was referred to as FRELE-TH (2018) and included the Evaluation and Accreditation of Quality Language Services (EAQUALS). This was done to improve Thai people's ability to cope in this changing context and their effective performance in English. The global scale (overall descriptors) and the illustrative scales (communicative actions, communication strategies, and communicative language skills) are the two scale types used by FRELE-TH to describe the English proficiency levels. A 10-level reference framework was subsequently established in order to make the adaptation applicable to English use in local and international communication in Thailand (Lee et al., 2022).

Similar behaviour was observed in Japan in 2012 (Negishi, Takada, Tono, 2013, p. 156–163). In order to make the CEFR-J more appropriate for the Japanese EFL setting, the 'can do' statements were remapped, the lower proficiency levels were divided, and additional sub-levels were added to allow for greater difference at the levels most pertinent to the majority of Japanese learners. In order to make sure that the framework reflects local requirements for curriculum creation, teaching and learning, and assessment, the CEFR-J is employed (Bucar, Ryu, Skof, & Sangawa, 2014). To make CEFR more applicable in the Japanese setting than CEFR, CEFR-J included scales utilizing a branching technique with narrower levels of A1+ and A2+ B1+ and B2+ (Negishi et al., 2013). The construction of more distinction between students within a band was made possible by this change, which allowed teachers to more precisely fine-tune student assessment. Distinguishing these sub levels, which became subtler and more increased some of the variability in teacher evaluation, was a disadvantage of this narrower scaling. However, in theory, this permits measuring and tracking user and student performance and progress in order to calibrate it with other worldwide standards for academic and professional purposes (Hiranburana et al., 2018) (9.).

In order to facilitate the teaching of English in Vietnamese conditions, Vietnam ratified "Project 2020" in 2008 with the goal of enhancing English language proficiency (Chung, 2014). In 2008, the Vietnamese Ministry of Education and Training (MOET) formally started using the CEFR to establish English language exit criteria for students at all educational levels, from primary through tertiary. All university graduates without a language major were expected to have B1 English proficiency under the government initiative Teaching and Learning Foreign Languages in the government Education System 2008-2020 (Hung, 2013). As a requirement



for students graduating from Primary, Junior, and Secondary High Schools, MOET also accepted CEFR levels A1 (beginners), A2, and B1 (Nguyen, 2010). The government's language proficiency goals, according to a meeting of representatives from the education ministry, universities, and the government, were reportedly excessively lofty (Nguyen, Wilkinshaw, and Pham, 2017; Nguyen & Hamid, 2015). Only one out of five pupils in 2015, according to a poll, attained that level. Institutions have to decrease the standard to A2 as a result. The teachers' low command of English, a lack of resources, and stale instructional strategies that heavily emphasized conventional grammar were cited as factors for not meeting the goals. Some of the goals of the language learning and teaching were reportedly moved to 2025 by the government. A novel strategy was to be used to produce CEFR-V, a Vietnamese equivalent of CEFR-J. The National Foreign Language Teaching Program's Management Board stated that the original structure would be changed to better accommodate Vietnamese students of foreign languages. However, MOET is now concentrating on educating English teachers because it was thought that it would take a long time to complete the English teaching programme. To achieve the program's goals, Vietnam is anticipated to require 100,000 English teachers (Viet, 2015).

With regard to the broad spectrum of target users, China (CSE) and CEFR (2001) differed significantly in some ways. Similar to FRELE-TH in the Thai context, CSE is designed for Chinese language learners at all educational levels. The CEFR (2001) was created for adult language instruction in Europe, as it has already been mentioned. A six-level framework in China also didn't seem to fit the country's requirements for directing English language teaching and learning.

### **Implementation of CEFR in Malaysia**

For all students in Malaysia, regardless of level, mastering the English language is required. But the majority of Malaysian ESL students fall short of attaining a level of proficiency that is competitive (Azman, 2017), particularly in communication and writing abilities. The English Language Education Roadmap in Malaysia, The Roadmap 2015–2025, 1-430, describes how a Cambridge Baseline Study was started in 2013 to gather data on Malaysian English language learners as well as the language proficiency of teachers from primary to university level. Preschool through post-secondary student samples, as well as a sample of English teachers, had their competency evaluated in accordance with the CEFR standards (Idris & Raof, 2017). English Language Education Roadmap in Malaysia, The Roadmap 2015-2025, 1-430). It was discovered that the current English Education system is inadequate to create human resources that are fluent and marketable for the prospect of an international employment. because of the Classical Paradigm, which focused on grammar and writing abilities passed down through ESL teaching and learning (Idris & Raof, 2017).

The Malaysian Ministry of Education has decided to implement the CEFR in the nation's English language teaching and learning. By implementing an educational programme reform in the Malaysian English as a Second Language (ESL) syllabus, instruction, and evaluation, the Malaysian Education Blueprint 2013–2025 moves the Malaysian educational framework forward. The English Language Standard and Quality Council (ELSQC) was established, and the Roadmap 2015–2025 was commissioned, specifically for this reason (Idris & Raof, 2017). For each stage of schooling, a minimum CEFR level was defined as a goal in the Roadmap and is shown in Figure 2 (Idris & Raof, 2017).

Figure 2: CEFR targets for each stage of education.



Three methodically important steps were taken in Malaysia to implement the CEFR (Ministry of Education Malaysia, 2013). The main wave from 2013 to 2015 concentrated on improving teachers' English language proficiency while enhancing the existing instructional educational plans (Ministry of Education Malaysia, 2013). The second wave, from 2016 to 2020, included educational programmes, instruction, and learning that were aligned with the CEFR as well as development for teacher evaluation (Ministry of Education Malaysia, 2013). Every instruction level in Malaysian elementary, secondary, and post-secondary institutions would be established and approved in accordance with CEFR levels (Ministry of Education Malaysia, 2013). The new CEFR-aligned educational programmes' implementation started in 2017 with the standard one and form one English language syllabus and has continued to the subsequent grade level every year. ESL teachers continue to attend professional development seminars and workshops to improve their knowledge of curricula that adhere to the CEFR. 2019 (Zuraidah Mohd Don & Mardziah Hayati Abdullah). In the third wave, beginning in 2021, the CEFR-aligned English language curriculum is further evaluated, reviewed, and updated (Ministry of Education Malaysia, 2013).

To meet the goals of the Malaysian Ministry of Education, English language instructors are expected to improve their level of proficiency and be mentally prepared to utilize the CEFR framework in the classroom. It is thought that their performance affects the kids' performance. (2017) Radzuwan et al Teachers that have a high level of competency in the target language will be better at teaching the language and offer a lot of assistance for the students (Canh & Renandya, 2017). By 2025, the English language teachers in Malaysia must have at least a C1 CEFR language competency level, and teacher education programmes will be integrated with CEFR implementation, according to the Malaysian Ministry of Education. Training sessions for all English instructors were included in the first wave of educational reform, which began in 2013 and focused more on the competency and quality of teachers. The Malaysian Ministry of Education put into place a consistent, CEFR-aligned assessment mechanism for the ESL curriculum in 2016 (Sidhu et al., 2018).

However, teachers in Malaysia have brought up a number of concerns, including teachers' expertise, readiness, time constraints, the usage of imported textbooks, and minimal exposure due to a lack of training (Mohamad Uri & Abd Aziz, 2018). In addition, the Malaysian government needs to pay attention to the fact that many teachers there still fall short of the required competency level. The minimal CEFR competence level of C1 has not yet been attained by 66% of Malaysian English instructors working in primary and secondary government institutions, according to (Bee and Periasamy, 2019). Similar to this, Sukri and Yunus (2018) reported that based on their performance in the Cambridge Placement Test (CPT), a diagnostic instrument to test the English instructors' proficiency level in 2012-2015, two thirds of Malaysian English teachers were found to have proficiency levels below the minimum level. According to Sidhu et al (2018), the expectations placed on Malaysian



teachers' language skills may have an impact on their general outlook and motivation to adopt the CEFR in the classroom.

**Methodology**

Bee & Periasamy (2019) revealed that 66% of English instructors in Malaysia working in elementary and secondary government schools had not yet reached the required CEFR competence level of C1. Similar to this, according to Sukri and Yunus (2018), two thirds of Malaysian English instructors were discovered to have proficiency levels below the required level based on their performance on the Cambridge Placement Test (CPT), a diagnostic test used to assess English teachers' proficiency levels from 2012 to 2015. According to Sidhu et al. (2018), Malaysian instructors may be less motivated to utilise the CEFR in the classroom due to pressure and demands placed on their language skills.

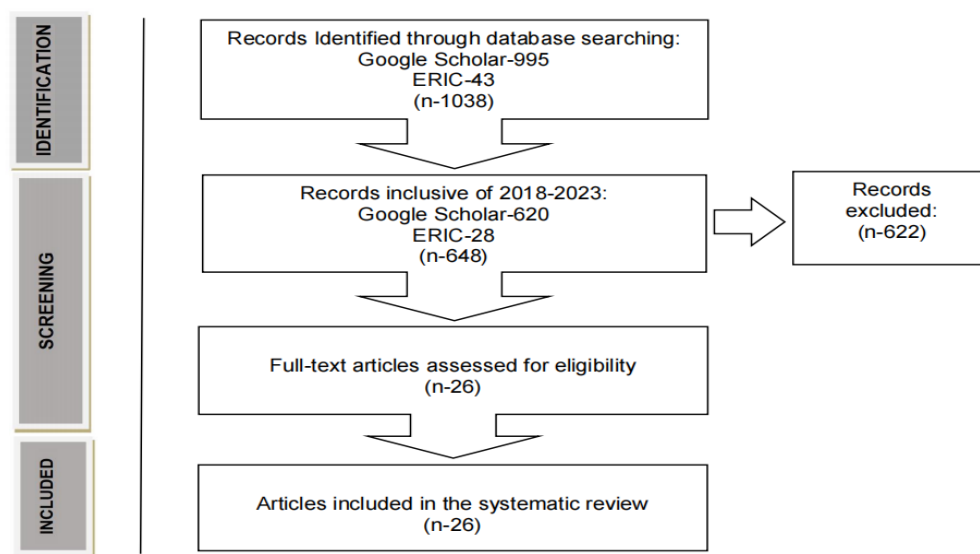


Figure 1: PRISMA systematic review (Page et al., 2020)

**Identification**

According to the PRISMA guidelines, the systematic review's initial phase is the 'Identification' procedure. The goal of this study was best served by two databases, Google Scholar and the Educational Resources Information Centre (ERIC). The systematic review's core phrases were carefully crafted to reflect the construct that was intended for review. ELS/EFL and CEFR-related words were used. Table 2 below shows the search string that was utilized in this investigation for each database

Table 2

*Search string used in this study.*

Database	Search String
Google Scholar	“CEFR” or “Common European Framework of Reference” and “implementation” or “adoption” and “ESL” or “EFL” and “classroom”
ERIC	CEFR Common European Framework of Reference implementation adoption ESL EFL classroom

### Screening

After identifying the articles, the screening process begins, with the initial step of this stage being the exclusion of articles. 648 articles were left after the first round of screening after articles outside the 2018 to 2023 time span were eliminated. The title, abstract, and keywords of these 648 articles were scrutinized with the idea that they should be connected to the CEFR and its application globally. 621 papers were eliminated from the screening procedure because they were unrelated to the goal of the study. Following exclusion, Table 4's inclusion and exclusion criteria were applied to the remaining 26 publications.

Table 4

#### *Inclusion and Exclusion Criteria*

Inclusion Criteria	Exclusion Criteria
Studies conducted between 2018-2023 (6 years time-span)	Studies conducted before 2018
Articles from journals	Conference proceedings, book chapters, review articles, reports
The text was written in English	Text not written in English
Related to CEFR implementation	Not related to CEFR implementation

26 papers were carefully chosen and may have been included in this systematic review based on the inclusion and exclusion criteria. Conference proceedings and book chapters were not included despite being evaluated since the information was insufficient.

### Included

The articles for this systematic review were around the implementation of CEFR around the world and the studies included are displayed in Table 4. Based on the table, 15 articles were chosen from Google Scholar and 11 from ERIC. These databases were selected due to the quality of the articles and the fact that the researches were carried out in different countries. The aims of the studies were all related to CEFR aligned curricular in ESL/EFL classrooms from primary to tertiary levels. The respondents of the studies were mostly teachers which are from primary and secondary schools. The research was divided into four main categories: challenges and practical issues, curricular aspects of CEFR alignment, such as assessment, syllabus, and adaptation strategy, and CEFR aligned coursebooks and materials. Teachers' attitudes, motivation, awareness, familiarity, and perceptions towards CEFR implementation were also included.

Table 5

*Summaries of the selected studies*

Study	Databas e	Aims	Sample	Findings
1.Shukor & Sulaiman, 2022 (on CEFR implementation)	Google Scholar	examines the relationship between the attitudes and motivation of ELS t	42 primary and secondary ELS teachers in two districts of N.S, Malaysia.	substantial correlation between instructors' attitudes and their motivation level
2.Nurul Farehah Mohamad Uri, 2021 (on CEFR implementation)	Google Scholar	-examines the alignment of the assessment components -examines the opinions of professionals and educators -specify the difficulties encountered	331 secondary school English teachers	-some curriculum requirements aligned -the six levels of the CEFR global scale are acknowledged -the CEFR's implementation in Malaysia is still unclear. -lack of local aligned textbooks and reference materials
3.Nawai & Said, 2020	Google Scholar	-look at the difficulties faced by remote primary schools ESL teachers in Sarawak . -determine their awareness level on MOE's vision	60 remote primary schools ESL teachers in Sarawak .	-majority of them have had little exposure on CEFR implementation -they believed that CEFR would raise the English proficiency levels among remote school pupils -lack of training -teachers' attitudes
4.Nurul Fateha et. al,2018 (on the implementation of CEFR into the Form 5 English curriculum and evaluation)	Google Scholar	-elicits MoE officials' and ELS teachers' opinions -examines the difficulties encountered	331 English secondary school teachers	-little exposure to, knowledge of, and awareness of the CEFR. -some teachers are uncooperative, untrained, and have bad perceptions.

5.Noor Azly bin Affendy Lee, Ainil Akmar, 2020 (on the use of CEFR associated assessments in ESL secondary school classrooms)	Google Scholar	-examines ESL teachers' opinions -examine the difficulties experienced	30 Malaysian secondary school ESL teachers from various states in Malaysia	-are still contentious among ESL teachers in Malaysia. -difficult to create CEFR aligned assessment based on descriptors.
6.Aina Hartini Mohamad Khair* , Parilah Mohd Shah 2021 (on the use of CEFR aligned curriculum)	Google Scholar	-examines primary ESL teachers' opinions -looks into the pedagogical issues	136 ESL primary school teachers	-majority of teachers have little background and experience with the CEFR's implementation -favourable impressions given
7. Charanjit Kaur Swaran Singh <sup>1*</sup> , Harsharan Kaur Jaswan Singh <sup>1</sup> , Dodi Mulyadi <sup>2</sup> , Eng Tek Ong <sup>3</sup> , Tarsame Singh Masa Singh <sup>4</sup> , Nor Azmi Mostafa <sup>1</sup> and Melor Md Yunus,2021, [on CEFR-aligned school-based assessment (SBA)]	Google Scholar	-examines the degree of conversance of the pre-service teachers -delves into teachers' perspectives, knowledge, and comprehension of -evaluates the difficulties ESL teachers have	108 in service teachers from lower and upper secondary school's in-service ESL teachers in Malaysia.	-understands thoroughly CEFR aligned CBA -a fair amount of knowledge and understanding -cognizant of the value of CEFR aligned CBA -lacks training and instrument to grasp the knowledge of choosing the proper assessment -obtains quality of teaching materials, - factors of students' dissatisfaction with pedagogy.
8. Nur Ashiquin C. Alih, 2,Masdinah Alauyah Md. Yusoff, 3,Abdul Halim Abdul Raof,2020, (on CEFR implementation in schools)	Google Scholar	-examines how CEFR is being implemented and on the knowledge and attitudes of the teachers.	7 English language teachers from different schools in Johor	-not all teachers were familiar with the implementation's goals and objectives. -insufficient training time -most teachers believed they are knowledgeable on the CEFR aligned pedagogical techniques -most teachers were still perplexed by the

				component of the evaluation.
9.Nur Ashiquin C. Alih, Abdul Halim Abdul Raof & Masdinah Alauyah Md. Yusof 2021 (on CEFR implementation)	Google Scholar	-investigate the difficulties ESL teachers encounter - look into their opinions -look into whether they are prepared for the it	15 English language teachers	- teachers' have difficulties on motivation, materials, time, students' proficiency level, and facilities. -teachers showed favourable attitudes -teachers were emotionally prepared - teachers depend on time, a team effort, and adequate resources to prepare cognitively
10.Nuntapat Supunya,2022,	Google Scholar	-examines the elements that enable the action-oriented approach to succeed in a Thai EFL setting.	4 Thai in-service EFL teachers	- three tiers of policy, administrative, and instruction-oriented factors affected the implementation of the CEFR.
11.Normala Sulaiman ,2021 (on implementing ELT curriculum reform)	Google Scholar	-investigates the emotional experiences of English language teachers who work in rural schools.	9 participants from 3 rural schools in Kluang, Johor	-exhibited in the manner of classroom instructions -.negotiable. -creates or deconstructs teachers' professional identities. - student-centered strategy -restrictions in remote schools, -lack of technical resources and expertise, -the textbook's non-applicable context; - the curriculum's extreme centralization
12.Nurdan Kavakli,2018	Google Scholar	-examines adherence to the framework criteria in	40 English language teachers from 3	-do not fully adhere as the framework is not sufficiently covered in associated practises



		testing and assessment	private institutions	
13. Mohd Iqbal Ahamat Muhammad Kamarul Kabilan, <b>2022</b> , (on using imported textbooks)	Google Scholar	-finds out what rural primary school teachers think and how adaptations are done in their lesson plans	-three male and four female ELS rural primary teachers	-the cultural context had to be provided locally -less experienced teachers were more innovative
14. Fatima binti Sabbir, <b>2019</b> ,	Google Scholar	-finds out how instructors perceive "Pentaksiran Tingkatan Tiga" (PT3) (Form Three Assessment) language of English	Five English language teachers	-the CEFR-aligned PT3 English language teachers encountered difficulties with the facilities and pertinent materials in evaluating the pupils, -overall, favourable.
15. Paramjit Kaur <sup>1*</sup> , Mah Zhi Jian, <b>2022</b> (on CEFR)	Google Scholar	-investigates how elementary school teachers feel	500 primary school teachers	-teachers' concerns and assistance should be considered
16. Kanjana Chartrakul, Anamai Damnet, <b>2021</b> , regarding the CEFR (on Council of Europe, 2001).	ERIC	-looks into the opinions of ELS teachers	31 and 36 teachers from Rajabhat Universities (in Bangkok and rural areas)	-believe that they could use the CEFR as a guideline in teaching and learning management, generally favourable
17. Fatoş Ünlücan Tosun, Philip Glover, <b>2020</b> , (on CEFR)	ERIC	-examines how a group of teachers use and understand the CEFR.	Eight local EFL teachers	-were aware of -appreciated its value in Turkish English language instruction, -able to engage -able to evaluate student performances . -received few training, -found it challenging in assessment procedures.

				-the proficiency levels for are vague
18.Donlaya Kaewwichian, Natjiree Jaturapitakkul,2018 , (on CEFR)	ERIC	-examines self-perception of English proficiency by EFL Thai teachers at the lower secondary level under CEFR -investigates the connection between the instructors' perceived and actual English competency	123 lower secondary teachers from 27 Thai schools	-proficiency levels for assessment is vague -favourable opinion -self-perception and English skill as measured by the CEFR levels showed a small correlation.
19.Witchuda Phoolaikao1 & Apisak Sukying, 2021	ERIC	-ascertains how preservice English instructors view the CEFR	200 fourth and fifth year p	-CEFR proficiency levels for assessment I vague -supportive -lack comprehension
19.Fatima Nur, Nazli, Luis & Olga,2018, (on CEFR application)	ERIC	-investigates the degree to which the CEFR is applied in micro-level situation in primary English classes in Portugal and Turkey.	the 3rd and 4th grade course books and the Turkish and Portuguese English language curricular	-compares and contrasts how the CEFR is applied in the two nations and how A1 level descriptors are used in course book activities
21.Sofiya Nikolaeva, 2109	ERIC	-determines how well-versed the academics are in the CEFR -examines the professors' usage of the scales and descriptors	50 professors from 8 countries	-improvement and trainings are needed

22. Michael Karas, Farahnaz Faez, 2020,	ERIC	-looks at the level of proficiency of Chinese preservice teachers should have	113 teacher candidates from China	-teachers perceive their proficiency around the B2 – C1 level
23. Enrica Piccardo, Brian North, Eleonora Maldina, 2019,	ERIC	-promotes a culture of quality assurance in regards to planning, teaching, and assessment -pinpoints effective procedures	Educational stakeholders Canada -28 Switzerland-16	-users estimate their level of proficiency to be between B2 and C1.
24. John Read, 2019, (on the use of CEFR)	ERIC	-identifies the problems occurred in Taiwan, Japan, and China -creates national frameworks in Australia and New Zealand as alternatives	Not stated	-balancing between the need for international language learning standards and other factors is challenging. -the social and educational circumstances of specific nations must be represented.
25. Erkan Yüce, İsmail Hakkı Miric, 2019,	ERIC	-determines whether the 9th Grade EFL Programme adheres to the (CEFR)'s educational principles and proficiency criteria.	11 EFL teachers	-the EFL programme matched the language proficiency -teachers encountered issues with the course materials and the lack of class time during implementation.
26. İbrahim Halil Topala, 2019	ERIC	-explores pronunciation in scenarios that are focused on the CEFR.	Not stated	-phonetic and phonological knowledge are essential

### Data Analysis Procedure

The following research questions were addressed using the key themes identified through thematic analyses

1) What are the issues that are commonly raised regarding the implementation of CEFR in ESL/EFL classrooms around the world?

The articles were carefully read and interpretively analyzed in order to identify the issues, which were then divided into four main categories: the teachers' perceptions, attitudes, knowledge, motivation, and awareness towards CEFR implementation; the difficulties and practicality of CEFR implementation; the curricular aspects of CEFR alignment; and the CEFR aligned coursebooks and materials. Analyzing the results and the conclusion of each article provided the answer to the second research question. The results from the papers are addressed in the section that follows.

### Results

#### What are the issues that are commonly raised regarding the implementation of CEFR in ESL/EFL classrooms around the world?

The most often studied topics in this systematic review (18 papers) include teachers' perspectives, attitudes, knowledge, motivation, and awareness. The challenges, practicality and the factors contributing to success are the following common problems (10 articles), which is followed by the problems with assessment, syllabus, and other CEFR-aligned curricular aspects(9 articles), and CEFR-aligned resources and coursebooks(3 articles). These problems developed from a survey of the literature and were categorized in order to more clearly identify problems with the application of the CEFR. The types of problems with the individual articles used in this study are displayed in Table 5 below.

Table 5

ISSUES	ARTICLES
Teachers' Attitude, Motivation, Awareness, Familiarization, Perception	<b>Attitude</b> [Shukor & Sulaiman, (2022)] [Alih, Yusoff & Raof (2021)][Sulaiman, (2021)]
	<b>Motivation</b> [Shukor & Sulaiman, (2022)]
	<b>Awareness</b> [Nawai & Said (2020)][Uri & Aziz (2018)][Tosun & Glover (2020)][Phoolaikao & Sukying,(2021)][Nikolaeva (2019)]
	<b>Familiarization</b> [Singh et.al(2021),][Alih, Yusoff Raof,(2020)]
	<b>Perception</b> [Uri (2021)][Uri & Aziz (2018) [Lee & Kassim, (2020)][ Khair Shah(2021)] [Alih, Yusoff & Raof,(2020)] [Singh,C.K.S.et.al(2021)][Kaur & Jian (2022)][Charttrakul & Damnet (2021)] [Tosun & Glover (2020)] [Kaewwichian & Jaturapitakkul (2018)] [Karas & Faez (2020)][Topala, (2019)]
The challenges and	<b>Challenges</b> [Uri (2021)][Nawai & Said (2020)][Uri & Aziz (2018)][Lee & Kassim, (2020)][Khair & Shah(2021)][Alih, Yusoff & Raof (2021)][Sulaiman, (2021)]
	<b>Practicality</b>

practicality issues	[Nikolaeva, S. (2019)][Yüce & Mirici, (2019)]
	<b>Factors Contributing to Success</b> [Supunya (2022),]
CEFR aligned curricular aspects	<b>Assessment</b> [Uri (2021)][Alih, Yusoff & Raof,(2020)][Kavakli (2018) ][Read (2019)]
	<b>Syllabus</b> [Uri (2021)]
	<b>Adaptation Strategy/Innovation</b> [Ahamat,M.I., (2022)][Kavakli (2018)] [Read (2019)]
CEFR aligned coursebooks and materials	<b>Coursebooks</b> [Fisne et.al (2018)]
	<b>Materials</b> [Ahamat, (2022)]

18 studies focused on teachers' attitudes, motivation, awareness, familiarization and perceptions towards CEFR implementation (Alih et al., 2021; Alih et al., 2020; Chartrakul & Damnet, 2021; Kaewwichian & Jaturapitakkul, 2018; Karas & Faez, 2020; Kaur & Jian 2022; Kavakli, 2018; Khair & Shah, 2021; Lee & Kassim, 2020; Nawai & Said, 2020; Nikolaeva, 2019; Phoolaikao & Sukying, 2021; Shukor & Sulaiman, 2022; Singh et.al., 2021; Sulaiman, 2021; Topala, 2019; Tosun & Glover, 2020; Uri, 2021; Uri & Aziz, 2018). 10 studies focused on the challenges and practicality issues Alih et al (2021); Kavakli (2018); Khair & Shah (2021); Lee & Kassim (2020); Nawai & Said (2020); Nikolaeva (2019); Sulaiman (2021); Supunya (2022); Uri (2021); Uri & Aziz (2018); Yüce & Mirici (2019), 7 studies focused on the curricular aspects of CEFR alignment such as the assessment, syllabus and adaptation strategy [Ahamat, M.I., (2022); Alih et al (2020); Kavakli (2018); Piccardo et al (2019); Read (2019); Read (2019); Uri (2021) and 2 studies focused on the CEFR aligned coursebooks and materials (Fisne et.al., 2018; Ahamat, 2022).

### Issues on Teachers' Attitude, Motivation, Awareness, Familiarization and Perception

As shown in Table 5, three publications addressed the teachers' perspectives on integrating the CEFR into the ESL curriculum. With reference to the adoption of the Common European Framework of Reference (CEFR), Article Shukor & Sulaiman (2022) explicitly examines the relationship between Malaysian English language instructors' attitudes and motivation levels. The author found that there is a strong positive relationship between teachers' attitudes and their motivation level towards CEFR. In article [Alih, Yusoff & Raof (2021)], it is examined whether Malaysian teachers support the new reform and whether they are prepared to implement the CEFR. The author found that teachers were emotionally prepared to accept the shift and had good beliefs about using the CEFR. However, three crucial factors—time, group effort, and sufficient materials—are required for their cognitive preparation for change.

On the other hand, articles Nawai & Said (2020); Uri & Aziz (2018); Khair & Shah (2021) describe the degree to which Malaysian instructors are aware of the government's vision. The author found that the majority of them had only minimal exposure to and knowledge of the CEFR. They were upbeat, nevertheless, and believed that the framework was necessary to raise the English competence of students in remote settings.

English language teachers who work in rural schools while implementing ELT curriculum reform are examined in article Sulaiman (2021) in terms of their emotional experiences. In



addition to Hargreaves' five current theories of emotional geography, which are Sociocultural Geographies, Moral Geographies, Professional Geographies, Political Geographies, and Physical Geographies, the study reveals that ELT educational reform, which mandates that pedagogical approaches be aligned with CEFR and promotes student-centered approach, encouraged another positive emotional dimension.

The author also identified a spiritual emotional dimension, which helped instructors who are devout believers to express their feelings more positively towards the new reform and to deal with its difficulties rather than expressing their emotions more negatively. According to the sociocultural dimension hypothesis, even if the curriculum has been changed, the teachers' strong bonds with the neighbourhood community still foster happy feelings. Due to a lack of assistance from the local educational authority, some teachers report having bad emotions from the moral dimension perspective.

From the professional perspective, the teachers accepted the reform totally to avoid feeling stressed out by the changes and saw it as a way to elevate their responsibilities as facilitators. The loss of their independence in selecting their own materials causes the teachers in the political dimension to feel bad emotions. The experienced teachers were enthusiastic about the physical dimension, which is influenced by time and location, as they also recognized the need for curricular reform.

Both articles Tosun & Glover (2020); Phoolaikao & Sukying (2021) discussed how preservice English teachers in Thailand and a group of Turkish teachers perceived, knew, and used the CEFR, respectively. It was discovered that the teachers from both nations were aware of the CEFR and were pleased with its contribution to the teaching of English in both of their nations. The preservice English teachers in Thailand, however, had a limited comprehension of the CEFR conception. The authors of article Nikolaeva (2019) in Ukraine examined a group of professors' knowledge of the "Common European Framework of Reference for Languages: Learning, Teaching, Assessment" (CEFR) and their aptitude for using the created scales, descriptors, and levels in their practise. The study found that the number of respondents who said they knew little about the CEFR and had trouble applying it was consistently the highest. The knowledge and skills of the professors were poor. Because of this, the Council of Europe's scientific advancements must be improved, which in turn necessitates the training of specialized academicians.

The articles Kaur & Jian (2022); Alih et al (2020) evaluate the knowledge, comprehension, and views of in-service teachers as they get acquainted with the CEFR-aligned school-based assessment (SBA) in Malaysian secondary ESL classrooms. The author found that in-service ESL teachers had a high level of familiarity with CEFR-aligned SBA and were aware of its significance in helping students gain competence. However, their level of comprehension and knowledge of SBA that is consistent with the CEFR is moderate.

With 11 papers written about it, the instructors' perspective of the CEFR's integration into ELT courses is the topic that has received the greatest attention. In addition to the perspectives of Malaysian teachers, whose perception of primary ESL teachers in Malaysia is especially examined in article Kaur & Jian (2022), the opinions of specialists and MOE officials are also taken into consideration in articles (Uri, 2021; Uri & Aziz, 2018]. The perception of teachers in Thailand was examined in articles Charttrakul & Damnet (2021); Kaewwichian & Jaturapitakkul (2018), and the perception of ESL instructors in Turkey was examined in article (Tosun & Glover, 2020). With article Kaewwichian & Jaturapitakkul (2018) explicitly revealing that lower secondary EFL teachers in Thailand have good perceptions on their proficiency

level under CEFR, the writers of these papers discovered that these teachers were positive about the implementation.

The authors of article Karas & Faez (2020) extended their investigation of the perception problem to examine ESL and EFL teachers' perceptions of the competency level they should possess in order to successfully teach English according to the CEFR. The teachers believe that students' competency level should be between B2 and C1. On the other hand, article Topala, (2019) investigated pronunciation issues in scenarios that were focused on the CEFR. Turkish ESL/EFL language teachers hold the view that proficient language users, like language learners, need to be given phonetic and phonological skills, awareness, and competences in addition to the fact that they serve as role models for their students. They also believe that proficient language users should be fluent in spoken interactions while keeping in mind the importance of pronunciation in fluency and interaction.

### **Issues on Challenges and Practicality**

The issue brought up in article Uri (2021) relates to the fact that many ESL/EFL teachers around the world are still unclear about how the CEFR has been implemented in their nations and are frequently disregarded by the government. Another difficulty is the lack of locally created textbooks and resource books that adhere to the CEFR. According to article Nawai & Said (2020), the main difficulties were teachers' attitudes and levels of preparation as well as a lack of training from the education authority. This was the opinion of the rural primary school teachers in Sarawak, Malaysia. On the other hand, Article Uri & Aziz (2018) examined the difficulties encountered in light of the CEFR's implementation into the Form 5 English curriculum and evaluation. The study's key problems were found to include some teachers' opposition, a lack of training, and the misconception that most teachers have. According to Article Lee & Kassim (2020) the majority of primary one and secondary one ESL teachers in Malaysia find it difficult to create CEFR-aligned assessments based on the descriptors. In formative assessments, teachers are able to offer a sufficient variety of feedback, but they must deal with time constraints due to additional administrative tasks, a heavy workload, school events, and a heavy course load.

The difficulties involving Malaysian teachers' pedagogical practices are examined in article (Khair & Shah, 2021). Despite having a favourable opinion of the CEFR implementation, the majority of respondents, who were primary school teachers in Malaysia, claimed to have little knowledge of it and little exposure to it. It was further examined by Alih, N. A. C. et al. in article Alih et al (2021), where it was found that the obstacles experienced by Malaysian ESL teachers when CEFR is implemented generally centre around their motivation, materials, time, students' competence level, and facilities. It was supported by the findings of Sulaiman (2021) in her article Sulaiman (2021), which asserted that Malaysian ESL teachers' limitations of teaching in rural schools, a lack of technical resources and training, the textbook's inappropriate context, and a heavily centralized curriculum led to negative emotions when implementing the CEFR in ESL classrooms. The professors' qualifications in the use of the CEFR for course, syllabus, and material design were exposed to in article Nikolaeva (2019), which addressed the practicality of the CEFR implementation in Ukraine's National Curricula. When developing foreign language curriculum, programmes, and exams, the upgraded version of the CEFR book "CEFR. Companion Volume with New Descriptors" recognized several weak places and offered some useful resources. On the other hand, article Yüce & Mirici (2019) examined how the 9th Grade EFL Programme applied to CEFR educational concepts and proficiency criteria. The study revealed that the EFL curriculum fits the needs and proficiency

levels of the students. However, during implementation, teachers encounter issues related to course materials and insufficient class time.

On the other hand, article Supunya (2022), which looked into what made the action-oriented approach successful in a Thai EFL context, identified thirteen potential factors that teachers thought would help the CEFR be implemented successfully. These factors were divided into three categories: policy, administration, and instruction-oriented.

### **Issues on CEFR aligned curricular aspects**

Regarding particular facets of the CEFR-aligned curriculum, article Uri (2021) investigated the syllabus and assessment methods used in Malaysian schools and claimed that teachers were conflicted over whether to simply modify where necessary or completely replace the current syllabus and assessments with the new CEFR-aligned ones. They considered that some curriculum requirements matched the target CEFR level for secondary school level, while others did not. Some curriculum requirements did not, in their opinion, meet the target CEFR level for secondary school level. According to article Alih et al (2020), the majority of Malaysian teachers were still unsure about the assessment-related topic.

In Article Kavakli (2018)], it was examined whether the Framework and several European regulations were being followed by non-formal education in Turkey and whether the existing testing and assessment practices used by English language schools there. As the Framework is not sufficiently covered in associated practices, it has been shown that English language schools in Turkey do not fully implement European criteria in language testing and assessment. However, article Read (2019) described how teachers in Malaysia perceived the "Pentaksiran Tingkatan Tiga" (PT3) (Form Three Assessment) English Language. Despite the fact that they were largely satisfied with the CEFR-aligned PT3 English language, most teachers encountered difficulties in accessing the necessary resources while evaluating the pupils.

In order to uncover promising practices in planning, teaching, and assessment as well as to create a culture of quality assurance (QA) in those processes, a study of educational stakeholders in Canada and Switzerland was conducted on adaption strategy and innovation. According to article Piccardo et al (2019), the CEFR is the primary document that encourages change in planning, instruction, and assessment in both countries. The author found that, in order to promote innovation in language teaching, it appears to be vital in both countries to have a variety of approaches rather than focusing on a particular tool or technique. There have also been attempts to develop national frameworks in Australia and New Zealand as an alternative to the CEFR, as described in article (Read, 2019).

To strike a balance between the requirement to depict the social and educational circumstances of specific countries and the desire to establish international standards for language learning, however, is challenging. The article Ahamat (2022) offered an adaptation method for coping with foreign content in the required CEFR materials in Malaysian rural primary schools. Less experienced teachers were shown to be less inventive in their classrooms when attempting to use an adaptation technique than more experienced teachers. The more seasoned teachers do not have issues with the grammatical structures in the textbooks, but they feel that in order to make the materials meaningful to their students, the cultural context needed to be provided locally.

**Issues on CEFR aligned coursebooks and materials**

In article Fisne et.al (2018), a study on CEFR-aligned coursebooks was conducted to examine the third- and fourth-grade textbooks as well as the Turkish and Portuguese English language curricula through content analysis and cross-cultural comparison. The course book analysis was conducted using CEFR language proficiency recommendations, intercultural course book characteristics, and descriptors at the A1 level. The implementation of the CEFR and the representation of A1 level descriptors in course book activities in primary English classrooms were found to be comparable and dissimilar in both nations.

According to article [hamat (2022), a study examining teachers' opinions on the usage of imported textbooks and materials in rural primary schools found that Malaysian rural primary pupils have a difficult time connecting with the products' foreign content. Because the content might not be appropriate for the local pupils, the teachers were forced to choose adaption over full adoption. They modified the materials by adding computer-assisted materials like YouTube videos and internet images, simplifying by condensing a lengthy text into a version that students could understand, or shortening texts into simpler forms for better understanding. They also changed some contents to account for the context of the students' local communities and enable them to make sense of the topics covered.

**Discussion and Conclusion**

The goal of this study is to review the issues that are frequently brought up in relation to the use of the CEFR in ESL/EFL classrooms around the world so that stakeholders can better understand how effective the use of the CEFR in ESL/EFL classrooms is and develop corrective strategies to reduce any negative effects of incorporating the CEFR into national education systems around the world, allowing them to conduct additional research.

The research on teachers' viewpoints, attitudes, knowledge, motivation, and awareness were the most frequently studied themes in this systematic review. This is because the effectiveness of integrating the CEFR into the global English education system depends primarily on the performance of teachers. As a result, the elements that determine their willingness to implement the policy, including their perspectives, attitudes, knowledge, motivation, and awareness, are crucial. The majority of English language teachers in Malaysia demonstrated a favourable attitude toward the introduction of the CEFR, as indicated in Ezzah et al (2022); this had a significant impact on boosting their enthusiasm. It has also been demonstrated that instructors' motivation levels will rise when they have good views toward and acceptance of the CEFR implementation, acting as a push factor for the program's success.

The same holds true for the perspective, knowledge, and consciousness of the teachers. They have a good relationship with how well the CEFR policy has been implemented in their educational system. This is corroborated by a study by Kanjana et al (2021) which found that most teachers in Thailand were informed about the CEFR policy by the Ministry of Education and perceived the CEFR descriptors for all four skills—listening, speaking, reading, and writing—as a useful guideline for them to use in their classroom teaching. They concurred and said the CEFR's implementation may raise their students' English proficiency to a global standard.

The difficulties and practical problems associated with the global adoption of the CEFR are the second most frequently examined topics. These two problems are crucial factors in the success of the CEFR deployment. Although some teachers remain supportive of the implementation of the CEFR policy, others are frustrated with the MOE because they lack

knowledge and training and choose to assume that CEFR-based curricula will be implemented. This is supported by a study conducted by Sezgin (2007), which found that in Turkey, teachers' worries and burdens were exacerbated by their lack of knowledge of the CEFR. According to Nawai & Said (2020), some instructors in Malaysia's rural areas are hesitant to implement the CEFR in the classroom due to a number of difficulties. Some teachers are reported to be uninformed of the CEFR, which makes them exhibit little enthusiasm in incorporating the framework into their lesson plans, according to (Uri and Abd Aziz, 2017). One of the problems revealed in this study, the research focused on the CEFR aligned coursebooks and materials, is brought to light by the teachers' apparent belief that the new textbook's organization is not in sync with the curriculum and scheme of work.

Last but not least, studies on the curricular components of CEFR alignment, such as the assessment, syllabus, and adaption approach, were another topic that was frequently investigated. There is a contradiction in that, as revealed by a local study by (Aziz et al., 2018). The teachers there claimed that during the course for English language teachers, they were constantly reminded to be flexible and must be ready to adapt to the needs and situation in their classroom, including how they plan their teaching and learning. However, after they returned to work, teachers were not permitted to do this. Regarding the concerns with assessment methods, teachers were having trouble determining the students' proficiency since they were having trouble understanding the purpose of the CEFR implementation. However, despite the fact that these concerns are sufficient to assess the problems with CEFR implementation in some countries, the findings are unable to pinpoint the precise CEFR implementation issue. Therefore, further research has to be done on particular CEFR elements that the majority of instructors globally are currently struggling with.

It can be concluded that the goal of identifying the problems frequently discovered in studies done on the implementation of CEFR around the world is only partially achieved. There should be more studies conducted that represent a global voice.

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