



THE IMPLEMENTATION OF CEFR IN PRIMARY SCHOOL TEACHERS' VIEWS AND THEIR CHALLENGES IN USING SUPER MINDS TEXTBOOK



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THE IMPLEMENTATION OF CEFR IN PRIMARY SCHOOL TEACHERS'
VIEWS AND THEIR CHALLENGES IN USING SUPER MINDS
TEXTBOOK

DASHAIYANI A/P SANTHIRASEKARAN

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ABSTRACT

This research aims to investigate the views and to identify the challenges faced by Year 1 and 2 English language teachers concerning the use of Super Minds textbook. Employing a mixed-method approach, a questionnaire was distributed to 250 primary ESL teachers in Temerloh district, Pahang, using platforms such as Telegram, Facebook, and WhatsApp. Additionally, online interviews were also conducted with six English Language teachers. The respondents were selected based on the convenience sampling method. The questionnaire was analyzed using percentage and average calculations in IBM SPSS. This research sheds light on the varied views among teachers regarding the Super Minds textbook's implementation as part of the CEFR framework in primary schools. From the interview, it was found out that, while many teachers view it positively, there were several challenges found during the utilization of Super Minds textbook such as teaching style, the use of supplementary materials and the need for localized context. By addressing the challenges and ensuring alignment with the CEFR guidelines, the Super Minds textbook can become a valuable and effective resource for English language instruction in Year 1 and Year 2 classrooms. In conclusion, the findings underscore the importance of continuous support, training, and curriculum adaptation to optimize the benefits of using the Super Minds textbook within the CEFR framework. This study holds crucial implications for teachers and stakeholders involved in implementing the new CEFR textbooks in schools. The positive reception of Super Minds textbook by teachers underscores its potential value in English language curriculum. Addressing the concerns raised by teachers, such as the importance of making the curriculum relevant and engaging to students, can further improve its impact on the language learning outcomes. Integrating localized content and culturally relevant topics within the Super Minds textbook can foster a sense of cultural identity and connection, enhancing students' motivation and interest in learning.

IMPLEMENTASI CEFR DI SEKOLAH RENDAH SECARA PANDANGAN DAN CABARAN GURU MENGGUNAKAN BUKU TEKS SUPER MINDS

ABSTRAK

Kajian ini bertujuan untuk menyelidik pandangan dan mengenal pasti cabaran yang dihadapi oleh guru Bahasa Inggeris Tahun 1 dan 2 berkenaan dengan penggunaan buku teks Super Minds. Ini adalah kajian kaedah gabungan di mana satu soal selidik disediakan menggunakan Google Form dan diedarkan melalui platform media sosial seperti Telegram, Facebook, dan WhatsApp untuk mengumpul data daripada 250 guru ESL Sekolah Rendah di daerah Temerloh, Pahang. Selain itu, temubual atas talian telah dijalankan dengan 6 guru Bahasa Inggeris untuk mendapatkan pandangan mendalam dari responden. Kaedah persampelan rawak mudah digunakan untuk mendapatkan responden. Skala Likert dalam soal selidik dianalisis menggunakan peratusan dan pengiraan purata dalam IBM SPSS. Kajian ini menerangkan pelbagai pandangan dalam kalangan guru berkenaan dengan pelaksanaan buku teks Super Minds sebagai sebahagian daripada kerangka kerja CEFR di sekolah rendah. Walaupun ramai guru melihatnya secara positif, cabaran dalam penggunaan buku teks Super Minds, gaya pengajaran, penggunaan bahan tambahan, dan keperluan konteks tempatan juga dilaporkan. Dengan menangani cabaran tersebut dan memastikan keserasian dengan panduan CEFR, buku teks Super Minds boleh menjadi sumber yang berharga dan berkesan untuk pengajaran Bahasa Inggeris di bilik darjah Tahun 1 dan Tahun 2. Kesimpulannya, dapatan ini menekankan kepentingan sokongan berterusan, latihan, dan penyesuaian kurikulum untuk mengoptimumkan manfaat penggunaan buku teks Super Minds dalam kerangka CEFR. Kajian ini juga mempunyai implikasi penting bagi guru dan pihak berkepentingan yang terlibat dalam pelaksanaan buku teks CEFR baru di sekolah. Penerimaan positif buku teks Super Minds oleh guru menekankan nilai potensinya dalam pengajaran bahasa. Dengan menangani kebimbangan yang dikemukakan oleh guru, seperti kepentingan membuat kurikulum relevan dan menarik kepada pelajar, boleh meningkatkan impaknya ke atas hasil pembelajaran bahasa. Pengintegrasian kandungan tempatan dan topik yang berkaitan dengan budaya dalam buku teks Super Minds boleh menggalakkan rasa identiti budaya dan hubungan, meningkatkan motivasi dan minat pelajar dalam pembelajaran.



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LIST OF ABBREVIATIONS

| | |
|-------|---|
| CEFR | The Common European Framework of References |
| CLT | Communicative Language Teaching |
| CLIL) | Content & Language Integrated Learning |
| EFL | English as a Foreign Language |
| ECML | European Centre for Modern Languages |
| ESL | English as Second Language |
| GoM | Government of Malaysia |
| KBSR | Kurikulum Bersepadu Sekolah Rendah |
| KSSR | Kurikulum Standard Sekolah Rendah |
| MoE | Ministry of Education |
| SOW | Scheme of Work |



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- B Questionnaire
- C An Interview Protocol
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- E Categories and Codes for Thematic Analysis



CHAPTER 1

INTRODUCTION

1.1 Introduction

This chapter outlines the background of the research, statement of the problem, research objectives, research questions, definition of terms, limitations of the research, importance of the study, and followed by chapter summary.

1.2 Background Research

In today's era of globalization, the importance of the English language and its proficiency has become increasingly crucial. Governments of many countries, including Malaysia, recognize the significance of mastering English to enhance international competitiveness. In the Malaysian context, English continues to dominate the trading and industrial sectors, making it essential for the country's citizens to achieve proficiency in the language (Thirusanku & Yunus, 2012). Consequently, the

Malaysian government emphasizes the importance of English language proficiency to boost international trade and tourism (Kunjuraman, 2020)

The Malaysian government has made a number of attempts to promote English language competency and transform language education policy in response to the demand for improvement. A central aspect of this educational reformation is the curriculum, which undergoes reexamination and revamping to align with national education policy (Mohamad Khair & Mohd Shah, 2021). The Ministry of Education (MoE) and the Government of Malaysia (GoM) have introduced four major reforms aimed at uplifting the standard of English language education to meet international benchmarks to achieve this goal (Azman, 2016).

One of the major changes was the adoption of the Communicative Language Teaching (CLT) method-focused Integrated English Language Syllabus for Primary Schools (KBSR) in 1982. The CLT technique sought to replace the traditional emphasis on grammatical rules in language instruction with a method that was more communicative and interactive (Azman, 2016). It placed a strong emphasis on fostering pupils' capacity to communicate effectively in context. However, over time, the CLT approach faced criticism for potentially neglecting grammatical accuracy, an essential aspect of language learning.

Then, in 2012, the Malaysia Education Blueprint 2013-2025 (MEB) was launched, leading to the implementation of the Primary School Standards-Based Curriculum (KSSR) in 2013. As part of continued efforts to improve students' English language proficiency, the Ministry of Education introduced the Language

Education Reform in Malaysia: The Roadmap 2015-2025 (Mohamad Uri & Abd Aziz, 2018). A significant aspect of this roadmap was the adoption of the Common European Framework of Reference for Languages (CEFR), which aimed to bring Malaysian students' language proficiency on par with international standards (Mohamad Uri & Abd Aziz, 2018).

CEFR is seen as an important framework in shaping English language education. The CEFR, developed by the Council of Europe, is an internationally recognized standard for describing language proficiency at different levels (Mohamad Uri & Abd Aziz, 2018). It provides a common guide for language learners, teachers, and policymakers across countries, allowing for better comparability and alignment of language teaching practices.

Additionally, Abdul Aziz, Ab Rashid and Wan Zainudin (2018) stated that the introduction of CEFR in Malaysia aimed to promote a learner-centered approach, emphasizing effective communication and language use in real-life contexts. By setting clear language proficiency levels and learning objectives, the CEFR framework intended to streamline language education and provide a consistent basis for assessment and evaluation across schools.

The adoption of CEFR led to changes in syllabus, teaching and learning methodologies, and assessment practices, all aligned with the CEFR guidelines (Kaur & Jian, 2022). As part of this reform, the Super Minds textbook, a CEFR-aligned English textbook, was introduced in schools from pre-school to primary and

secondary levels to support English language teaching and improve students' language proficiency (Mohamad Khair & Mohd Shah, 2021).

In this context, primary school teachers play essential role in effectively implementing CEFR principles and utilizing the Super Minds textbook to facilitate students' language learning. However, the successful implementation of the CEFR and the use of the Super Minds textbook come with challenges. Primary school teachers may encounter obstacles related to teaching methods, assessment practices, resource availability, and classroom dynamics (Abdul Aziz et al., 2018).

Meanwhile, Mohammad Din and Yamat (2020) in their study mentioned that understanding primary school teachers' views and challenges in this context is vital for successful implementation. Therefore, this research aims to explore Year 1 and Year 2 teachers' views and the challenges using the Super Minds textbook. Investigating teachers' views will shed light on the effectiveness of the CEFR approach and the extent to which the Super Minds textbook supports language teaching and learning in primary schools.

The findings of this research will provide valuable insights into the current state of English language education in Malaysia and will aid in devising strategies to enhance language teaching practices and support mechanisms for primary school teachers. Through this research, policymakers and educators can refine language teaching practices and provide targeted professional development opportunities to primary school teachers. Therefore, such efforts will contribute to more effective CEFR implementation, ensuring that students are better equipped with the necessary

language skills to thrive in an increasingly interconnected and competitive global landscape.

1.3 Problem Statement

Textbooks play a crucial role in the process of teaching and learning, serving as the primary tools for imparting knowledge to students (Santos, 2020). An ideal textbook must align meticulously with the curriculum objectives set for Year 1 and 2 English language education. This alignment ensures that the content is not only relevant but also contributes meaningfully to the educational goals of language proficiency and communication skills development. The textbook should function as a roadmap for educators, guiding them through a structured and purposeful sequence of language learning activities that progressively build upon one another, promoting a systematic and effective approach to language acquisition (Anggraeni, 2020).

Moreover, the engagement of young learners is paramount in the process of language development, and an ideal textbook should be designed to captivate their interest. Incorporating interactive and creative activities within the textbook framework can transform the learning experience into an enjoyable and participatory endeavor. Perwira (2019) pointed out that activities that involve hands-on exercises, group discussions, storytelling, and multimedia elements not only make learning more enjoyable but also cater to diverse learning styles, ensuring that every student can actively participate and benefit from the instructional content.

The Super Minds textbook is associated with Cambridge University Press, which is known for its English language teaching resources. Despite being widely used, the Super Minds textbook presents some issues that require careful research. Septiana Mujiyanto & Sutopo (2020) argued examining how the textbook aligns with established curricular standards is crucial since it has a direct impact on how effective the teaching materials are. A misalignment may make it more difficult to achieve the intended learning objectives and jeopardize the efficacy of the teaching strategy as a whole.

The efficacy of the teaching strategies used in the Super Minds textbook is a further issue of criticism. Empirical evidence indicates that the selection of instructional techniques has a substantial impact on the learning process. Inadequate strategies have the potential to obstruct students' comprehension and engagement with the subject matter (Foley, 2019). Thus, it is imperative to evaluate whether the instructional strategies incorporated into the Super Minds materials support the growth of students' English language proficiency in Years 1 and 2.

Another aspect that needs further research is if the content is appropriate for the intended age range. Phoolaikao and Sukying (2021) in their research mentioned that the content of the text book does not cater to all age group students. According to Phoolaikao and Sukying (2021) age-appropriate content is crucial for retaining students' interest and guaranteeing that the information is clear and applicable. Thus, any differences in the appropriateness of the content could cause young learners to get disengaged or not understand.



Based on the above discussion the reality of implementing CEFR with the Super Minds textbook reveals several challenges that hinder the achievement of the ideal goals in Malaysian context. Firstly, limited alignment between the Super Minds textbook and the CEFR proficiency levels has been a concern in various educational contexts, including the Malaysian setting. For instance, a study conducted by Azman and Yusof (2020) in a Malaysian primary school found discrepancies between the Super Minds textbook's prescribed activities and the CEFR proficiency descriptors. The research revealed that certain activities in the textbook were not accurately tailored to the specific proficiency levels of the students, leading to challenges in effectively addressing their individual learning needs.

Furthermore, a study by Lim and Tan (2021) investigated the implementation of CEFR with the Super Minds textbook in another Malaysian primary school. The researchers reported that teachers faced difficulties in aligning the textbook's content with the CEFR proficiency levels, as some activities appeared to be more suitable for higher proficiency levels than those of the students. This misalignment created confusion for both teachers and students, hindering the seamless integration of CEFR principles into classroom instruction.

In a related context, a study by Rahim and Ahmad (2020) examined the challenges faced by teachers when using the Super Minds textbook to implement CEFR in Malaysian primary schools. The researchers found that the lack of precise alignment between the textbook and the CEFR proficiency levels resulted in teachers struggling to plan lessons that catered effectively to the varying language abilities of





their students. This misalignment undermined the intended goals of CEFR, which emphasizes tailored and targeted language instruction.

There are some examples are pointed out by Rahim and Ahmad (2020)too. For instance, they explained when a primary school teacher in Malaysia plans a speaking task for students at the A2 (Elementary) CEFR level using the Super Minds textbook. However, upon reviewing the activity, the teacher finds that the speaking prompts require language proficiency beyond the specified A2 level. As a result, A2-level students may find it challenging to express themselves fluently and accurately, inhibiting their speaking development. In another instance, a teacher designs a reading comprehension exercise for students at the B1 (Intermediate) CEFR level. However, upon closer examination, the teacher discovers that the provided reading passages contain vocabulary and grammatical structures more suitable for A2-level learners. This misalignment can hinder the B1-level students' reading comprehension and impede their progress in advancing their language skills.

These examples demonstrate the practical challenges that teachers encounter when implementing CEFR with the Super Minds textbook in the Malaysian context. The misalignment between the textbook's activities and the CEFR proficiency levels can lead to inappropriate tasks, inaccurate assessment, and hinder students' language development.

In the context of implementing CEFR with the Super Minds textbook in Malaysia, some researchers have pointed out the challenges arising from an overemphasis on test-driven instruction. These challenges can hinder the



achievement of the ideal goals set by CEFR and undermine the principles of communicative language teaching.

According to Machura (2019), a study investigating the implementation of CEFR in a Malaysian primary school, some teachers tended to adopt a test-driven approach when using the Super Minds textbook. The research revealed that these teachers prioritized test preparation activities, allocating substantial class time to drill students with test-specific strategies and exercises. As a result, authentic communication and language use were often overshadowed, impeding students' overall language development.

In a study by Abdullah, Wong and Mohamad (2020), researchers observed a language classroom where the teacher primarily used the Super Minds textbook to prepare students for language tests. The teacher focused on vocabulary rote learning, requiring students to memorize lists of words for test purposes. While this approach helped students recognize individual words in isolation, it did not encourage them to use the vocabulary authentically in communicative contexts. As a result, students' ability to understand and produce language in real-life situations may have been limited.

Next, in a research study conducted by Lim and Tan (2020), it was found that some teachers heavily relied on Super Minds reading comprehension exercises to prepare students for standardized tests. The teachers assigned repetitive reading drills that mirrored test formats, aiming to improve students' test performance. However, this approach may have compromised students' engagement in authentic reading

experiences, as they were mainly focused on answering test-style questions rather than critically engaging with the reading materials.

Another study by Ong and Lee (2021) investigated the teaching practices of primary school teachers using the Super Minds textbook for writing instruction. The researchers observed that some teachers frequently replicated past writing tasks from examinations. While this may have helped students become familiar with test requirements, it might have limited their ability to express themselves creatively and authentically in writing.

These examples highlight how an overemphasis on test-driven instruction in the Malaysian context can hinder the promotion of authentic communication and language use, which are core principles of CEFR. To address this issue, researchers and educators have suggested the need for a balanced approach that integrates meaningful communicative activities in the language classroom.

A next issue highlighted is the inadequate authentic materials. Inadequate authentic materials refer to the lack of real-world language resources that provide learners with exposure to authentic language use, cultural contexts, and diverse language varieties. The Super Minds textbook, while designed to align with CEFR principles, may not always fully incorporate such materials, limiting students' opportunities to engage with authentic language.

The Malaysian context is linguistically diverse, with multiple languages and dialects spoken across the country. In such a setting, access to authentic materials



representing different language varieties is crucial for learners to develop linguistic flexibility and cross-cultural communication skills. However, some studies have revealed that the Super Minds textbook may not sufficiently address this linguistic diversity (Angelelli, 2019).

Finally, a thorough evaluation of the Super Minds textbook on Year 1 and 2 English language teachers' views and challenges when using Super Minds textbook ought to address issues with curricular alignment, instructional strategies, content suitability for the intended age range, and difficulties encountered by educators in putting the book into practice. In addition to making the Super Minds textbook better, addressing these problems will offer insightful information for the English language education community as a whole.



1.4 Objective(s) of Study

1. To investigate the Year 1 and 2 English language teachers' views on the use of Super Minds textbook.
2. To identify the challenges faced by Year 1 and 2 English language teachers concerning the use of Super Minds textbooks.

1.5 Research Questions

1. What are the Year 1 and 2 English language teachers' views towards the use of Super Minds textbook?



2. What are the challenges faced by the Year 1 and 2 English language teachers when using Super Minds textbook?

1.6 Operational Definition

1.6.1 CEFR

The Common European Framework of Reference for Languages (CEFR) is a comprehensive and influential framework developed by the Council of Europe to provide a standardized and common basis for the description and assessment of language proficiency levels. It was designed to facilitate the comparison of language qualifications across different countries and to promote a learner-centered and communicative approach to language learning and teaching (Council of Europe, 2018).

1.6.2 Super Minds Textbook

Super Minds is a textbook designed for young learners and is based on the Cambridge English: Young Learners framework (Cambridge Assessment English, 2018). The Super Minds textbook is the English language textbook used for Year 1 and Year 2 pupils in Malaysian primary school. There are 9 topics in the textbook; topics 1 to 5 are designated for Year 1 pupils whereas topics 6 to 9 are specified for Year 2 pupils. In line with this research, the researcher intended to find out teachers' views on the use of Super Minds textbook and to identify the challenges faced by Year 1 and 2 English language teachers concerning the use of Super Minds textbooks.

1.6.3 Teachers' Views

Fazle and Khan (2020) mentioned that views are various viewpoints, beliefs, or approaches to a specific topic, circumstance, or idea. It stands for the different perspectives that can be used to analyze or comprehend something. According to Creswell and Plano Clark (2018), views are any of the various interpretations, ideas, or attitudes that people or organizations may have about a subject. Teachers' views, refer to their subjective perspectives, beliefs, and attitudes within the context of this research toward the Super Minds textbook, a survey and interviews were conducted in order to have more detailed descriptions of what the respondents' views using the Super Minds textbook.

Cambridge Dictionary (2019) defines challenges as an obstacle is something unfamiliar and tough that requires determination and perseverance. Hence, challenges, within the context of this research, refer to the practical obstacles and difficulties that teachers encounter when incorporating the Super Minds textbook into their language instruction that gathered through survey and interviews.

1.7 Study Limitations

The present research acknowledges certain limitations that warrant further exploration and consideration. One of the primary limitations of this study is its focus on only one specific problem, which centers on the use of the Super Minds textbook in line with the



Common European Framework of Reference for Languages (CEFR). While this investigation offers valuable insights into the challenges related to the implementation of the textbook, it does not encompass the broader scope of obstacles faced by Malaysian schools in fully harnessing the textbook's potential as an effective tool for teaching and learning English as a Second Language (ESL). Therefore, future research should adopt a more comprehensive approach to explore various challenges encountered by schools in Malaysia when incorporating the Super Minds textbook into their language curriculum.

Additionally, this study is limited by the selection of a single district, Temerloh, in Pahang, as the sole location for data collection. By focusing solely on this specific region, the research may not provide a complete representation of the challenges faced by primary ESL teachers in other parts of Malaysia. This phenomenon reflects inherent bias in the data collection process, as the experiences and perspectives of teachers from other regions may not have been adequately represented. To overcome this limitation and enhance the generalizability of the findings, future research should consider expanding the sample size and including participants from various districts and states across the nation.

The limitation of the sample size is another aspect that requires attention in this study. While the data collected from primary ESL teachers in Temerloh, Pahang, provide valuable insights into the challenges they encounter while using the Super Minds textbook, the relatively small sample size may restrict the generalizability of the results. A larger and more diverse sample would allow for a more comprehensive understanding of the challenges faced by primary ESL teachers in different contexts



and regions. Moreover, a larger sample size can enhance the reliability and validity of the study's findings, as it accounts for a broader range of perspectives and experiences.

Furthermore, the limitations in this research stem from the inherent complexity and multifaceted nature of language education in Malaysia. Various factors, such as differences in school infrastructure, teacher training, and student demographics, may influence the implementation of the Super Minds textbook and the challenges faced by teachers. As a result, the findings of this study may not be directly applicable to other educational settings, making it necessary to contextualize the results within the specific Malaysian context. Future research should take these nuances into account and consider conducting comparative studies across multiple schools and regions to gain a comprehensive understanding of the challenges faced by primary ESL teachers in different contexts.

In conclusion, while the present research provides valuable insights into the challenges faced by primary ESL teachers in relation to the use of the Super Minds textbook aligned with CEFR in Temerloh, Pahang, it is essential to acknowledge its limitations. The study's narrow focus on a single problem and the restriction to one district in Malaysia may limit the generalizability of the findings. Expanding the sample size and including participants from diverse regions can enhance the study's reliability and enable a more comprehensive understanding of the challenges faced by primary ESL teachers across the nation. Additionally, considering the multifaceted nature of language education in Malaysia, future research should take into account various contextual factors to yield more robust and applicable results.

By addressing these limitations, future research can provide a more comprehensive and insightful understanding of the challenges and opportunities in utilizing the Super Minds textbook as an effective tool for language teaching and learning in Malaysian primary schools.

1.8 Importance of Study

This study holds significant implications for the Malaysian research community and public research universities. By shedding light on primary school teachers' observations regarding the use of the Super Minds textbook in line with the Common European Framework of Reference for Languages (CEFR), it opens the door to further analysis and research in this domain. The findings of this study can serve as a foundation for future researchers to delve deeper into specific aspects of the textbook's implementation and its impact on language teaching and learning in Malaysian primary schools. Moreover, the study may inspire researchers to explore alternative approaches to enhance language education, drawing from the strengths and limitations identified in the use of the Super Minds textbook.

Furthermore, the Ministry of Education can leverage the results of this study to make informed decisions and take immediate action in addressing potential conflicts arising from the relative importance of using the Super Minds textbook in language teaching. The study's identification of challenges can serve as a valuable resource for policymakers to devise strategies that promote effective integration of the textbook within the context of the CEFR framework. By considering the study's

recommendations, the Ministry can implement targeted initiatives and training programs to support teachers in navigating the challenges and maximizing the benefits of using the Super Minds textbook.

In addition to informing policymaking, the study's findings can provide actionable suggestions for primary schools across Malaysia. Schools can use the insights from this research to develop systematic and well-planned strategies for implementing the Super Minds textbook effectively. This may include offering professional development opportunities for teachers to enhance their pedagogical skills, creating support networks for teachers to collaborate and share best practices, and implementing regular evaluations and feedback mechanisms to monitor the effectiveness of the textbook's use.

Moreover, the study's emphasis on credible news and reliable information is particularly relevant in today's digital age, where misinformation and disinformation are prevalent. By integrating credible news sources and authentic materials into the language curriculum, schools can cultivate critical thinking and media literacy skills among students. This not only enhances their language proficiency but also equips them to be discerning consumers of information in an increasingly interconnected world.

Additionally, the study's focus on optimizing pupils' learning experience through effective textbook use can drive schools to adopt learner-centered approaches. By tailoring instruction to individual needs and preferences, schools can

foster a positive and inclusive learning environment where students feel engaged and motivated to learn.

In conclusion, this study has the potential to ignite a new awakening in the Malaysian research community, prompting further investigations into the use of the Super Minds textbook in line with CEFR. It offers actionable insights for the Ministry of Education to address challenges and conflicts related to textbook implementation and supports schools in devising effective strategies to optimize language learning experiences. By embracing the study's recommendations and building on its findings, Malaysia can continue to advance its language education practices and ensure that students are equipped with the necessary language skills to thrive in a globalized world.

1.9 Chapter Summary

This section revealed the outline of the background of the research, statement of the problem, purpose of the research, significance of the research, limitations of the research and evoked the researcher to clarify the use of Super Minds textbook and the challenges faced among primary language teachers as part of CEFR implementation. The literature study is further discussed in the next chapter.