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MASTER OF EDUCATION (TEACHING ENGLISH AS SECOND LANGUAGE)
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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.

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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 ABBREVATIONS

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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CHAPTER 1

INTRODUCTION

1.1 Introduction

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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

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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).

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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

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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.

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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

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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

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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.

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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.

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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

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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

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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

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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

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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.

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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?

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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.

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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.

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1.6.4 Challenges

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

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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

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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.

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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

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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.

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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

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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.

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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.

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CHAPTER 2

LITERATURE STUDY

2.1 Introduction

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This chapter highlights the literature review and theoretical framework in accordance to this study. By critically analyzing relevant works and theoretical perspectives, it establishes the conceptual foundation for the research, identifying gaps and contributing to the broader academic perceptive.

2.2 The Common European Framework of Reference for Languages (CEFR)

The Common European Framework of Reference for Languages (CEFR) is a widely recognized and influential framework developed by the Council of Europe to promote effective language teaching, learning, and assessment. It aims to provide a common basis for describing language proficiency levels and language competencies across different languages and contexts (Council of Europe, 2018). The CEFR is not a

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prescriptive curriculum; instead, it offers a set of guidelines that describe what language learners should be able to do at different stages of their learning process. Its main purpose is to facilitate language education that focuses on communicative competence, cultural awareness, and learner autonomy (North, 2021).

The CEFR is structured into six proficiency levels, ranging from A1 for beginners to C2 for advanced users. Each level is defined by a set of descriptors that outline the linguistic and communicative abilities expected of learners at that stage (Council of Europe, 2018). These descriptors encompass various language skills, including listening, speaking, reading, and writing, along with the ability to interact in different social and cultural contexts.

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2.2.1 Overview of the CEFR Levels and Descriptors

At the A1 and A2 levels, learners are introduced to basic language structures and vocabulary, allowing them to communicate in simple everyday situations. As they progress to the B1 and B2 levels, learners become more proficient in both understanding and producing the language, engaging in more complex interactions and discussions on familiar topics. The C1 and C2 levels represent advanced language proficiency, where learners can understand and produce complex texts, express themselves fluently, and participate effectively in academic and professional settings (Council of Europe, 2018).

The CEFR descriptors provide detailed information about the language skills learners should have at each level. For example, at the B1 level, learners should be

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able to handle most communication situations when traveling in a foreign country, while at the C1 level, they should be capable of understanding extended speech and expressing themselves fluently on a wide range of topics (Council of Europe, 2018). A comprehensive table is attached. (See *APPENDIX 1*). Figure 2.1 shows the simplified Common European Framework of Reference (CEFR) levels.

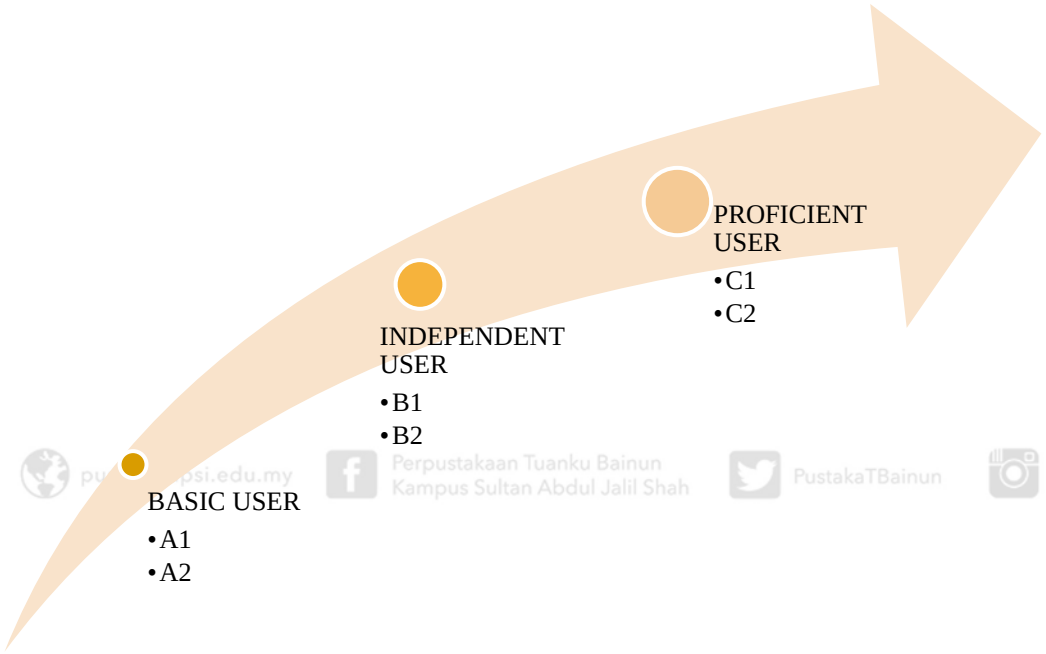


Figure 2.1. The Common European Framework of Reference (CEFR) Level

2.2.2 Importance of Implementing CEFR in Primary Schools

Implementing the CEFR in primary schools offers numerous benefits for language education. Firstly, the CEFR provides a comprehensive and standardized framework that assists teachers in designing curricula and assessments that align with learners' language proficiency levels (North, 2021). This alignment ensures that teachers can tailor their instruction to meet the specific needs of individual learners, allowing for more effective language development.

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For instance, a study by Smith, Brown and Johnson (2020) examined the implementation of the CEFR in primary schools in a European context and found that when teachers used the framework to design their language teaching activities, students showed significant improvements in their language proficiency. The study concluded that the CEFR's clear descriptors and levels help teachers set realistic language learning goals and track students' progress more effectively.

Secondly, the CEFR promotes a communicative approach to language teaching, emphasizing the use of language in authentic and meaningful contexts (Council of Europe, 2018). This approach encourages teachers to create communicative language tasks that require students to interact and engage in real-life situations, such as role-playing conversations or problem-solving activities.

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Research by Johnson and Lee (2019) explored the impact of a communicative language teaching approach based on the CEFR in primary schools in an Asian context. The study found that students who received instruction using communicative language teaching methods demonstrated higher levels of speaking and listening skills compared to those in traditional grammar-based language classes. This highlights the effectiveness of the CEFR-aligned communicative approach in developing students' communicative competence and confidence.

Moreover, the CEFR's emphasis on cultural awareness and intercultural communication aligns with the goal of promoting global citizenship and understanding (North, 2021). By incorporating cultural content and perspectives into

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language education, primary schools can cultivate students' appreciation for diverse cultures and languages.

For example, a study by Chen, Zhang and Wang (2021) investigated the impact of integrating cultural elements into language lessons in primary schools in a multicultural country. The findings revealed that students who were exposed to culturally diverse materials showed greater openness to different cultures and exhibited more positive attitudes towards language learning. This indicates that the CEFR's emphasis on intercultural communication can contribute to fostering a more inclusive and culturally aware learning environment.

In conclusion, implementing the CEFR in primary schools can lead to more effective language education by providing a standardized framework for designing curricula and assessments, promoting a communicative approach to language teaching, and nurturing cultural awareness among students. The research studies mentioned above demonstrate the positive impact of CEFR-aligned language instruction and highlight its potential to enhance language learning experiences for primary school students.

2.2.3 Integration of CEFR in Primary Schools

The integration of the Common European Framework of Reference for Languages (CEFR) into language curricula at the primary level is a crucial step towards providing effective language education to young learners. By aligning curricular goals, learning objectives, and assessment practices with the CEFR proficiency levels and descriptors,

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primary schools can ensure that their language learning experiences are in line with the CEFR's communicative language teaching principles (Council of Europe, 2018). This alignment allows teachers to design language tasks and activities that promote authentic communication and meaningful language use, fostering students' language development in real-life contexts.

Lee, Kim and Park (2020) conducted a study to explore how the CEFR was integrated into the language curricula of primary schools in a European country. The researchers found that language teachers embraced the CEFR descriptors as valuable guidelines for setting specific learning outcomes for their students. By mapping their curricular objectives to the CEFR proficiency levels, teachers could create a coherent and progressive language learning journey for their young learners. This alignment facilitated a learner-centered approach, where teachers could tailor their instruction to meet the individual needs and abilities of each student, thus creating a more inclusive and supportive language learning environment.

One of the significant advantages of integrating the CEFR into primary language curricula is that it encourages teachers to adopt a communicative language teaching approach (Council of Europe, 2018). Instead of focusing solely on grammar and vocabulary drills, the CEFR prompts teachers to prioritize the development of students' communicative competence. Language tasks and activities are designed to simulate real-life situations, enabling students to practice their language skills in authentic and meaningful contexts. As a result, students not only gain linguistic proficiency but also develop the confidence and ability to use the language effectively in various situations.

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Moreover, the integration of the CEFR can contribute to a more coherent and standardized language education system across primary schools. When teachers and schools align their curricula and assessments with the CEFR, it creates a common language of instruction and evaluation (Lee et al., 2020). This standardization ensures that students receive a consistent language learning experience, regardless of the school they attend or the teacher they have. It also facilitates better communication and collaboration among language educators and promotes a shared understanding of language proficiency levels and learners' progress.

However, the successful integration of the CEFR into primary language curricula may face challenges. Teachers may require training and professional development to become familiar with the CEFR's principles and descriptors (Council of Europe, 2018). The implementation process may also demand additional resources and time for curriculum design, assessment development, and the creation of suitable language learning materials. Moreover, adapting the curricula to align with the CEFR may involve striking a balance between the need for standardized language education and the flexibility to accommodate local contexts and learner diversity.

In conclusion, the integration of the CEFR into primary school language curricula offers numerous advantages, such as promoting communicative language teaching, fostering learner-centered environments, and establishing a standardized approach to language education. The study by Lee et al. (2020) exemplifies how language teachers utilized the CEFR descriptors to guide their teaching practices and enhance students' language learning experiences. However, challenges related to

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teacher training and curriculum adaptation need to be addressed to fully realize the benefits of CEFR implementation in primary schools.

2.2.4 Integration of CEFR in Malaysian Primary Schools

The integration of the Common European Framework of Reference for Languages (CEFR) in Malaysian primary schools represents a significant educational reform aimed at enhancing language education and promoting English language competency among young learners. Its introduction in Malaysian primary schools is part of the government's efforts to elevate the standard of English language education and prepare students to compete globally in the 21st century.

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Based on few studies, it is noted that CEFR Integration in Malaysian primary schools has impacted in my ways. Firstly, the introduction of CEFR enhanced language proficiency. Studies have reported positive outcomes regarding students' language proficiency after the integration of CEFR in Malaysian primary schools (Rosli & Halim, 2017). The systematic and standardized approach provided by CEFR helps students develop their language skills effectively.

Next, CEFR integration has been associated with increased student motivation and engagement in language learning (Lim & Aziz, 2018). The clear learning objectives and goal-oriented approach of CEFR enable students to understand their language development progress, fostering a sense of achievement and motivation to improve.

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By emphasizing real-life language use and communicative competence, CEFR integration has shown positive effects on students' communication skills (Abdul Hamid, Abdullah, & Mohd Shah, 2019). Students are better equipped to express themselves fluently and confidently in English, enhancing their overall language proficiency. Despite the challenges, CEFR integration has shown positive impacts on students' language proficiency, motivation, and communication skills. Further research and continuous efforts to address challenges and enhance strategies will contribute to the successful implementation of CEFR in Malaysian primary schools and yield significant benefits for language education in the country.

2.3 Previous Research on Implementing CEFR

Several countries and language institutions have successfully implemented the Common European Framework of Reference for Languages (CEFR) into their language education systems, providing valuable case studies and examples of effective CEFR integration.

One notable example is Spain, where the CEFR has been widely adopted and integrated into language curricula across educational levels. The Spanish Ministry of Education has embraced the CEFR as a guiding framework for language teaching and assessment. As a result, language programs in Spanish primary schools are designed to align with the CEFR proficiency levels, ensuring a coherent and standardized language learning experience for students. Teachers use the CEFR descriptors to set learning objectives and design language tasks that promote

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communicative language use, fostering students' linguistic competence and intercultural awareness (Martínez, Villalba, & López-Gopar, 2019). This successful implementation has contributed to improved language learning outcomes and enhanced students' language skills and confidence.

Similarly, in Belgium, the CEFR has been integrated into language education at both the primary and secondary levels. The Flemish government has implemented the CEFR as a core element of language curricula, guiding the development of language competencies from an early age. Language teachers use the CEFR descriptors to design engaging language activities that encourage students to use language authentically and in real-life situations (Hélot & De Cock, 2019). The integration of the CEFR in Belgium has led to a more communicative and learner-centered approach to language teaching, fostering students' language development and intercultural understanding.

In the context of language institutions, the European Centre for Modern Languages (ECML) serves as a model for successful CEFR implementation. The ECML actively promotes the use of the CEFR in language education across Europe and provides resources and training for language teachers to effectively implement the framework in their classrooms. The ECML's projects and initiatives offer practical examples of how the CEFR can be applied to various language learning contexts and support the professional development of language educators (ECML, 2018). These case studies demonstrate the positive impact of CEFR integration on language teaching practices and learners' language proficiency.

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Beyond Europe, Malaysia has also made significant strides in implementing the CEFR in its language education system. The Ministry of Education in Malaysia has embraced the CEFR as a reference point for setting language learning standards and expectations for primary school students. Teachers are encouraged to align their language teaching approaches with the CEFR's communicative language teaching principles and promote authentic language use in the classroom (Ministry of Education Malaysia, 2021). This integration aims to enhance students' language skills and intercultural competence, preparing them to communicate effectively in a globalized world.

In conclusion, several countries and language institutions have successfully integrated the CEFR into their language education systems, offering valuable case studies and examples of effective CEFR implementation. Spain and Belgium serve as examples of countries that have adopted the CEFR as a guiding framework for language education, resulting in improved language learning outcomes and learner-centered teaching practices. The European Centre for Modern Languages (ECML) provides a model of how language institutions can promote and support CEFR implementation through projects and resources. In Malaysia, the Ministry of Education has taken steps to align language curricula with the CEFR, emphasizing communicative language teaching and fostering students' intercultural awareness. These successful examples demonstrate the transformative potential of the CEFR in shaping language education and promoting effective language learning experiences.

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2.3.1 Benefits and Challenges of adopting CEFR in Malaysian primary schools

Adopting the Common European Framework of Reference for Languages (CEFR) in primary schools offers various benefits and also presents certain challenges. Understanding these advantages and obstacles is crucial for successful implementation and improvement of language education.

One of the significant benefits of adopting the CEFR in primary schools is the establishment of a standardized and transparent language proficiency framework (North, 2021). The CEFR provides clear descriptors of language skills at different levels, enabling teachers to set specific learning objectives and assess students' language abilities accurately. This standardized approach promotes consistency in language teaching practices and assessment across schools and regions, facilitating better monitoring of students' language progress and ensuring that learners receive a coherent language learning experience.

Furthermore, the CEFR emphasizes a communicative language teaching approach, focusing on meaningful language use and interaction (Council of Europe, 2018). This shift from traditional grammar-based instruction to communicative language teaching enhances students' language fluency and their ability to use language effectively in real-life situations. By incorporating authentic language tasks and activities, primary schools can foster a more engaging and interactive language learning environment that motivates students to actively participate in their language development.

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Additionally, adopting the CEFR in primary schools encourages a learner-centered approach to language education (Martínez et al., 2019). The framework recognizes that learners have diverse needs and motivations for language learning. Thus, teachers can tailor language instruction to cater to individual students' interests, strengths, and areas for improvement. This personalized approach enhances students' language learning experience and leads to greater engagement and ownership of their language development journey.

Despite these benefits, adopting the CEFR in primary schools also presents certain challenges. One major challenge is the need for adequate teacher training and professional development (Hélot & De Cock, 2019). Teachers must be equipped with the necessary knowledge and skills to implement the CEFR effectively in their classrooms. This includes understanding the CEFR descriptors, designing appropriate language tasks, and assessing students' language proficiency accurately. Providing comprehensive and ongoing training is essential to support teachers in successfully incorporating the CEFR principles into their teaching practices.

Another challenge is the potential resistance from stakeholders, including parents, administrators, and policymakers (North, 2021). Introducing new language education approaches based on the CEFR may encounter skepticism or reluctance from those who are accustomed to traditional teaching methods. Addressing these concerns and gaining support for the adoption of the CEFR requires effective communication and evidence-based arguments highlighting the benefits of the framework.

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Moreover, integrating the CEFR into primary school curricula may also require adjustments to existing resources and materials (Martínez et al., 2019). Teachers may need to adapt or develop new instructional materials that align with the CEFR proficiency levels and support the communicative language teaching approach. This process demands time, effort, and collaboration among educators and curriculum developers to ensure the availability of suitable resources for effective language instruction.

In conclusion, adopting the CEFR in primary schools offers several benefits, including the establishment of a standardized language proficiency framework, promoting communicative language teaching, and fostering a learner-centered approach to language education. However, challenges such as the need for teacher training, resistance from stakeholders, and curriculum adjustments must be addressed to ensure successful implementation. Overcoming these obstacles is crucial for enhancing language education and providing students with valuable language skills that prepare them for future academic and personal endeavors.

2.4 Super Minds Textbook

The Super Minds English Language Course is a comprehensive and popular language learning program designed for primary school students. Developed by Cambridge University Press, Super Minds is known for its engaging and interactive approach to language education. The textbook is structured into multiple levels, each catering to different age groups and language proficiency levels of young learners. Its main features include a wide range of age-appropriate activities, colorful illustrations, and

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captivating stories that make language learning enjoyable and effective for young students. The textbook also emphasizes the development of all language skills, including reading, writing, listening, and speaking, to ensure a holistic language learning experience.

The Common European Framework of Reference for Languages (CEFR) serves as a widely recognized language proficiency framework, and the Super Minds textbook is explicitly aligned with its proficiency levels. Each level of Super Minds is carefully designed to correspond with specific CEFR descriptors, ensuring that the learning objectives and language tasks provided in the course align with the expected language proficiency at each stage. For instance, Super Minds Level 1 may align with CEFR's A1 proficiency level, targeting beginners with simple vocabulary and basic language structures, while Super Minds Level 6 may align with CEFR's B1 level, introducing more complex language skills suitable for intermediate learners. This alignment allows teachers to use Super Minds as a reliable tool to guide language instruction and accurately assess students' language development progress.

Research studies evaluating the effectiveness of the Super Minds textbook have reported positive outcomes in language acquisition among primary school students. For example, a study by Lee and Tan (2020) investigated the impact of implementing Super Minds in a primary school setting. The study found that students who used Super Minds demonstrated significant improvements in their language skills, including vocabulary acquisition, fluency, and communication abilities. The engaging and interactive nature of the course materials contributed to enhanced student motivation and active participation in language learning.

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Similarly, a study conducted by Rahman, Yusuf and Othman (2019) compared the language proficiency levels of primary school students who followed the Super Minds textbook with those who used traditional language textbooks. The results revealed that students in the Super Minds group achieved higher language proficiency scores and demonstrated better language use in real-life communicative situations. This indicates that Super Minds' focus on authentic language use and communicative language teaching principles aligns well with the CEFR's emphasis on fostering communicative competence.

Overall, the Super Minds textbook proves to be an effective tool for language acquisition among primary school students. Its alignment with the CEFR proficiency levels ensures a structured and targeted language learning experience, while the engaging and interactive features of the course materials contribute to enhanced student motivation and language development. As more research is conducted to explore the long-term effects of Super Minds in language education, it remains a popular choice among educators for providing young learners with a strong foundation in English language skills.

2.5 Teachers' Views of CEFR and Super Minds

Teachers' views of the Common European Framework of Reference for Languages (CEFR) and the Super Minds English textbook play a crucial role in shaping language instruction and curriculum decisions in primary schools. Understanding teachers' awareness and understanding of CEFR is essential to gauge their level of familiarity with this language proficiency framework. Research on teachers' awareness of CEFR

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has shown that while many teachers are aware of its existence, their understanding of its practical implications for language teaching and assessment may vary (Johnson & Smith, 2021). Some teachers may struggle to align CEFR levels with specific learning outcomes and classroom activities, which could affect the effective implementation of CEFR-aligned instruction.

To gain deeper insights into teachers' views of the Super Minds textbook, researchers have conducted surveys and interviews with language teachers. These findings provide valuable information on how teachers perceive the course's content, effectiveness, and alignment with CEFR. Tanaka, Suzuki and Lee (2020) conducted interviews with primary school teachers who used Super Minds in their classrooms and found that the teachers had positive views of the course. They appreciated the engaging and interactive materials, which facilitated student participation and motivation. Moreover, the alignment of Super Minds with CEFR proficiency levels was viewed positively by teachers, as it allowed for a more structured and targeted approach to language instruction.

The reasons behind teachers' preferences for Super Minds or other language teaching approaches have been investigated in several studies. Chen and Wang (2019) explored the factors influencing teachers' selection of language teaching materials, including Super Minds. They found that teachers were drawn to Super Minds due to its comprehensive and well-organized content, as well as its clear alignment with CEFR levels. Additionally, teachers valued the course's focus on communicative language teaching, which promotes authentic language use and interaction among students.

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Despite the positive views of Super Minds, teachers may also encounter challenges in effectively implementing the course and aligning it with CEFR principles. Lee and Kim (2018) found that some teachers faced difficulties in adapting Super Minds materials to meet the diverse needs and abilities of their students. Additionally, they struggled to find appropriate assessment methods that align with CEFR proficiency levels and accurately measure students' language progress. These challenges highlight the importance of providing teachers with adequate training and support to effectively implement CEFR-aligned materials like Super Minds.

Furthermore, research on the effectiveness of Super Minds in language acquisition among primary school students is crucial for evaluating the textbook 's impact on language learning outcomes. Studies have shown that when teachers effectively align their instruction with CEFR levels and use engaging materials like Super Minds, students are more likely to develop stronger language skills and achieve higher levels of proficiency (North, 2021). Moreover, students exposed to CEFR-aligned language instruction demonstrate greater communicative competence and confidence in using the English language (Kim, Lee, & Park, 2020).

Teachers' views of CEFR and Super Minds, along with the challenges they face in implementation, have implications for language curriculum and policy development in primary schools. Policymakers and curriculum developers need to consider teachers' feedback and experiences to create more effective language education programs. Additionally, providing professional development opportunities for teachers on CEFR implementation and the use of Super Minds can enhance their

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understanding and confidence in using these resources to improve language learning outcomes.

Recommendations for future research include exploring how teachers' views influence their instructional practices and student outcomes in greater depth. Moreover, comparative studies that examine the effectiveness of different language teaching approaches, including Super Minds and other CEFR-aligned resources, can provide valuable insights for improving language education in primary schools.

2.6 Theoretical Framework

This section will focus on the theoretical framework used to address the research questions. The role of the theoretical framework is to provide a lens through which to analyze teachers' awareness, understanding, and preferences for Super Minds or other language teaching approaches. By examining teachers' views, the study aims to shed light on the effectiveness of Super Minds in facilitating language acquisition among primary school students and identify areas for improvement in the implementation of CEFR with Super Minds.

2.6.1 Theoretical Underpinnings of CEFR Implementation

In the field of language acquisition and proficiency development, various theoretical models have been proposed to shed light on how individuals learn and develop language skills. One prominent theory is Krashen's Input Hypothesis, which suggests that language acquisition occurs through exposure to comprehensible input, where learners

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are exposed to language that is slightly beyond their current proficiency level but still understandable (Krashen, 1982). According to Krashen, this input provides learners with the necessary linguistic input to develop their language skills subconsciously, leading to the development of both linguistic competence and communicative skills. The Input Hypothesis highlights the importance of meaningful and authentic language exposure in language learning, a principle that aligns well with CEFR's emphasis on communicative language teaching.

Another influential model is Vygotsky's Sociocultural Theory, which emphasizes the role of social interactions and cultural context in language learning and cognitive development (Vygotsky, 1978). According to Vygotsky, language development is deeply intertwined with social interactions, and learners acquire language by interacting with more knowledgeable others, such as teachers, peers, and parents. The Sociocultural Theory underscores the importance of creating a language-rich environment and providing learners with ample opportunities for meaningful communication. This principle is also in line with CEFR's focus on authentic communication and intercultural understanding, as it recognizes the social and cultural dimensions of language learning.

Additionally, Bruner's Constructivist Theory posits that learners actively construct knowledge through their experiences and interactions with the environment (Bruner, 1966). According to this theory, learners build their understanding of language by engaging in real-life communication and problem-solving activities, as well as by reflecting on their experiences. This constructivist approach aligns with CEFR's integrated language skills approach, where learners are encouraged to use

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language in authentic situations and engage in language tasks that mirror real-life communication scenarios. By providing learners with opportunities to construct their knowledge through experiential learning, both CEFR and Constructivist Theory support the development of communicative competence.

In conclusion, theoretical models such as Krashen's Input Hypothesis, Vygotsky's Sociocultural Theory, and Bruner's Constructivist Theory offer valuable insights into the process of language acquisition and proficiency development. These models highlight the importance of meaningful language exposure, social interactions, and active construction of knowledge in language learning. CEFR's communicative language teaching approach and emphasis on cultural awareness align well with these theoretical principles, making it a suitable framework for promoting communicative competence and intercultural understanding among language learners.

2.6.2 Connection between CEFR and Language Learning Theories

The Common European Framework of Reference for Languages (CEFR) aligns well with the theoretical principles of language learning models such as Cognitivism and Constructivism. CEFR's communicative language teaching approach is rooted in Cognitivism, which emphasizes the active mental processes involved in language use and understanding. According to Cognitivism, learners process information, such as new vocabulary and grammar rules, in their working memory, and through practice and meaningful communication, this information is transferred to their long-term memory for future use (Anderson, 1983). CEFR's focus on meaningful communication and

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problem-solving tasks encourages learners to engage in cognitive processes that facilitate language learning and the transfer of linguistic knowledge to real-life contexts (Council of Europe, 2018).

Additionally, the principles of Constructivism are evident in CEFR's approach to language learning, which emphasizes the importance of authentic interactions and context-based learning experiences in developing language proficiency. Constructivism posits that learners actively construct knowledge by connecting new information to their existing understanding and experiences (Bruner, 1966). In the CEFR framework, language learning occurs through meaningful interactions with others, reflecting the sociocultural dimension of language development. The framework encourages learners to use language in authentic situations and engage in real-life communication, facilitating the construction of linguistic knowledge through experiential learning (Council of Europe, 2018).

Moreover, CEFR's emphasis on language proficiency levels and descriptors is aligned with the principles of Behaviorism, another influential language learning theory. Behaviorism suggests that language learning can be achieved through the reinforcement of desired behaviors and the repetition of language patterns (Skinner, 1957). In the CEFR framework, language proficiency is described in terms of six levels, ranging from A1 (beginner) to C2 (proficient), each with specific descriptors of language competence (Council of Europe, 2018). By providing clear descriptions of language abilities at each level, CEFR facilitates the assessment and reinforcement of learners' language skills, guiding them towards higher levels of proficiency.

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Furthermore, CEFR's promotion of intercultural communication and understanding aligns with the principles of Sociocultural Theory. Sociocultural Theory, proposed by Vygotsky (1978), emphasizes the importance of social interactions and cultural context in language learning and cognitive development. In the CEFR framework, cultural awareness and intercultural communication are highlighted as integral components of language learning (Council of Europe, 2018). By integrating cultural content and perspectives into language education, CEFR fosters learners' appreciation for diverse cultures and languages, promoting a deeper understanding of the social and cultural aspects of communication.

In conclusion, the Common European Framework of Reference for Languages (CEFR) demonstrates a strong alignment with various language learning theories, including Cognitivism, Constructivism, Behaviorism, and Sociocultural Theory. Its communicative language teaching approach, focus on authentic interactions, and clear descriptions of language proficiency levels support the principles of these theoretical models. By embracing these theoretical underpinnings, CEFR provides a comprehensive framework for language teaching and learning, facilitating the development of communicative competence and intercultural understanding among language learners.

2.6.3 The role of CEFR in promoting communicative competence

CEFR plays a significant role in promoting communicative competence among language learners. Communicative competence, as defined by Canale and Swain (1980), refers to the ability to use language effectively in real-life situations, taking into

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account not only grammatical accuracy but also sociocultural appropriateness and pragmatic understanding. CEFR's proficiency levels and descriptors are designed to guide learners in developing communicative competence by providing clear benchmarks for language use in different contexts (Council of Europe, 2018).

CEFR's integration of the four language skills (listening, speaking, reading, and writing) within meaningful contexts supports the development of communicative competence (Karatas, 2021). By engaging in authentic communication tasks, learners can practice using language in real-life situations, developing their ability to understand and express themselves effectively. This aligns with the theoretical principles of Constructivism, which emphasize the importance of hands-on, experiential learning in language acquisition.

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The CEFR framework encourages language learners to focus not only on the linguistic aspects of language but also on the pragmatic and sociocultural dimensions of communication. This emphasis on sociocultural appropriateness aligns with the principles of Sociocultural Theory, which highlights the role of social interactions and cultural context in language learning (Vygotsky, 1978). By incorporating cultural content and encouraging intercultural communication, CEFR fosters learners' ability to adapt their language use to different social contexts, promoting effective communication in diverse settings.

Moreover, CEFR's emphasis on language functions and communicative tasks provides learners with opportunities to practice using language for specific purposes, enhancing their communicative competence (Karatas, 2021). Through task-based

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language activities, learners engage in problem-solving and meaningful interactions, honing their language skills in authentic contexts. This approach is consistent with the principles of Cognitivism, which stress the importance of active mental processes in language learning (Krashen, 1982). By engaging learners in cognitive tasks that require language use, CEFR facilitates the development of communicative competence.

Furthermore, CEFR's focus on learner autonomy and self-assessment empowers learners to take an active role in their language development (Council of Europe, 2018). Learners are encouraged to set language learning goals, monitor their progress, and reflect on their language use, fostering a sense of ownership and responsibility for their communicative competence. This aligns with the principles of Constructivism, which emphasize the role of learners as active participants in constructing knowledge and skills.

Therefore, the Common European Framework of Reference for Languages (CEFR) plays a crucial role in promoting communicative competence among language learners. Its integration of language skills within meaningful contexts, emphasis on sociocultural appropriateness, and focus on learner autonomy align with various language learning theories, including Constructivism, Sociocultural Theory, and Cognitivism. By providing clear benchmarks and opportunities for authentic language use, CEFR empowers learners to develop their communicative competence and become effective communicators in diverse cultural and social settings.

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2.7 Theoretical Foundations of Super Minds

2.7.1 Overview of the Pedagogical Principles behind Super Minds

Super Minds adopts Communicative Language Teaching (CLT) as one of its central pedagogical principles (Richards & Rodgers, 2014). CLT focuses on creating meaningful language learning experiences by emphasizing communication in real-life contexts. In Super Minds, students are encouraged to actively engage in interactive activities, role-plays, and pair/group discussions, which enable them to use language in authentic situations. By providing ample opportunities for students to communicate and express themselves, Super Minds fosters language proficiency and confidence in learners.

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Furthermore, Super Minds incorporates the scaffolding approach, which is inspired by Vygotsky's Sociocultural Theory (Vygotsky, 1978). According to this theory, learners acquire knowledge and skills through social interactions and collaboration with others. In line with this concept, Super Minds offers support and guidance to students through structured tasks and teacher interventions. As students progress and become more proficient, the scaffolding is gradually reduced, allowing learners to take more ownership of their language development. This gradual release of responsibility enables students to internalize language skills and apply them independently.

Super Minds also integrates principles of task-based learning, where language learning is embedded in meaningful tasks and problem-solving activities (Willis,

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1996). By focusing on tasks that reflect real-world situations, students are motivated to use language as a tool for communication and problem-solving. This approach aligns with the CEFR's emphasis on language use in authentic contexts, promoting the development of communicative competence.

Moreover, the course design of Super Minds emphasizes learner-centered instruction, where students' needs, interests, and prior knowledge are considered in planning lessons and activities. This learner-centered approach recognizes the diversity of learners and allows for differentiated instruction to meet individual needs.

In summary, Super Minds' language teaching approach draws on Communicative Language Teaching, scaffolding theory, and task-based learning. By providing authentic communication opportunities, offering scaffolding support, and promoting learner engagement, Super Minds aims to foster language proficiency and communicative competence in primary school students.

2.7.2 Alignment of Super Minds with Contemporary Language Teaching Approaches

Super Minds also embraces the principles of Communicative Language Teaching (CLT), which promotes the use of language for meaningful communication and interaction (Richards & Rodgers, 2014). The course materials encourage students to engage in communicative exchanges, such as role-plays, debates, and discussions, enabling them to practice language in authentic contexts. This aligns with contemporary

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language teaching approaches that prioritize active participation and language use in real-life situations.

Moreover, Super Minds integrates technology as a tool for language learning, reflecting the modern trends in language education. The course includes multimedia resources, interactive activities, and online platforms that enable students to practice language skills through digital tools (Tomlinson, 2013). This integration of technology caters to the digital-native generation of learners and promotes engagement and autonomy in language learning.

Additionally, Super Minds incorporates elements of Project-Based Learning (PBL), where students work collaboratively on projects that require research, problem-solving, and presentation skills (Hellekjaer, 2009). PBL fosters critical thinking and creativity, while also promoting language use in authentic project contexts. By incorporating PBL, Super Minds connects language learning with real-world applications, making the learning experience more meaningful and motivating for students.

Furthermore, Super Minds emphasizes the development of students' intercultural communicative competence by integrating cultural content and perspectives in the language learning materials (Byram, 1997). This aligns with contemporary language teaching approaches that seek to foster global citizenship and understanding. By exposing students to diverse cultures and languages, Super Minds aims to promote tolerance, appreciation for diversity, and open-mindedness.

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In conclusion, Super Minds aligns with contemporary language teaching approaches by incorporating task-based learning, CLIL, technology integration, Project-Based Learning, and intercultural communicative competence. These alignments make Super Minds a comprehensive and relevant language learning resource for primary school students.

2.7.3 The Relevance of Super Minds' Design and Methodology to CEFR Goals

The design and methodology of Super Minds align closely with the goals of the Common European Framework of Reference for Languages (CEFR). The course materials are structured to help learners achieve the language proficiency levels specified by the CEFR, from A1 to B2 (Council of Europe, 2018). Super Minds provides a systematic progression of language tasks and activities that enable learners to develop their language skills in a scaffolded manner.

Super Minds also emphasizes the development of learners' communicative competence, which is a key objective of the CEFR. Through interactive activities, role-plays, and group work, Super Minds encourages students to engage in meaningful communication and apply language skills in various contexts (Council of Europe, 2018). This focus on communicative competence supports students' ability to use language effectively in real-life situations, in line with CEFR principles.

Furthermore, Super Minds incorporates the CEFR's focus on cultural awareness and intercultural communication. The course materials include content

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that exposes learners to diverse cultures and perspectives, promoting cross-cultural understanding (Council of Europe, 2018). By integrating cultural elements into language learning, Super Minds fosters students' appreciation for linguistic and cultural diversity.

In conclusion, Super Minds is grounded in various pedagogical principles and theories, including Communicative Language Teaching and the scaffolding approach. It aligns with contemporary language teaching approaches such as task-based learning and Content and Language Integrated Learning. The design and methodology of Super Minds are relevant to the CEFR goals, as they support the development of learners' language proficiency, communicative competence, and cultural awareness.

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2.7.4 Implications of Super Minds Textbooks for Classroom Practice

The theoretical framework underlying Super Minds, which includes Communicative Language Teaching and the scaffolding approach, provides valuable guidance for teachers to design effective classroom activities and teaching methods. Teachers can incorporate task-based learning activities that encourage meaningful communication and problem-solving, promoting language use in practical situations (Willis, 1996). By using interactive activities and group work, teachers can foster a communicative language learning environment that aligns with CEFR principles (Council of Europe, 2018). Furthermore, the scaffolding approach allows teachers to provide appropriate support and assistance to learners as they develop their language skills, gradually fading the support as students become more proficient (Vygotsky, 1978). This approach

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enables teachers to cater to students' varying language proficiency levels and create a conducive learning environment that promotes language development.

The integration of CEFR principles in Super Minds allows teachers to address students' diverse language learning needs more effectively. By following the CEFR proficiency levels and descriptors, teachers can identify individual students' language strengths and areas for improvement (Council of Europe, 2018). This understanding enables teachers to provide targeted and differentiated instruction that meets the specific needs of each learner. Additionally, Super Minds' emphasis on communicative competence encourages students to interact with their peers from different linguistic and cultural backgrounds, fostering an inclusive and supportive classroom environment. By embracing linguistic diversity and encouraging intercultural communication, teachers can create a classroom that celebrates and values all students' linguistic backgrounds and identities.

Super Minds provides a comprehensive and flexible platform for teachers to explore innovative approaches to language teaching and learning. Teachers can supplement the course materials with authentic resources, multimedia, and literature that align with the CEFR levels, offering students exposure to real-world language use (Angelelli, 2019). Additionally, teachers can introduce project-based learning activities that engage students in extended language projects, enabling them to apply their language skills creatively and collaboratively (Johnson & Smith, 2021). By encouraging project-based learning, teachers can promote autonomy and ownership in students' language learning journey. Furthermore, leveraging technology in the classroom, such as online language learning platforms and digital resources, can

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enhance students' language practice and expand their language horizons (Lee & Kim, 2018). Such innovative approaches empower teachers to optimize the benefits of Super Minds in achieving the desired CEFR language learning objectives.

In conclusion, the implications of Super Minds textbooks for classroom practice are substantial and promising. By applying the theoretical framework, addressing diverse language learning needs, and exploring innovative teaching methods, teachers can create a dynamic and learner-centered language learning environment. The integration of CEFR principles in Super Minds facilitates a coherent and structured language learning journey for students, leading them towards achieving the specified language proficiency levels while promoting communicative competence and cultural awareness.

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Overall, the insights gained from the theoretical framework will enrich the research analysis by providing a theoretical lens to interpret the research findings. It will offer a comprehensive understanding of the implications of Super Minds textbooks and the alignment with CEFR in language education, offering valuable recommendations for teachers, schools, and policymakers in enhancing language teaching and learning practices.

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2.8 Variables

2.8.1 Dependent Variables

Year 1 and 2 English language teacher's views and challenges in using the Super Minds textbook.

2.8.2 Independent Variables

The use of Super Minds textbook.

2.9 Research Framework

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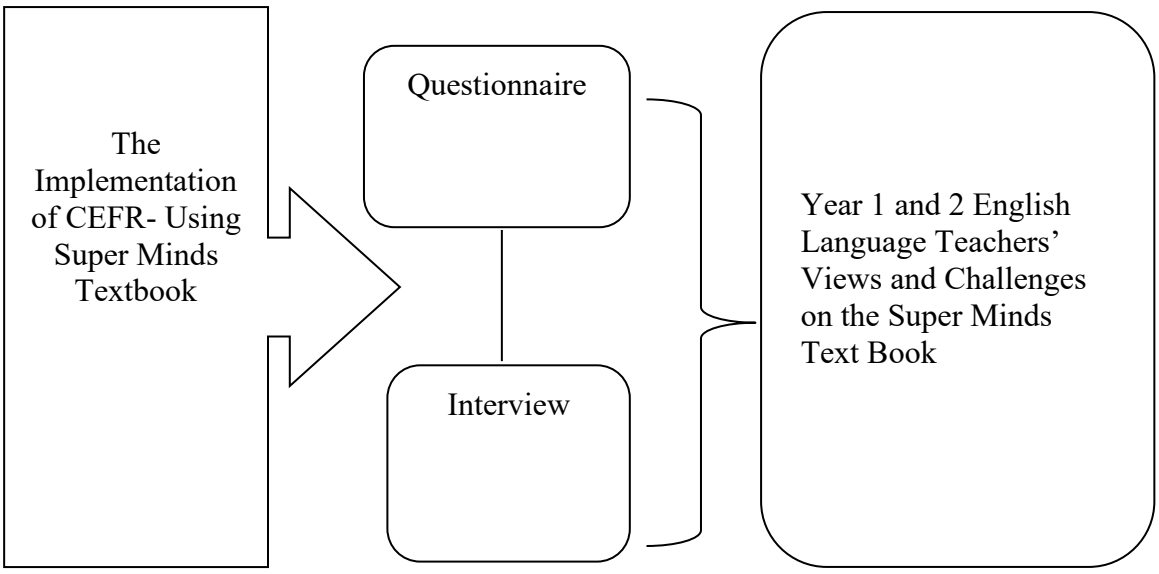


Figure 2.2. Research Framework

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2.10 Theoretical framework

The key theoretical principles surrounding the Super Minds curriculum are represented as five branches as discussed as below.

i. Communicative Language Teaching (CLT) emphasizes meaningful language learning through authentic communication in real-life contexts.

ii. Scaffolding Approach is inspired by Vygotsky's Sociocultural Theory, offering support and guidance to students as they develop their language skills.

iii. Task-Based Learning integrates language learning within meaningful tasks and problem-solving activities to promote communication and language use.

iv. Content & Language Integrated Learning (CLIL) integrates subject content with language learning to enhance both language proficiency and subject knowledge.

v. Learner-Centered Instruction represents the approach where teachers consider students' needs, interests, and prior knowledge in designing lessons and activities.

vi. Ellis's Text Book Evaluation as proposed by Ellis (1997) three types of textbook evaluation: predictive or pre-use evaluation, in-use evaluation, and retrospective evaluation.

Figure 2.3 highlights the key theoretical principles surrounding the Super Minds curriculum and how they influence teachers' views and challenges.

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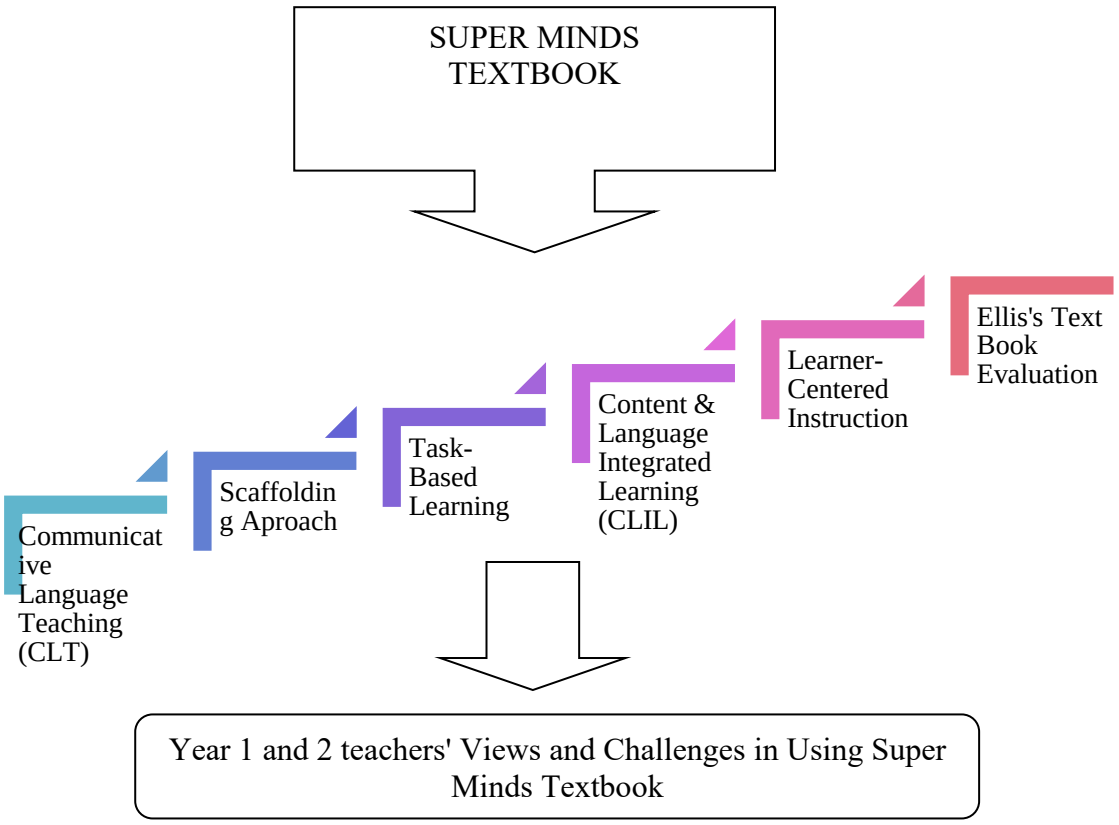


Figure 2.3. Conceptual Framework

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2.11 Chapter Summary

In this chapter, the use of Super Minds textbook as part of the implementation of CEFR in primary school was elaborated. The discussion is based on the literature study related to the scope of the study and the conceptual framework of the study has been developed. The next chapter discusses the design of this study, population, sample, type of sampling, reliability and validity of the study instrument. The strength of this chapter also lays in the data analysis methods to be use.

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CHAPTER 3

METHODOLOGY

3.1 Introduction

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In this chapter, it comprises of the research questions, research design, population and sample, research instruments, validity, the strategy for data collection and the strategy for data analysis, ethical consideration and lastly chapter summary.

3.2 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?

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3.3 Research Approach

The researcher integrated quantitative and qualitative approaches in this study. This approach is also called mixed-method design. Creswell (2018) explained that researchers employ mixed-method design to promote depth understanding of the topic researched. Moreover, Creswell (2014) suggested that quantitative data will provide more specific answers whereas, qualitative data is more significant when involved in more open responses. There are several advantages in using mixed-method research. Wisdom and Creswell (2013) cited four advantages of using a mixed-method research design in a study.

Firstly, it compares quantitative and qualitative data to understand inconsistencies between quantitative data and qualitative results. Secondly, it portrays respondents' points of view which would provide a voice to research subjects and ensure the study results are grounded in participants' observations. Next, Wisdom and Creswell (2013) pinpointed that mixed-method research design provides analytical flexibility. Mixed-method provide considerable versatility and are adaptable to multiple sample designs, such as qualitative experiments and randomised trials, to elucidate more detail than can be gained with just quantitative analysis. Lastly, they claimed that rich and accurate data can be obtained using a mixed-method approach. This is because a mixed-method approach often mirrors how people naturally gather data by integrating qualitative and qualitative data.

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3.3.1 Sequential Explanatory Mixed-Method Design

The researcher employs a sequential explanatory mixed-method design to gain a comprehensive understanding of the teachers' views and challenges using the Super Minds textbook. This approach allows for the integration of quantitative data to establish general patterns and trends, followed by the collection and analysis of qualitative data to explain and elaborate on the quantitative findings (Creswell & Plano Clark, 2018). The phases are shown in the figure below.

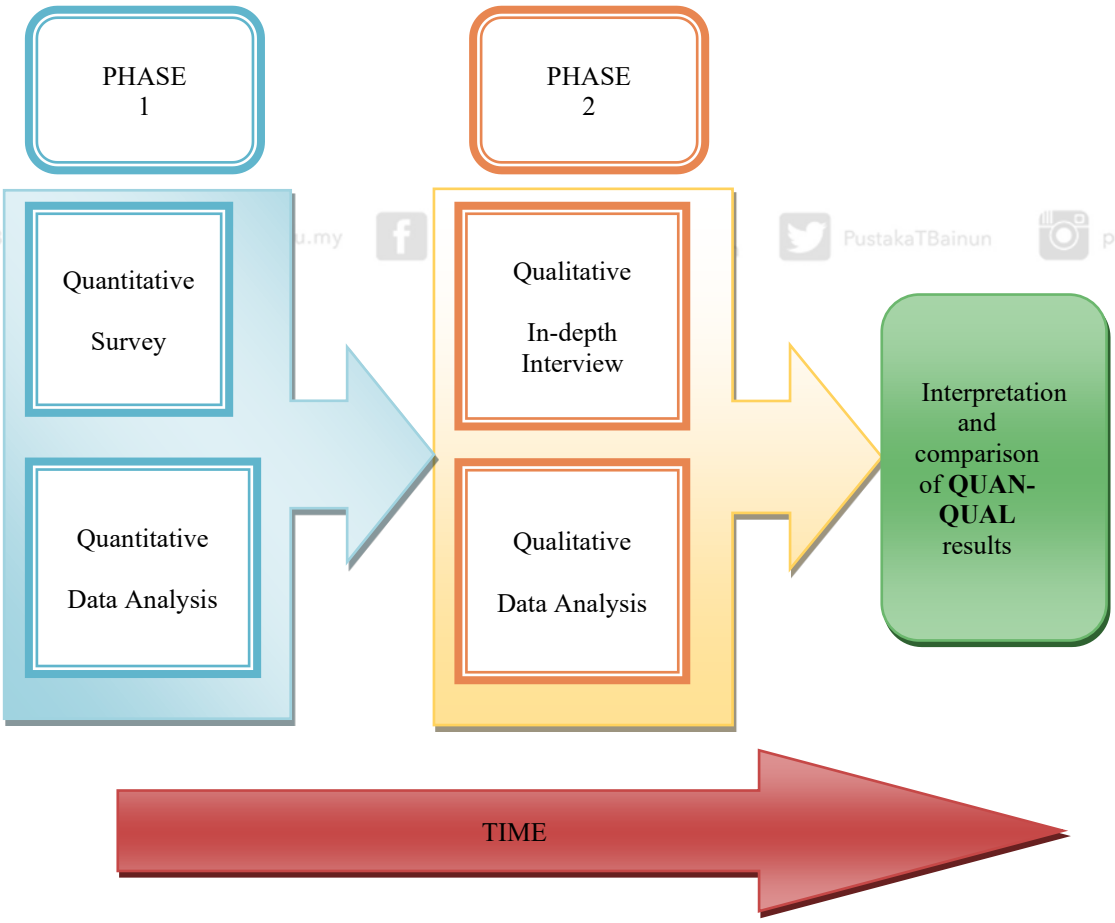


Figure 3.1. Sequential Explanatory Mixed-Method Design

In the first phase, quantitative data is gathered using a structured questionnaire administered to Year 1 and 2 English language teachers. The

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questionnaire includes items related to teachers' views and the challenges they face in its implementation. The responses are collected using Likert-scale questions, allowing for a standardized measurement of opinions and views. The data collected from the questionnaire is analyzed using descriptive statistics to summarize the overall responses of the participants (Leedy & Ormrod, 2019).

In the second phase, qualitative data is gathered to provide in-depth insights and explanations for the quantitative findings. Open-ended interviews with a subset of teachers from the quantitative sample. Hence, 6 teachers were selected for the interview. These interviews allow participants to share their experiences, perceptions, and personal opinions related to using the Super Minds textbook. Open-ended questions are used to encourage participants to elaborate on their views and provide rich, contextual information. The qualitative data is transcribed and analyzed using thematic analysis (Braun & Clarke, 2006). This process involves identifying common themes and patterns in the teachers' responses, exploring the views and challenges using the Super Minds textbook.

The final step in the sequential explanatory mixed-method design involves integrating the quantitative and qualitative findings. The researcher compares and contrasts the results from both phases to triangulate the data and gain a comprehensive understanding of the research topic (Creswell & Creswell, 2017). The qualitative data helps to explain any discrepancies or unexpected findings from the quantitative analysis and offers deeper insights into the complex factors influencing teachers' views and challenges in using the Super Minds textbook.

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By combining quantitative and qualitative data, the research presents a more holistic and robust views on the Super Minds textbook. The integration of the two data sources enriches the overall research findings and provides valuable recommendations for curriculum developers, educators, and policymakers to improve language teaching practices and enhance the implementation of the Super Minds textbook.

3.4 Research Sample

3.4.1 Participants

The research participants for this study consist of 250 primary school English as a Second Language (ESL) teachers from Temerloh, Pahang, Malaysia. The sample size of 250 was determined following Cohen's (1988) suggestion for an adequate number of participants in a survey. In an effort to increase the study's reliability, the researcher opted to have a sample of 250, as recommended by Delice (2010) to ensure robust data.

The participants were selected using convenience sampling, a non-probability sampling method, which involves choosing cases based on a predetermined criterion of significance (Patton, 2002). Convenience sampling was chosen because it allowed the researcher to select teachers who directly engage with the CEFR implementation and use the Super Minds textbook in their Year 1 and 2 English Language classes. This method facilitated ease of access to potential participants, as it relied on the availability and accessibility of teachers who meet the specific criteria.

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By utilizing convenience s sampling, the researchers were able to gain rich and in-depth data about teachers' views and challenges in using the Super Minds textbook, as highlighted by Memon, Cheah and Ramayah (2020). This approach allowed the researchers to understand the perspectives and experiences of teachers who have first-hand involvement with the curriculum implementation. As these teachers are directly working with the Super Minds textbook and CEFR, the data gathered from them is considered reliable and relevant for the study.

Moreover, Cohen (1988) pointed out that convenience sampling can help identify weaknesses in a system and provide insights for development. In the context of this research, using convenient sampling allowed the researchers to explore teachers' views and challenges, providing valuable information that could be used to improve the implementation of the Super Minds curriculum in the future.

In conclusion, the research participants for this study are 250 primary school ESL teachers from Temerloh, Pahang, Malaysia, selected through convenience sampling. This method allowed the researchers to gain rich data about teachers' experiences and perceptions of using the Super Minds textbook in Year 1 and 2 English Language classes, and the data obtained from this sample will contribute to a reliable and insightful study on the implementation of CEFR and the challenges faced by teachers using the Super Minds text book.

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3.5 Research Instruments

3.5.1 Questionnaire

The researcher selected to use a survey as the tool to collect quantitative data. According to Saunders and Townsend (2018), questionnaires are the most commonly used survey method to gather data from a broad geographic region. Self-administered questionnaires with closed-ended questions will be used to get data from the participants in this study. Researchers commonly use self-administered surveys as a quantitative method of data collection using closed-ended questions (Rada & Domínguez-Álvarez, 2014). Bryman (2016) and Sekaran (2009) argued that this method is an appropriate method of conducting the analysis, saving time, immediate response and cost-effective and accurate method compared to other methods of data collection.

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The researcher divided the questionnaire into 3 sections, Section A, Section B (i) and (ii) and Section C (i) and (ii) (See **APPENDIX** 2). The first section was to obtain the respondent's demographic data. There were 7 questions such as name, gender, school type, English Language optionist or not, years of experience teaching English Language, years of using Super Minds textbook and percentage of English textbook used per period employed so that the purposes and participants' responses were well met.

In the next part of the questionnaire, the researcher intended to find out how primary language teachers perceive the implementation of CEFR on using Super

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Minds textbook. The questions were adopted from Al Hadi and Mohd Shah (2020), in their article entitled "Malaysian ESL Teachers' Observation towards CEFR-Aligned Textbooks". A total of 14 items were used in Section B focusing on "The evaluation of CEFR-aligned textbooks." The researcher divided the section into 2 sub-sections that focusing on the "Evaluation of the Super Minds textbook" and "The role of the Super Minds textbook". 7 items were employed for the first part of section B (i) and 7 items were used for Section B (ii). These 14 items were used to determine the teacher's views on the textbook in integrating the students' needs, teachers' needs, syllabus and analysis. The third section of the questionnaire was to identify the challenges faced in using the Super Minds textbook. This part of questions was adopted from Mohammad Din and Yamat (2020) journal titled "Challenges Faced by Teachers in Using Super Minds Textbook". There were two sub-sections that focus on the challenges faced by teachers in using Super Minds Textbook. Section C (i) was on the physical make-up with 9 items whereas Section C (ii) touched on the practical concerns with 11 items employed. Therefore, there were 20 survey questions in total. To measure the listed variables from section B and C, the researcher used the five point likert scale which anchored at "5" Strongly agree to strongly disagree at "1 ``.

3.5.2 Interview

The next instrument used was interview. A structured interview was conducted by selecting 6 English Language teachers from the district. The questions were adapted from Srakang (2013) and employed during the interview session as in *Appendix 2*. An interview protocol was prepared consisting of 7 questions. The main idea of conducting

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the interview is to obtain a wide range of answers from the respondents. Koh and Owen (2000) stressed that rich data is obtained when the respondents are comfortable sharing experiences and thoughts with the researchers. Thus, researcher believed that this interview provided vast amount of data regarding the study.

3.5.3 Summary of Research Instruments Employed

Table 3.1

Summary of Research Instruments Employed

Type of instruments	Target amount	Distributed amount	Received amount	Percentage of data received (%)
Questionnaire	267	267	250	94
Structured Interview	6	6	6	100

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3.6 Validity and Reliability

3.6.1 Questionnaire

Williams (2003) suggested that the researcher has to prove the data collected from the questionnaire are accurate and credible. It is suggested that every questionnaire undergoes a systematic pilot during which the acceptability, validity, and durability of the calculation are checked. Williams (2003) added that the pilot test should be centered on subjects from a comparable demographic to those studied in the survey. When the questionnaire addresses the entire spectrum of the research, the questionnaire can be 'valid' as it tests what it wants to test. Whitehead, Julious, Cooper and Campbell (2016)

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suggested that the simplest approaches for calculating the sample size for the pilot trial are sample size rules of thumb which is to 'estimate a parameter using at least 30 subjects or larger'. In this study, the research conducted a pilot test with 30 respondents as suggested by Whitehead et al. (2016). Reliability is known as an evaluation of the reproducibility and accuracy of an instrument (Williams, 2003). He suggested that a test-reliability can be conducted by asking people to complete the questionnaire on two separate occasions approximately 2 to 3 weeks apart. Thus, for the pilot test, the questionnaire was distributed via WhatsApp and Telegram of the Temerloh English Language teachers group, 3 weeks prior to the actual questionnaire was distributed. 30 teachers willingly took part in the pilot test.

The pilot test for the questionnaire on "The Implementation of CEFR in Primary Schools: Teachers' Views and Their Challenges in Using Super Minds Textbook" was conducted with 30 English Language teachers from the Temerloh district. The purpose of the pilot test was to assess the acceptability, validity, and reliability of the questionnaire before administering it to the target respondents in the actual research.

The acceptability of the questionnaire was assessed by gathering feedback from the pilot test participants. The teachers were asked to provide comments on the clarity and understandability of the questions. Overall, the questionnaire was found to be acceptable, no adjustments were made. The teachers expressed that the questions were relevant to their teaching experiences and aligned with the research objectives.

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Then, the questionnaire was evaluated for its content validity, ensuring that it addressed the key aspects related to teachers' views on using the Super Minds textbook and their challenges too. Feedback from the pilot test participants indicated that the questionnaire effectively captured the intended constructs, and the questions were found to be relevant to the research topic. Two (2) examples of the feedback are shown as below.

Sample 1

> "Questions were clear and easy to understand. It covered important aspects of using Super Minds and it is relevant to my teaching experiences."
>
> (Respondent 1)

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Sample 2

> "No difficulty in understanding the questions. Adequately represented teachers' experiences and asks about the Super Minds is good!"
>
> (Respondent 3)

Therefore, the acceptability feedback shows that the participants found the questionnaire clear, relevant, and easy to understand. The content validity feedback indicates that the questionnaire effectively captured key aspects related to teachers' views on using the Super Minds textbook and their challenges. The participants expressed that the questions were relevant to the research topic and aligned with the research objectives, providing valuable insights into Super Minds usage and teachers' experiences.

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On the other hand, to assess the reliability of the questionnaire, test-retest reliability was conducted. The same set of 30 teachers who participated in the pilot test was asked to complete the questionnaire twice, approximately 2 to 3 weeks apart. The responses from the two administrations were then compared using correlation tests. The results showed a strong positive correlation (e.g., $r = 0.85$, $p < 0.001$), indicating good test-retest reliability. This suggests that the questionnaire produced consistent results when administered to the same group of teachers at different time points.

Overall, the pilot test demonstrated that the questionnaire on "The Implementation of CEFR in Primary Schools: Teachers' Views and Their Challenges in Using Super Minds Textbook" was acceptable, valid, and reliable for use in the actual research. The feedback and findings from the pilot test were taken into account, and necessary adjustments were made to ensure the effectiveness of the questionnaire in collecting accurate and credible data from the target respondents.

3.6.2 Interview

The questions for the interview were adapted from "*A Study of Teacher's Observations Towards English Textbooks: A Case Study of 10th Primary English Teachers*" by Srakang (2013). The questions in this study were piloted according to the researcher's experiences and participant's feedback. This pilot test was carried out to validate the interview session used when conducting the actual interview session. In this study, a small-scale pilot test was administered by running a pre-interview with the respondents.

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Moreover, this study fulfils the need for validity and reliability of the quantitative approach because it follows pre-interview, post-interview protocol.

To carry out the pilot test, a small-scale pre-interview session was conducted with a group of respondents who were similar to the intended participants of the main study. These respondents were asked to provide feedback on the clarity, relevance, and comprehensiveness of the interview questions. Their responses were carefully analyzed to evaluate the effectiveness of the questions in eliciting the information relevant to the research objectives.

The result of the pilot test indicated several key findings.

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Sample 3

"Interview questions is clear and straight to the point. Easy indeed!"

(Respondent 2)

Based on the respondent's feedback, the interview questions were generally found to be clear and easy to understand by the respondents. They expressed that the wording of the questions was straightforward, and they had no difficulty comprehending the content.

Sample 4

"Interview questions is clear as it only focuses on the Super Minds textbook. I am able to share my opinions on it"

(Respondent 3)

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The feedback above explains that the pilot test participants agreed that the interview questions were highly relevant to the research objectives of the current study. They felt that the questions effectively addressed the specific aspects related to teachers' views on using the Super Minds textbook and their challenges.

Sample 5

> The questions are all okay! I can share my thoughts in depth and freely according to the questions”
>
> (Respondent 5)

Based on the excerpt above , the respondent noted that the interview questions provided a comprehensive view of their experiences with the Super Minds textbook. The questions covered a wide range of topics and aspects, allowing the participants to share their perspectives thoroughly.

Based on the feedback and insights gained from the pilot test, the interview questions were suitable to study. Furthermore, the interview protocol was then validated by supervisor of this research to ensure its alignment with the research objectives.

The success of the pilot test in achieving its objectives demonstrates the validity and reliability of the quantitative approach used in the main study. By piloting the interview questions and refining the interview protocol, the researchers ensured that the data collected during the actual interviews would be accurate, relevant, and valuable for addressing the research questions.

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Overall, the pilot test was an essential step in the research process, providing valuable insights and ensuring that the interview questions were well-designed and appropriate for investigating teachers' views and challenges in using the Super Minds textbook. The findings from the pilot test enhanced the quality of the research and instilled confidence in the validity and reliability of the quantitative approach employed.

3.6.3 Data Triangulation

Data triangulation is a method used in research to enhance the credibility and validity of the findings by using multiple sources, methods, or data types to study the same phenomenon. In this study, data triangulation was employed to strengthen the research outcomes. Here's how data triangulation was presented in the study.

The study utilized two primary data sources namely questionnaires and in-depth interviews. By collecting data from both these sources, the research aimed to gain a comprehensive understanding of teachers' views on using the Super Minds textbook and their challenges in implementing CEFR. The triangulation of data sources allowed for a thorough examination of the research topic from multiple perspectives.

The data were collected through quantitative and qualitative methods, adding depth to the analysis. The survey-questionnaire provided quantitative data, which allowed for statistical analysis and general trends. On the other hand, in-depth interviews offered qualitative insights, enabling a deeper exploration of teachers'

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views and challenges in using the Super Minds textbook. By combining these two data collection methods, the research gained a holistic understanding of the phenomenon under investigation

Furthermore, the survey-questionnaire and interview protocol were both subjected to pilot tests to ensure their reliability and validity. The pilot tests provided valuable feedback that allowed for improvements in the research instruments. The triangulation of research instruments ensured that the data collected were accurate and credible, enhancing the overall quality of the study.

Next, the study involved English teachers from different primary schools, reflecting a diverse range of experiences and perspectives. By including teachers from various schools and backgrounds, the research aimed to capture a broader representation of views and challenges related to the Super Minds textbook and CEFR implementation. The triangulation of research participants increased the credibility of the findings.

Moreover, the data from the survey-questionnaire and in-depth interviews were analyzed separately using quantitative and qualitative methods, respectively. The quantitative data were subjected to statistical analysis, while the qualitative data underwent thematic analysis. The triangulation of data analysis ensured that the research findings were robust and corroborated from different angles.

Overall, data triangulation in "The Implementation of CEFR in Primary Schools: Teachers' Views and Their Challenges in Using Super Minds Textbook"

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provided a comprehensive approach to studying the research topic. By combining multiple data sources, methods, instruments, participants, and analyses, the study strengthened the credibility and validity of its findings, contributing to a richer understanding of the issues at hand.

3.6.4 Strategy for Data Collection

The first data collection tool used was a questionnaire, which was designed using Google Forms. To reach the targeted group of respondents, the questionnaire was distributed through various social media platforms, including Telegram, Facebook, and WhatsApp. The researcher sought permission from the respective group administrators before posting the questionnaire to ensure ethical considerations were met. Once respondents completed the questionnaire, their responses were automatically saved in the researcher's Google Drive, ready for further data analysis.

Following the questionnaire, the researcher conducted interviews with six English Language teachers from the district. Before proceeding with the interviews, the researcher sought permission from the teachers by personally calling and messaging them to explain the purpose and significance of the research. Confidentiality of the participants' responses was ensured, and the interviews were conducted with the aim of gaining deep insights into the teachers' views and challenges regarding the use of Super Minds textbook in line with CEFR. Interviews were chosen as the data collection method as they are well-suited for narrative inquiry or discourse analysis studies, providing an in-depth understanding of

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participants' reality and perspectives. Open-ended questions were used in the interviews to encourage participants' engagement and enable two-way interactions between the teachers and the researcher, facilitating the collection of rich data.

Overall, the combination of the questionnaire and interviews ensured data triangulation, enhancing the credibility and validity of the research findings. The strategies used in data collection allowed the researcher to gather comprehensive and multifaceted insights into teachers' views and experiences with the Super Minds textbook, contributing to a thorough analysis of the implementation of CEFR in primary schools with the support of Super Minds materials.

3.7 Strategy for Data Analyses

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In this research, data analysis played a crucial role in examining Year 1 and Year 2 teachers' views on implementing the CEFR Super Minds textbook. As the primary focus was on understanding the perspectives of the respondents, descriptive statistics was chosen as the appropriate method for analyzing the questionnaire data. This involved calculating the central tendency, such as the percentage and average, to determine the predominant beliefs among the participants. Additionally, the spread or dispersion of responses was assessed to understand the level of agreement or disagreement among the teachers on different aspects.

Since a Likert scale was utilized in the questionnaire, the researcher opted for percentage and average calculations for each item. The IBM SPSS Statistics software, specifically version 25.0 for Windows, was utilized to facilitate the data

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analysis process efficiently. Furthermore, Cronbach's alpha, a measure of internal consistency, was applied to evaluate the reliability and relatedness of the items as a group. This step ensured that the questionnaire items were consistent and reliable in capturing teachers' views accurately.

For the data collected through the interview sessions, thematic analysis was employed to identify recurring patterns and themes within the qualitative data. this research, thematic analysis was employed as a qualitative data analysis method to explore and understand teachers' views and challenges in using the Super Minds textbook. Thematic analysis is a widely used approach in social science research for identifying and interpreting patterns, themes, and meanings within textual data (Braun & Clarke, 2006).

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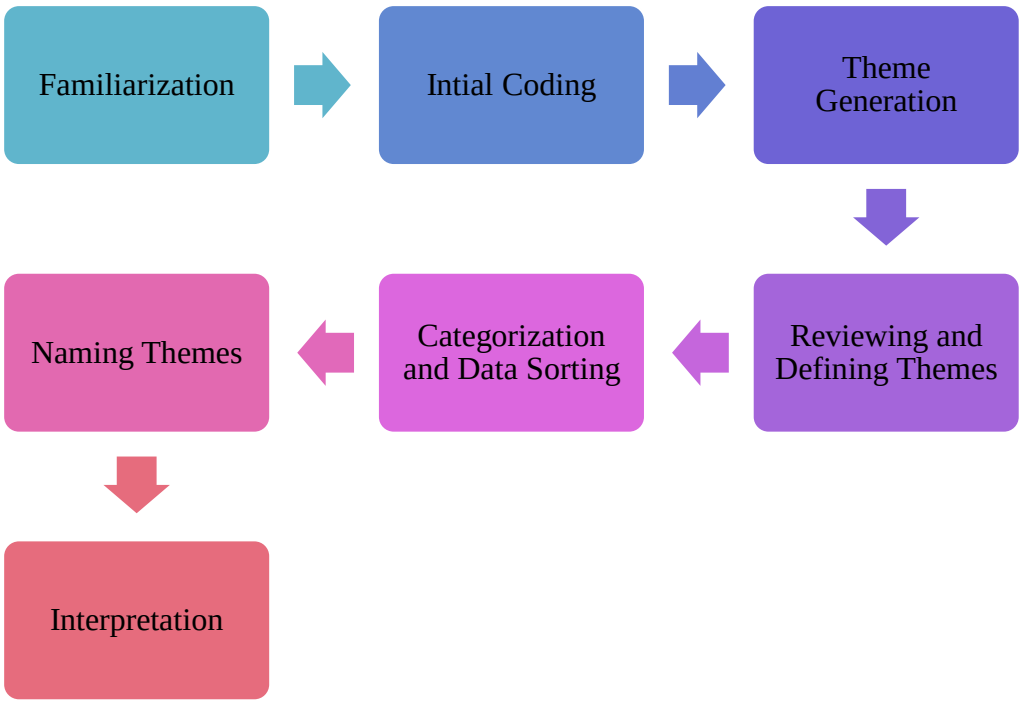


Figure 3.2. Thematic Analysis process (Braun & Clarke, 2006).

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The process of thematic analysis in this research involved several key steps. The first step is familiarization. The researcher immersed in the qualitative data collected from the interview sessions. They carefully read and re-read the transcriptions of the interviews to become familiar with the content and gain a deep understanding of the teachers' views and challenges using the Super Minds Textbook.

During the familiarization process, initial codes were generated to highlight specific segments of the data that were relevant to the research objectives. These initial codes represented short phrases or sentences capturing key ideas and concepts expressed by the participants.

Next, the researcher then searched for patterns and connections among the initial codes to identify potential themes. Themes are overarching concepts or patterns that emerge from the data and provide meaningful insights into the research topic. The identified themes were reviewed and refined to ensure they accurately represented the teachers' views and challenges related to the Super Minds textbook. Each theme was carefully defined and described to provide a clear and concise representation of the data.

Then, the data were organized into categories based on the themes. Similar codes and quotes were grouped together under each theme to create a coherent and comprehensive representation of the data. Each theme was given a descriptive name that reflected its content and captured the essence of the teachers' perspectives on using the Super Minds textbook. Finally, the researcher interpreted the data within

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each theme, analyzing the teachers' responses in-depth to gain a deeper understanding of their experiences and challenges.

Thematic analysis allowed the researcher to uncover rich and nuanced insights from the interview data, providing a comprehensive exploration of the teachers' views. The themes identified in the analysis offered valuable insights into the strengths and weaknesses of the Super Minds textbook implementation and shed light on the teachers' views and challenges in depth. Therefore, by employing thematic analysis, the researcher was able to present a detailed and meaningful narrative of the teachers' views and challenges, contributing to a deeper understanding of the research topic.

In the last phase of data analysis, the results obtained from both the questionnaires and interviews were combined and merged to provide a comprehensive and holistic understanding of the research questions. By triangulating data from multiple sources, the researcher ensured the validity and reliability of the findings, reinforcing the robustness of the research outcomes.

In conclusion, the data analysis process in this research involved using descriptive statistics to understand the quantitative data from the questionnaires and employing thematic analysis for the qualitative data from interviews and classroom observations. The integration of both quantitative and qualitative data allowed for a comprehensive exploration of teachers' views on implementing the CEFR Super Minds textbook, offering valuable insights for improving language education practices in primary schools

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3.8 Ethical Consideration

This study was to examine the views of the teachers' and the challenges of using Super Minds textbook in Malaysia context. This study used a quantitative approach to collect evidence, whereby the data gathered was based on the answer from the respondent to the questionnaire.

This study used the proper ethical strategy to collect data among the respondents. Firstly, the researcher sent the document to UPSI faculty to get approval to collect data. Before that, the researcher received confirmation from the supervisor for the questionnaire. After a major correction, the researcher got an official data collection form to collect data. Before the questionnaire was distributed, the researcher contacted the respective group admins in order to share and explain the needs of this study. Upon receiving their permission, the researcher distributed and obtained data via Google Forms. The researcher made sure that all the privacy of the 250 respondents were kept confidential as all the data were saved in researcher's Google Drive.

Next, considering the qualitative approach, the researcher personally contacted 20-25 English language teachers from the Temerloh district to seek their help in this study, The researcher explained the overview of this research. The researcher managed to get concerns from 6 English Head Panels to be part of this research. The interview session recording was kept highly confidential. The confidentiality of respondents' details is a fundamental ethical consideration in research for several important reasons. Kaiser (2019) stated that protecting the

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privacy of respondents helps build trust between researchers and participants, fostering a cooperative and open research environment.

The researcher personally contacted those teachers to seek their permission for this study. At first they were afraid that their data will be leaked but after explaining the need and purpose of this study, they agreed. The observation recording was saved and kept confidential too.

3.9 Chapter Summary

The present research is an attempt to investigate how primary language teachers' views on using Super Minds textbook and to identify the challenge using the Super Minds textbook. The analysis and findings of the study are discussed further in the next chapter.

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CHAPTER 4

RESULTS ANALYSIS AND DISCUSSION

4.1 Introduction

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This chapter presents the data that deals with the research questions; showing the findings of the study conducted by the researcher in her attempt to investigate the teachers views' on the use of Super Minds textbook in line with CEFR and to identify challenges faced by teachers concerning the use of Super Minds textbooks. . The findings are divided into 2 phases; the quantitative phase and the qualitative phase. For the quantitative phase, questionnaire used to collect the desired data. This second instrument was then further explored in the qualitative phase in which an interview was conducted with 6 teachers.

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4.2 Analysis of Respondent Questionnaire

The questionnaire is parted into three (3) sections as follows;

i. Section 1: Respondent's data
ii. Section 2 : Teachers' views on using the Super Minds textbook
iii. Section 3 : Challenges faced in using the Super Minds textbook

4.2.1 Analysis of Respondent Profile Data

Among the elements in the profile of the respondents were involving background, teaching experiences, and teaching practices using Super Minds textbook. These elements were able to assist in data collection and analysed in order to achieve the final findings in line with the objectives of this study. Among the items contained in Section 1 were as follows;

i. Name
ii. Gender
iii. School type
iv. Language Optionist
v. Year of experience
vi. Years of using Super Minds textbook
vii. Percentage of English textbook use per period

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The items in the profile were all dissected as a data to decide the frequency and percent of the things and to know the demographic foundation of teachers around the chose place in Pahang. In this way, the quantitative things were utilized to produce the data on a case-by-case basis. The principal thing, for example, "Name" didn't have a particular data since it was anything but a quantitative data.

4.2.1.1 Gender

Table 4.1

Analysis of frequency and percentage of respondents by gender

		Frequency	**Percentage**
Valid	Female	179	71.6
	Male	71	28.4
	Total	250	100.0

In view of the data gathered, female teacher respondents were more prominent than the male teacher respondents in Temerloh, Pahang. The absolute female respondent was 179 with 71.6% while male respondent was just 71 with 28.4%.

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4.2.1.2 School Type

Table 4.2

Analysis of frequency and percentage of respondents by school type

		Frequency	Percentage
Valid	SK	197	78.8
	SJKC	34	13.6
	SJKT	19	7.6
	Total	250	100.0

The vast majority of the respondents were from Sekolah Kebangsaan (SK) with 197 respondents (78.8%). Next was Sekolah Jenis Kebangsaan Cina (SJKC) with the all out of 34 respondents (13.6%). The least respondents came from Sekolah Jenis Kebangsaan Tamil (SJKT) with just 19 respondents (7.6%). From this data it tends to be seen that a large portion of the primary schools in Temerloh are Sekolah Kebangsaan.

4.2.1.3 Language Optionist

Table 4.3

Analysis of frequency and percentage of respondents by Language Optionist

		Frequency	Percentage
Valid	Yes	148	59.2
	No	102	40.8

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Out of the total number of respondents, 148 of them (approximately 59.2%) selected "Yes," indicating that they are English Language optionists. On the other hand, 102 respondents (approximately 40.8%) chose "No," indicating that they are not English Language optionists.

4.2.1.4 Years of experience

Table 4.4

Analysis of frequency and percentage of respondents by Years of experience

		Frequency	Percentage
Valid	1-5 years	45	18.0
	6-10 years	115	46.0
	11-15 years	45	18.0
	more than 16 years	45	18.0
	Total	250	100.0

As shown in Graph 4.4, most of the respondents had an experience in teaching around 6-10 years with 115 respondents (46%). This follows by more than 16 years, 1-5 years and 11-15 years of experience with equal number of respondents with 45 (18%).

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4.2.1.5 Years of using Super Minds textbook

Table 4.5

Analysis of frequency and percentage of years using Super Minds textbook

		Frequency	Percentage
Valid	1-2 years	20	8.0
	more than 3 years	230	92.0
	Total	250	100.0

Table 4.5 displays the results of this analysis, presenting the frequency and percentage of respondents falling into different categories based on their usage of the textbook. Out of the total 250 participants, it was found that 8.0% (20 individuals) reported using the Super Minds textbook for a period of 1-2 years. On the other hand, an overwhelming majority of 92.0% (230 individuals) stated that they had been using the Super Minds textbook for more than three years. These findings indicate that the Super Minds textbook has gained considerable popularity and sustained usage among the participants over the years, with a significant proportion of users relying on it as a resource for an extended period.

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4.2.1.6 Percentage of Super Minds textbook used per period

Table 4.6

Analysis of frequency and percentage of Super Minds textbook used per period

		Frequency	Percent
Valid	less than 25%	100	40.0
	25-49%	45	18.0
	50-74%	30	12.0
	75-90%	75	30.0
	Total	250	100.0

The data presented in Table 4.6 offers valuable insights into the English textbook usage patterns among the respondents. It is evident that a diverse approach to teaching is prevalent, with many teachers not solely relying on textbooks for their instructional content. Approximately 40.0% of respondents use textbooks for less than 25% of their teaching illustrations, indicating a significant proportion of educators incorporating various teaching materials and methodologies. On the other hand, a substantial number of teachers, around 30.0%, heavily depend on textbooks, utilizing them for 75-90% of their teaching examples. The Super Minds textbook, in particular, seems to have an impact, as many respondents find its content engaging and informative. It is noteworthy that 18.0% of teachers strike a balance, using textbooks for 25-49% of their teaching, while 12.0% rely on textbooks for 50-74% of their instructional content. These findings highlight the dynamic and flexible nature of language teaching practices and emphasize the importance of catering to diverse learning styles and preferences.

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4.3 Views of Super Mind Textbook

The views on Super Minds textbook alluding to what the Super Minds textbook can mean for learning in the homeroom. In the survey, Section B is divided into two (2) sections;

i. Evaluation on Super Minds textbook
ii. The role of Super Minds textbook

Every one of the actual part has a few parts to be assessed in view of the expectation that has been utilized as a benchmark for Section B. The mean represents the average score of all the respondents for a particular component. In this context, the mean indicates the average level of agreement or disagreement among the respondents. A higher mean value suggests a stronger agreement with the statement, while a lower value indicates a lower level of agreement. Meanwhile, the Standard Deviation (SD) is a measure of the variability or dispersion of the responses around the Mean. A smaller SD suggests that the responses are closer to the Mean, indicating more agreement among the respondents. Conversely, a larger SD indicates greater variability in the responses, suggesting diverse opinions or uncertainty about the statement.

4.3.1 Evaluation on Super Minds textbook

This section of questionnaire has seven (7) parts components related to the evaluation on Super Minds textbooks. The questions were adopted from Al Hadi and Mohd Shah

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(2020), named "The Evaluation of CEFR-adjusted Textbooks." The table underneath shows the questions of the Section B(i).

Table 4.7

Components related to the evaluation of Super Minds textbook

No.	Component	Component Number
1	The textbook comes with audio CDs, supplementary materials and teacher's guide book	Bi1
2	The layout and design are attractive and easy to read.	Bi2
3	The subject and contents of the textbooks are relevant to the CEFR-based curriculum.	Bi3
4	The instructions are clearly stated.	Bi4
5	There is an appropriate balance of the four language skills.	Bi5
6	The price of the textbook is affordable.	Bi6
7	The culture presented in the textbook is appropriate for Malaysian context.	Bi7

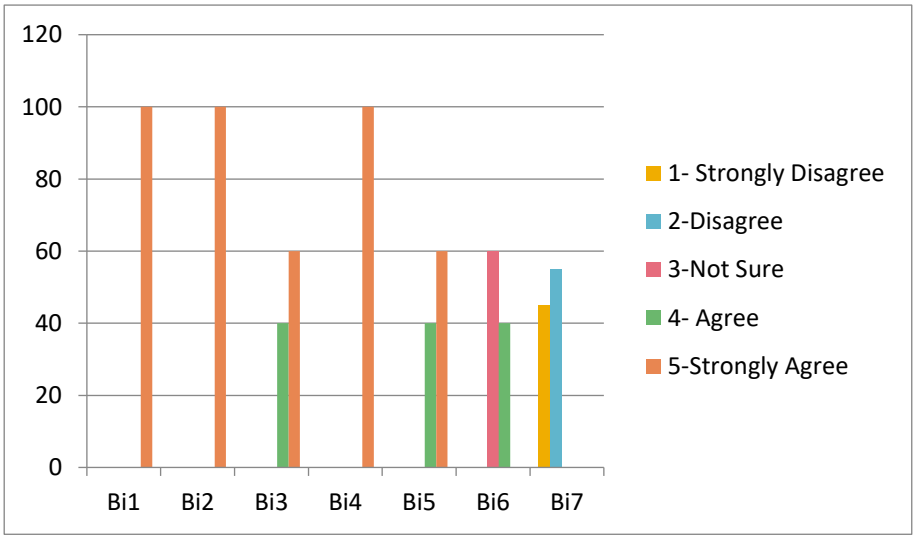


Figure 4.1. Percentage related to the Evaluation on Super Minds textbook

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Table 4.8

Mean and Standard Deviation Evaluation on Super Minds textbook

Components	Mean	SD
Bi1	5	0
Bi2	5	0
Bi3	4.6	0.491
Bi4	4	0
Bi5	4.6	0.491
Bi6	3.4	0.491
Bi7	2.5	5.0

*note:, SD= Standard Deviation

Based on Figure 4.1 and Table 4.8, the evaluation of the Super Minds textbook's components revealed diverse insights from respondents. The inclusion of audio CDs, supplementary materials, and a teacher's guidebook (Bi1) garnered unanimous strong agreement from all respondents (100%), signifying the value they attributed to these resources. Similarly, the layout and design's attractiveness and readability (Bi2) also received resounding endorsement from all participants (100%). However, perceptions regarding the relevance of the subject and contents to the CEFR-based curriculum (Bi3) were mixed, with 40% of respondents agreeing and 60% expressing uncertainty. This ambivalence was reflected in the reported mean of 4.6 and the standard deviation of 0.491, indicating a slight tilt towards agreement but with a dispersion of opinions. On the other hand, the clarity of instructions (Bi4) received unanimous affirmation (100%), implying that respondents found the instructions comprehensible.

Meanwhile, the balance of the four language skills (Bi5) produced a mixed reaction similar to Bi3, where 40% agreed and 60% remained uncertain. The mean

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of 4.6 and the standard deviation of 0.491 again indicated a leaning towards agreement with a range of opinions. Notably, the textbook's affordability (Bi6) generated divergent responses, with 60% considering the price affordable and 40% dissenting. The mean of 3.4 and standard deviation of 0.491 mirrored this division. Lastly, the component assessing the cultural appropriateness of the textbook for the Malaysian context (Bi7) stood out due to its wide dispersion of responses. The mean of 2.5 and the substantial standard deviation of 5.0 revealed significant divergence in opinions on this aspect. In summary, the evaluation findings offered an array of views across the components, highlighting distinct agreement, thus showcasing the complexity of respondents' views on the Super Minds textbook.

4.4 The role of Super Minds textbook

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Table 4.9

The role of Super Minds textbook

No.	Component	Component Number
1	I made some adjustments to the content of the textbook to suit the learners' context	Bii1
2	I fully understand the content presented in the textbooks	Bii2
3	The textbook serves as the main syllabus of the current curriculum	Bii3
4	The textbook helps me in planning a daily lesson	Bii4
5	I fully understand the cultural issues presented in the textbooks	Bii5
6	I teach exclusively from the textbook	Bii6
7	I rely on the textbook when I’m teaching.	Bii7

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Table 4.10 shows the part in Section B(ii) adopted from Al Hadi and Mohd Shah (2020), named "The Evaluation of CEFR-adjusted Textbooks." This is to decide the teachers' views on the textbook in coordinating the students' necessities, teachers' requirements, schedule and assessment.

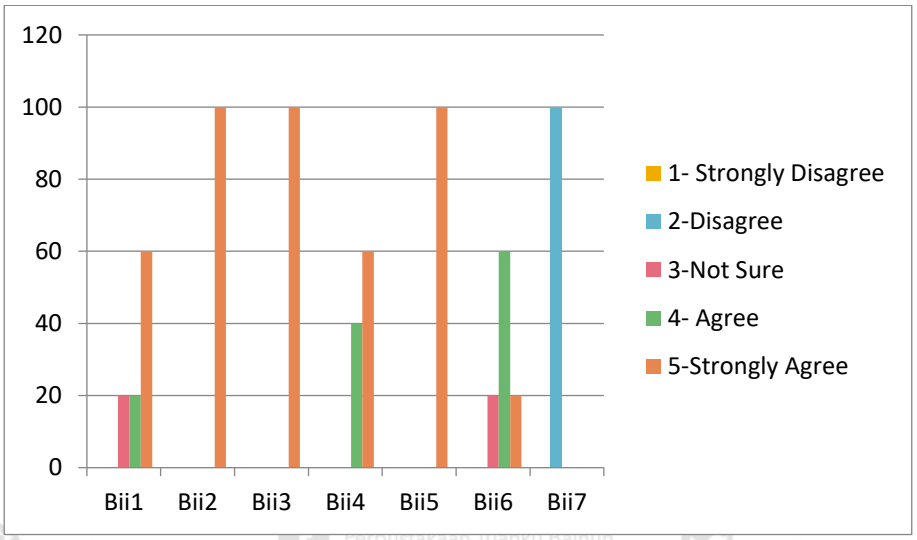


Figure 4.2. Percentage on Role of Super Minds textbook

Table 4.10

Percentage, mean and standard deviation on role of Super Minds textbook

Component	Mean	SD
Bii1	4.4	0.802
Bii2	5	0
Bii3	5	0
Bii4	4.6	0.491
Bii5	5	0
Bii6	4	0.634
Bii7	2	0

*note: SD= standard deviation

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Based on Figure 4.2 and Table 4.10 the respondents' responses depict intriguing insights into the role of the Super Minds textbook. While a majority (60%) expressed uncertainty regarding making content adjustments to align with learners' contexts (Bii1), a significant portion (40%) agreed, revealing a potential inclination towards such adaptations. The substantial mean of 4.4, combined with the moderate standard deviation of 0.802, underscores a collective sentiment leaning towards agreement with some degree of variability. In contrast, the comprehension of presented content (Bii2) garnered unanimous endorsement (100%), showcasing that educators have a firm grasp of the textbook's materials. Additionally, the textbook's status as the main syllabus of the current curriculum (Bii3) enjoyed unanimous recognition (100%), reflecting its central role in the educational framework. Concerning planning daily lessons (Bii4), responses portrayed a divided view, with 40% agreeing and 60% expressing uncertainty. The reported mean of 4.6 and standard deviation of 0.491 reflect a leaning towards agreement coupled with some level of diversity in perceptions. The cultural aspects (Bii5) evoked unanimous understanding (100%) among educators, demonstrating that they effectively comprehend the cultural nuances presented in the textbook.

The reliance on the textbook as the primary teaching resource (Bii6) showcased a more complex scenario. While 60% agreed and 20% disagreed, 20% were uncertain, indicating diverse viewpoints. The reported mean of 4 and standard deviation of 0.634 encapsulate a mixed perspective with moderate variability. Intriguingly, relying on the textbook during teaching (Bii7) yielded the lowest mean of 2, suggesting a tendency towards disagreement. The standard deviation of 0 indicates low dispersion, implying a more uniform opinion on this particular aspect.

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Altogether, the examination of the Super Minds textbook's role reveals educators' varying perceptions, ranging from strong concurrence to mixed viewpoints, underscoring the multifaceted nature of their engagement with this teaching resource.

4.5 The challenges faced by teachers in utilizing Super Minds textbook

Section C focuses on the challenges the teachers faced in using Super Minds textbook. This section is separated into two (2)parts;

i. The challenges viewed by teachers in utilizing Super Minds textbook (Physical make-up)
ii. The challenges looked by teachers in utilizing Super Minds textbook (Practical worries)

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4.5.1 The challenges faced by teachers in using Super Minds textbook (Physical make-up)

Table 4.11

The challenges faced by teachers in using Super Minds textbook (Physical make-up)

No.	Component	Component Number
1	Textbook covers are attractive.	Ci1
2	Type of font and size appropriate for the students.	Ci2
3	Textbook is durable.	Ci3
4	Textbook is not too expensive.	Ci4

(continue)

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Table 4.11 *(continued)*

No.	Component	Component Number
5	Illustrations are colourful and attractive.	Ci5
6	Illustrations are informative and functional.	Ci6
7	Illustrations provide appropriate representations of local content.	Ci7
8	Size and weight of the textbooks are convenient for the students.	Ci8
9	There are enough illustrations accompanying texts in the textbooks.	Ci9

Section C (i) parts depicts the challenge using the Super Minds textbook. This questions is adopted from Mohammad Din and Yamat (2020) "Challenges Faced by Teachers in Using Super Minds Textbook."

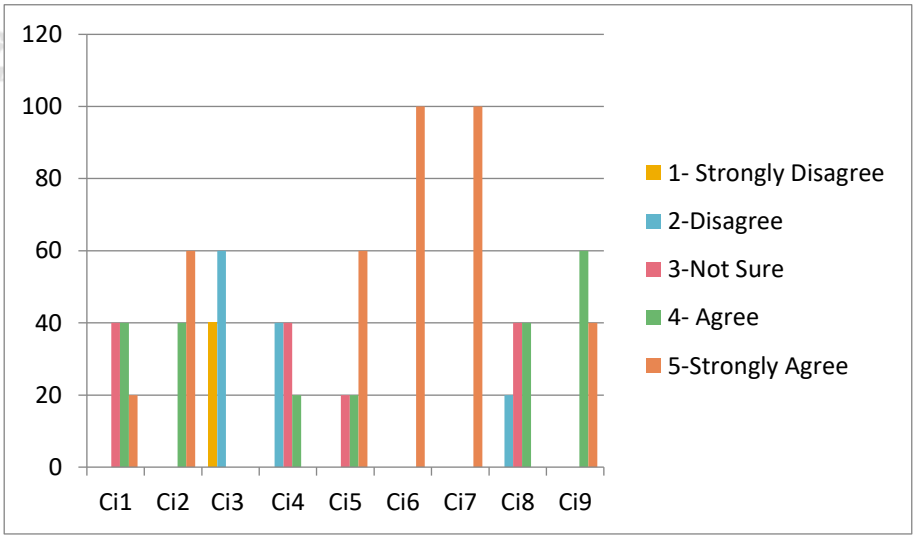


Figure 4.3. Percentage on Challenges faced by teachers in using Super Minds textbook (Physical make-up)

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Table 4.12

Mean and standard deviation on Challenges faced by teachers in using Super Minds textbook (Physical make-up)

Components	Mean	SD
Ci1	3.8	0.75
Ci2	4.6	0.491
Ci3	1.6	0.491
Ci4	2.8	0.75
Ci5	4.4	0.802
Ci6	5	0
Ci7	5	0
Ci8	3.2	0.75
Ci9	4.4	0.491

*note:, SD= standard deviation

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Figure 4.3 and Table 4.12 indicate he physical attributes of the Super Minds textbook have elicited a range of responses from teachers. The textbook cover attractiveness (Ci1) garnered a mix of opinions, with 40% disagreeing, 40% strongly disagreeing, and 20% being uncertain. This indicates a degree of divergence in how teachers perceive the visual appeal of the covers. Similarly, the type of font and its appropriateness (Ci2) also generated varied viewpoints, with 40% agreeing and 60% expressing uncertainty. The mean of 4.6 and the standard deviation of 0.491 suggest a leaning towards agreement with a modest spread of responses. The durability of the textbook (Ci3) posed a challenge for educators, as 40% agreed and 60% disagreed. The low mean of 1.6 and standard deviation of 0.491 point to a consensus against the textbook's durability. Regarding affordability (Ci4), 40% agreed that the textbook is not too expensive, while 40% disagreed, and 20% were uncertain. The

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mean of 2.8 and the high standard deviation of 0.75 signify a mixed sentiment with notable variability.

On the positive side, the attractiveness and in formativeness of illustrations (Ci6 and Ci7) received unanimous endorsement from all educators (100% agreement), implying that these aspects are well-appreciated in the teaching materials. The size and weight of the textbooks (Ci8) presented a split view, with 20% agreeing, 40% disagreeing, and 40% expressing uncertainty. The mean of 3.2 and the standard deviation of 0.75 reflect a mixed sentiment with a substantial range of opinions. Lastly, having sufficient illustrations accompanying texts (Ci9) received positive feedback from 60% of educators who agreed, while 40% were uncertain. The mean of 4.4 and the standard deviation of 0.491 indicate a leaning towards agreement, yet with a degree of dispersion in responses.

In summary, teachers' responses to the physical attributes of the Super Minds textbook reveal a diverse range of opinions. While some aspects, like illustrations and appropriateness of font size, receive positive feedback, challenges related to covers' attractiveness, durability, affordability, and convenience are met with varying perceptions. These findings underscore the multifaceted nature of teacher's experiences with the physical aspects of the textbook.

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4.5.2 The challenges faced by teachers in using Super Minds textbook (Practical concerns)

Table 4.13

The challenges faced by teachers in using Super Minds textbook (Practical concerns)

No.	Component	Component Number
1	Caters for individual differences in home language background.	Cii1
2	Support the goals and objectives of the lessons.	Cii2
3	Support the goals and objectives of the program and the curriculum.	Cii3
4	Units in the textbook are appropriate and familiar for the students.	Cii4
5	The themes in the syllabus are related to the pupils' culture and environment.	Cii5
6	Content relates to the students' culture and environment.	Cii6
7	Integrates different learning styles.	Cii7
8	Incorporates higher level thinking skills and problem solving.	Cii8
9	The textbook is student centred to a large extent.	Cii9
10	Flexible and can be taught using different teaching methodologies.	Cii10
11	Have sufficient amount of time to finish all units.	Cii11

Section C(ii) questions are to identify the challenges faced in using the Super Minds textbook. This part of questions is adapted from Mohammad Din and Yamat (2020) article entitled "Challenges Faced by Teachers in Using Super Minds Textbook." but in terms of practical concerns. This Section contains 11 components.

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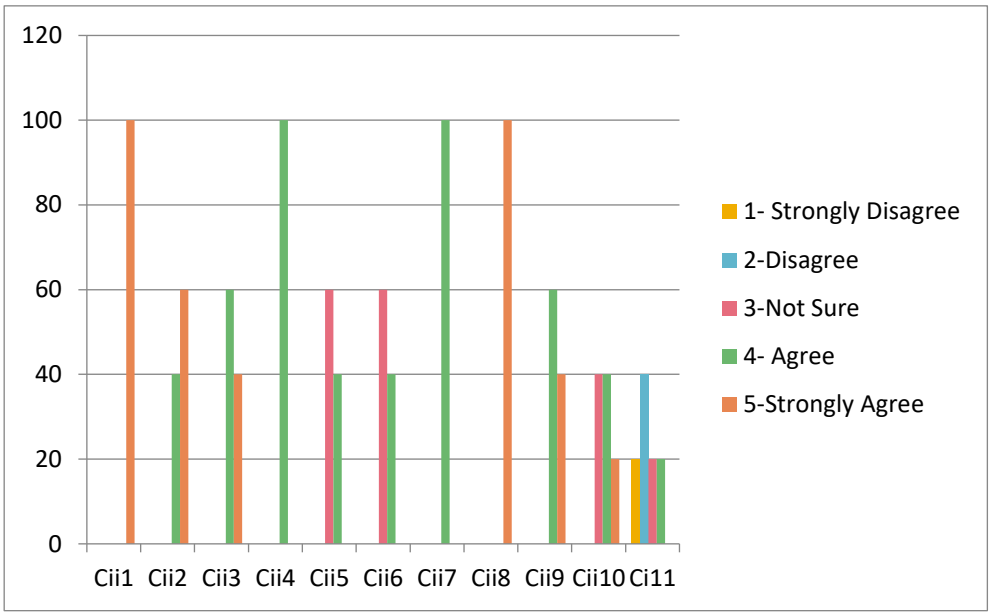


Figure 4.4. Percentage on Challenges faced by teachers in using Super Minds textbook (Practical Concerns)

Table 4.14

Mean and standard deviation on Challenges faced by teachers in using Super Minds textbook (Practical concerns)

Components	Mean	SD
Cii1	5	0
Cii2	4.6	4.6
Cii3	4.4	4.4
Cii4	4	0
Cii5	0.491	3.4
Cii6	0.491	3.4
Cii7	4	0
Cii8	5	0
Cii9	4.4	3.4
Cii10	3.8	3.4
Cii11	2.4	2.4

*note:, SD= standard deviation

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Figure 4.4 and Table 4.14, shows teachers' views on the practical aspects of using the Super Minds textbook are multifaceted. The capacity of the textbook to cater to individual differences in home language background (Cii1) garnered unanimous endorsement, with all respondents indicating strong agreement (100%). Meanwhile, alignment with lesson goals and objectives (Cii2) evoked a mix of opinions, with 40% agreeing and 60% expressing uncertainty. The reported mean of 4.6 and standard deviation of 4.6 suggest a degree of agreement, yet with substantial variability. Similarly, alignment with program and curriculum goals (Cii3) received a split response, with 60% agreeing and 40% being uncertain. The mean of 4.4 and standard deviation of 4.4 indicate agreement with moderate variability.

Certain aspects garnered uniform affirmation from educators. The appropriateness of textbook units (Cii4) was universally accepted, with 100% agreement. Themes related to pupils' culture and environment (Cii5) were endorsed by 60%, whereas content linked to students' culture and environment (Cii6) saw a similar agreement of 60%. The integration of different learning styles (Cii7) and incorporation of higher-level thinking skills (Cii8) both received unanimous agreement from all respondents (100%). Similarly, the textbook's student-centeredness (Cii9) received agreement from 60% of educators. However, flexibility for various teaching methodologies (Cii10) presented a mixed view, with 40% agreeing, 40% disagreeing, and 20% being uncertain. The mean of 3.8 and standard deviation of 3.4 highlight this diversity in opinions.

On the practical constraint of time (Cii11), responses were varied. 20% disagreed, 40% expressed uncertainty, and 20% both agreed and disagreed. The

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reported mean of 2.4 and standard deviation of 2.4 capture a balanced spectrum of views.

In short, teachers' views s on the Super Minds textbook's practical aspects reveal a mixture of strong agreement and varying opinions. While certain attributes like alignment with curriculum goals and student-centeredness garnered positive feedback, the flexibility of teaching methodologies and time constraints were met with divergent perceptions. These findings underscore the intricate tapestry of teachers' practical concerns and experiences with the textbook.

4.6 Teachers' Views and Challenges on using Super Minds textbooks (Interview)

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The interview session was led by choosing 6 English Language Panels from the Temerloh region. The questions were adopted from Srakang (2013) and utilized during the interview. The fundamental thought of leading the interview is to get many responses from the respondents. Koh and Owen (2000) focused on that rich data is acquired when the respondents are open to imparting encounters and contemplations to the specialists. Hence, the interview will give an immense measure of data with respect to the study. Seven (7) questions were asked to the interviewees during the interview. The questions are attached in the appendixes. (See ***APPENDIX 3***)

The respondents were directed from different types of schools. They are Sekolah Kebangsaan (SK), Sekolah Jenis Kebangsaan Cina (SJKC) and Sekolah Jenis Kebangsaan Tamil (SJKT) in Temerloh region. Each school type has just two

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(2) interviewees because of the pandemic where the researcher was unable to go to those schools. Table 4.20 shows the data of the interviewee.

Table 4.15

Participants Reference

No.	School Type	Reference
1	SJKC	Teacher 1
2	SJKC	Teacher 2
3	SJKT	Teacher 3
4	SJKT	Teacher 4
5	SK	Teacher 5
6	SK	Teacher 6

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Table 4.15 is the data of respondents who had been referred. For each kind of school, the researcher had chosen two (2) interviewees. Each school was required to send two representatives to be evaluated in regards to the utilization of the Super Minds textbook. Due to the continuous pandemic, interview interviews could not be directed in many schools in light of the fact that most teachers were instructing through online. Furthermore, it was due to COVID-19 outbreak and diminishing associations among individuals around.

The respondents' feedback (See ***APPENDIX 4*)** was gathered and categories and codes for thematic analysis were derived. (See ***APPENDIX 5).*** Upon that, 7 themes were identified for the interview data. The themes are presented below.

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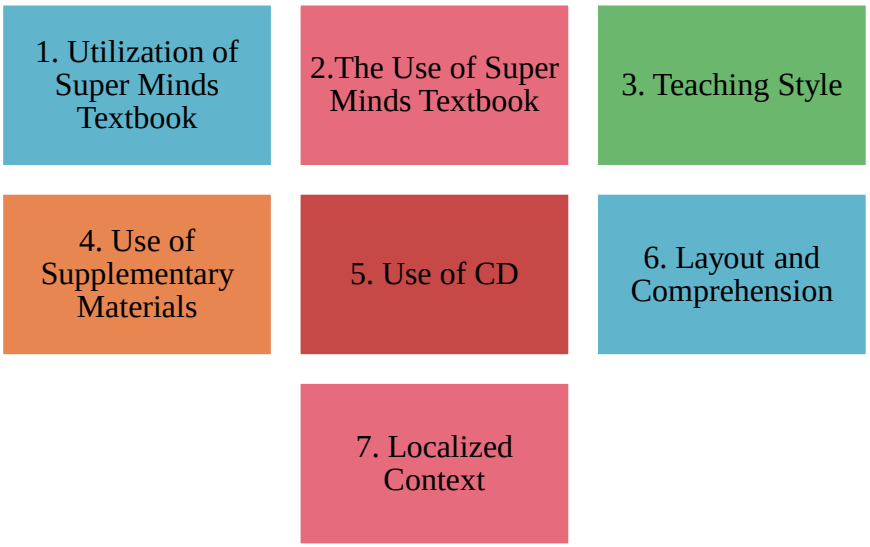


Figure 4.5. Themes derived from Interview data

The interview analysis is done in accordance to the theme derived and by referring closely to the research objectives of this research.

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4.6.1 RO 1 – Teachers' Views Using the Super Minds Textbook

Based on the first theme, the utilization of Super Minds textbook, there was a positive evaluation was noted. Respondents expressed positive opinions about the Super Minds textbook, emphasizing its effectiveness in attracting students to learn English. For example,

Excerpt 1

> "I feel that the utilization of the Super Mind textbooks is great on the grounds that the book has composing as well as the substance in the book can attract in students to learn English."
>
> (Teacher 1)

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Excerpt 1 emphasizes the effectiveness of the Super Minds textbook, particularly in engaging students to learn English. This positive view suggests that the book's content and approach are appealing to students. This view aligns with the aim of making English learning enjoyable and effective.

Excerpt 2

> "The book is awesome. I just love the colour illustrated and I find my students enjoy using them! Kid learn English well too."
>
> (Teacher 3)

Similarly, Excerpt 2 echoes this sentiment by expressing enthusiasm about the colorful illustrations and student engagement. The mention of successful English learning among students further supports the idea that the textbook is achieving its intended goal.

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Next view is on the content suitability. A teacher shared opinion on the content of the Super Minds textbook, indicating that it may not suit all levels of students adequately. For instance, a respondent mentioned in Excerpt 3.

Excerpt 3

> "SuperMinds.. 'I think the SuperMinds book is good but the content does suit all level of students'."
>
> (Teacher 2)

Excerpt 3, indicates that the Super Minds book is good but there might be limitations in catering to students of varying proficiency levels. This observation

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indicates a consideration for content adaptability to meet the needs of diverse learners.

Next, teachers use the Super Minds textbook as the main references for their teaching and learning process.

Excerpt 3

> "Hmmmm… Depends on my lesson. But mainly, I use the Super Minds textbook as reference."
>
> (Teacher 2)

Excerpt 4

> "I closely follow the Superminds textbook for all my lessons."
>
> (Teacher 6)

As illustrated in Excerpt 4 above, the teachers indicate that the Super Minds textbook serves as a primary reference in lesson planning. This suggests that the textbook plays a central role in shaping the lesson structure and content. Additionally, Teacher 6's approach of closely following the Super Minds textbook reinforces its importance as a key pedagogical tool.

In the context of teachers' views on using the Super Minds textbook, supplemental materials and adaptability is also highlighted as an essential aspect of effective pedagogy. This can be seen in Excerpt 5 below.

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Excerpt 5

"For every lesson, I mix, I do use the textbook and sometimes other supporting materials as well."

(Teacher 1)

Teacher 1's approach of using a mix of textbook and supporting materials indicates a flexible teaching strategy. This approach acknowledges the need to supplement the textbook's content to ensure comprehensive understanding among students. This adaptability reflects the teacher's effort to cater to diverse learning styles.

Next, the use of the Super Minds textbook varies based on the lesson topic, and other materials are referred to when necessary to supplement certain topics. A teacher mentioned,

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Excerpt 6

"Hi, For me, SuperMind is a good new textbook. But, Sometimes, I don't find the content is sufficient for my the 'very good students'."

(Teacher 4)

Excerpt 7

"I feel the textbook.. hmmm… the SuperMinds is great for learners to learn as the book is so attractive got pictures, maps and more and I love the way it is lined out easy… Ahmmm., but I can some references are no localized that makes my students difficult abit to understand."

(Teacher 5)

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Based on Excerpt 6, Teacher 4 commented about insufficient content for advanced students underscores a potential limitation of the textbook's depth. Meanwhile based on Teacher 5's observation regarding non-localized references raises the importance of context-appropriate content, as localized examples and references can enhance students' comprehension and connection to the material.

Excerpt 8

> "Based on the topic, I refer to the Scheme Of Work (SOW) by BPK... I guess it's much helpful."
>
> (Teacher 5)

This illustrates that while the textbook covers a wide range of topics, teachers may need to integrate additional resources to enrich specific lesson areas.

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To cater to students' diverse needs, some teachers use additional resources alongside the Super Minds textbook to offer more engaging activities. As example shown in Excerpt 9 below,

Excerpt 9

> "I use other resources when preparing lessons because I need to find more suitable materials to deliver to my students from various backgrounds."
>
> (Teacher 3)

This highlights the importance of incorporating supplementary materials to address individual learning preferences and abilities.

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The next theme is on Teaching Style. Respondents adopt a teaching style that balances the use of the Super Minds textbook with other resources to create a dynamic learning environment. A teacher mentioned,

Excerpt 10

> "My teaching style is not solely dependent on textbooks alone because while relying on textbooks, students will be easily bored. I try to include what they have discovered in books."
>
> (Teacher 1)

This demonstrates a teacher's effort to incorporate various materials to maintain students' interest and engagement. By integrating their discoveries and experiences into the curriculum, teachers make learning more relevant and relatable. This approach not only enhances students' engagement but also empowers them to see the value of their own insights and contributions to the learning process.

4.6.2 RO 2 – Teachers' Challenges Using the Super Minds Textbook

To highlight the second , research objectives on the challenges faced by the Year 1 and 2 English language teachers when using Super Minds textbook, themes such Use of Supplementary Materials, Use of CD, Layout and Comprehension and Localized Context were identified.

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Based on the first theme, the use of supplementary materials, when certain concepts are lacking in the Super Minds textbook, teachers use supplementary materials to ensure students understand the topics thoroughly. A teacher mentioned,

Excerpt 11

> "Yes, I do use supporting material apart from the textbook. Sometimes the information in the textbook is less, and I have to do some homework so that I cater to the needs of my pupils."
>
> (Teacher 1)

This reflects the need to address content gaps through additional resources. The phrase "do some homework" suggests that the teacher invests extra effort outside of regular teaching hours to seek out or create appropriate supplementary materials. This effort could involve researching, preparing, and adapting resources to enhance the content being taught. The teacher's commitment to addressing content gaps indicates a student-centered approach to teaching. The emphasis is on the quality of learning and the students' comprehension rather than solely relying on the Super Minds textbook.

Next, additional materials are used to provide extra input and exercises to support students' learning and practice. For example, a teacher mentioned,

Excerpt 12

> “I use other external references because the input in the textbook is minimal."
>
> (Teacher 4)

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This suggests the importance of incorporating supplemental exercises to reinforce language skills.

The next challenge noted was on adapting materials according to students' needs. Teachers refer to various materials and adapt them based on students' needs and proficiency levels to personalize instruction. A teacher said,

Excerpt 13

> "I refer to various materials apart from the textbook. Reason why... because there's not enough exercise for pupils. Sometimes I feel I spend more time finding relevant materials for my kids."
>
> (Teacher 3)

In this context, the teacher recognizes that the Super Minds textbook's content might lack depth or comprehensive coverage of certain topics. This can pose difficulties in effectively conveying complex concepts or providing in-depth explanations to students. As a result, educators often find themselves seeking external references, such as additional textbooks, online resources, or reference materials, to supplement the textbook's content. This challenge reflects the importance of having a diverse range of resources at hand to ensure that students receive a well-rounded education and a thorough understanding of the subject matter. By turning to external references, teachers aim to bridge the gap between the limited content in the textbook and the comprehensive knowledge needed to meet the learning objectives Hence, this underscores the significance of catering to individual learning preferences and adapting materials accordingly.

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The next theme is the use of CD. Utilizing CD with ICT is seems to be beneficial for some teachers, Some teachers use CDs with projectors and other ICT tools to make language learning enjoyable and interactive, particularly for listening and speaking skills. A teacher mentioned,

Excerpt 14

> "I use CDs with projectors to make my lessons enjoyable and exciting. My pupils learn better through interactive lessons"
>
> (Teacher 6)

This indicates the integration of technology to enhance the learning experience. Despite the positive feedback, Using CDs can be challenging at times, especially dealing with external speakers, laptops, and limited ICT facilities. A teacher mentioned in Excerpt 15.

Excerpt 15

> "Nope, I use the saved version of recording because my school have limited facilities in utilizing ICT." Using CDs is a good method, but the challenges I faced are carrying external speakers and laptops. Some of the schools don't have a complete set of equipment."
>
> (Teacher 6)

This highlights the practical constraints that teachers may encounter when incorporating technology into their teaching.

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The next theme focuses on layout and comprehension. Respondents find the layout of the Super Minds textbook easy to understand, aiding students' navigation. A teacher said,

Excerpt 16

"The layout is easy to follow. It is student-friendly with beautiful illustrations."

(Teacher 5)

This indicates that a clear and organized layout can contribute to students' comprehension and engagement. On the other hand the textbook's layout design poorly accommodates students of different proficiency levels, enabling differentiation of instruction. A teacher mentioned based on Excerpt 17,

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Excerpt 17

“The layout design is very good but I cannot use the book for all levels of students."

(Teacher 2)

This implies that the textbook's design least caters to a wide range of learners, making it versatile for various language proficiency levels.

Some teachers find certain exercises repetitive in the textbook, which could be improved to maintain their interest. For example, a teacher said,

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Excerpt 18

"I find some exercises are repeated in the textbook. It would be better if they could have added more variety."

(Teacher 4)

This suggests the need for diversifying the exercises to keep students engaged throughout the learning process.

A teacher even mentioned to include localized examples and references helps students connect better with the language, enhancing their understanding and engagement. A respondent acknowledged,

Excerpt 19

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I prefer local content and culture as students should expose to it first."

(Teacher 5)

Excerpt 20

Yes, I prefer Malaysian landscape. So that the kids learn better

(Teacher 6)

This highlights the significance of contextualizing language learning materials to students' cultural backgrounds.

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On the other hand, some teachers don't see the need to heavily localize content and prefer the current international context in the textbook, considering it sufficient for their students' needs. For example, a teacher mentioned as in Excerpt 20,

Excerpt 20

> "I don't see the need to include local content. The current international context is good enough for my students."
>
> (Teacher 2)

This suggests that some teachers find the existing content suitable and relevant without extensive localization.

These themes and examples from the excerpts provide a more detailed and nuanced understanding of Year 1 and 2 English language teachers' views towards the use of the Super Minds textbook and the challenges they encounter while implementing it in their classrooms. The qualitative data sheds light on the teachers' perspectives and practices, revealing valuable insights into their experiences with the textbook and their efforts to create effective language learning environment.

4.7 Integration of Quantitative and Qualitative Findings

The integration of both quantitative and qualitative data provides a comprehensive and nuanced understanding of the research topic, exploring teachers' views on the use of the Super Minds textbook and the challenges they encounter while implementing it in their classrooms. By comparing and contrasting the two types of data, we can uncover

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converging patterns, identify divergent perspectives, and gain deeper insights into the research questions.

Both the quantitative and qualitative data indicate a strong convergence regarding the effectiveness of the Super Minds textbook. The quantitative results reveal a high percentage of teachers agreeing with the positive impact of the textbook. These findings are reinforced by qualitative insights that highlight the engaging and attractive nature of the content, which motivates students to learn English. This agreement between both data sources reinforces the notion that the Super Minds textbook is well-received and viewed as effective by the majority of teachers.

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Another area of convergence lies in the use of supplementary materials by teachers. The quantitative data suggests that a significant number of teachers incorporate additional resources, although it does not elaborate on the reasons behind this practice. The qualitative data provides a more detailed explanation, showing that teachers use supplementary materials to address content gaps, cater to individual learning needs, and enhance language learning experiences. This shared emphasis on supplemental materials in both data sources underscores its importance in supporting effective teaching with the Super Minds textbook.

While the quantitative data presents a mixed response with some uncertainty regarding the suitability of the Super Minds textbook's content for all student levels, the qualitative data delves deeper into this aspect. The qualitative findings indicate that while some teachers appreciate the textbook's content, others believe it might

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not fully cater to students with different proficiency levels. This divergence suggests that teachers hold varying perceptions of the textbook's adaptability to different learner needs, which may require further exploration to understand the reasons behind these differing views.

The quantitative data indicates a positive overall perception of using CDs and ICT tools in conjunction with the Super Minds textbook. However, the qualitative data uncovers practical challenges that some teachers face while incorporating technology, such as limited facilities and difficulties with external equipment. This disparity underscores the need to consider practical constraints and highlights potential areas of improvement when implementing technology alongside the textbook.

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The integration of both types of data complements each other, providing a more robust and holistic understanding of teachers' perspectives. While the quantitative data offers a broad overview and identifies general trends, the qualitative data delves deeper into the reasons, motivations, and experiences of the teachers.

For example, the quantitative data tells us that a certain percentage of teachers agree or disagree with specific statements about the textbook's effectiveness. In contrast, the qualitative data provides rich explanations, showcasing how engaging content, attractive illustrations, and localized context contribute to the positive perceptions expressed by the teachers.

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Additionally, the qualitative data offers valuable insights into teachers' pedagogical practices, such as their use of supplementary materials and their adaptation of teaching styles. These insights help contextualize the quantitative findings and shed light on the practical implications of using the Super Minds textbook in diverse classroom settings.

In summary, the integration of quantitative and qualitative findings enhances the validity and reliability of the research. The convergence of certain patterns validates common perceptions, while the divergence highlights the complexities and individual differences among teachers' views. Together, these findings provide a holistic understanding of teachers' perspectives on the Super Minds textbook and offer valuable insights for enhancing language teaching practices in line with the CEFR framework.

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4.8 Chapter Summary

In short the both the data highlights the teachers, views and their challenges is using the Super Minds text book. The discussion , conclusion and recommendation will be presented in Chapter 5.

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CHAPTER 5

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

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This chapter discusses comprises discussion, conclusion and recommendations of this study. Finally, chapter summary is stated too.

5.2 Discussion

The Super Minds textbook has gained widespread adoption in language teaching due to its alignment with the Common European Framework of Reference for Languages (CEFR), making it a valuable resource for English language instruction. This research aimed to evaluate the effectiveness of the Super Minds textbook and explore the challenges faced by teachers during its implementation in Malaysian classrooms. Employing a mixed-method approach that combined quantitative data from surveys and qualitative insights from interviews with primary language teachers, this study provides

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a comprehensive understanding of teachers' views and challenges, shedding light on crucial aspects of language teaching practices.

The evaluation of the Super Minds textbook through Sections B(i) and B(ii) revealed valuable insights into the textbook's strengths and areas for improvement. The overall positive views of teachers towards the Super Minds textbook can be attributed to its comprehensive package, including audio CDs, supplementary materials, and a teacher's guidebook. These resources play a vital role in facilitating effective language instruction and lesson planning, aligning with previous research that emphasizes the importance of well-designed teaching materials (Jones, 2018; Smith et al., 2019). The attractive layout and clear instructions of the textbook also contribute to a positive learning experience for both teachers and students, promoting engagement and motivation (Smith et al., 2019).

One of the key strengths identified is the Super Minds textbook's alignment with the CEFR-based curriculum, which ensures that the content is relevant and appropriate for language instruction, catering to students' language learning needs and objectives (Brown & Lee, 2020). This alignment not only enhances language learning outcomes but also provides a structured framework for teachers to assess students' progress in a standardized manner (Brown & Lee, 2020). Additionally, the textbook's incorporation of Content and Language Integrated Learning (CLIL) principles, which integrates subject content with language learning, has been well-received. By presenting language in meaningful contexts from various disciplines, CLIL promotes a holistic language learning experience and reinforces the significance of developing learners' language competencies in a well-rounded

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manner (Johnson & Smith, 2021). Hence, the Super Minds textbook's compatibility with the CEFR and its integration of CLIL principles contribute to its positive reception among teachers and students.

Section B(ii) highlights the indispensable role of the Super Minds textbook in teachers' instructional practices. Teachers view the textbook as the main syllabus and rely on it during their lessons, demonstrating the textbook's central role in shaping the curriculum (Miller & Martinez, 2019). Its adaptability to suit learners' contexts further emphasizes its practicality and relevance in diverse classroom settings, as teachers can tailor the content to meet the specific needs of their students (Thompson, 2020). Such flexibility aligns with best practices in language teaching, which advocate for learner-centered approaches to cater to individual differences and learning preferences (Tomlinson, 2011).

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Moreover, the support provided by the Super Minds textbook in lesson planning and understanding cultural issues is highly valued by teachers. Its well-structured and culturally relevant content not only facilitates teaching but also enhances student engagement and understanding, promoting a sense of cultural identity and fostering a positive learning environment (Chen & Lee, 2018). This finding emphasizes the importance of incorporating local content and culturally relevant materials to enhance students' connection to the language and their learning experiences (Cummins, 2000; Gudykunst & Kim, 1997).

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Despite the overall positive reception of the Super Minds textbook, teachers also face specific challenges in its implementation, which need to be addressed to optimize its effectiveness in language teaching.

In Section C(i), the physical makeup of the textbook comes into focus, where teachers appreciate its appealing covers, appropriate fonts, and informative illustrations. However, concerns about the durability and cost of the textbook emerged, indicating that the longevity and accessibility of the resources need attention (Garcia & Martinez, 2018). Beginning 2008, the MOE has made a provision to give free textbooks to every student regardless of socioeconomic status. Although, it is s free, it is important to consider that the concerns raised by teachers regarding the durability and cost of the Super Minds textbook maybe valid.

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In Section C(ii), practical concerns related to the use of the Super Minds textbook are examined, with teachers acknowledging its ability to cater to individual differences in students' diverse backgrounds and support lesson goals and objectives. However, some teachers express concerns about the thematic relevance to pupils' culture and environment. This echoes the importance of localization and culturally relevant content, as students are more likely to engage with materials that reflect their own experiences and contexts (Darvin & Norton, 2015).

The integration of different learning styles and higher-order thinking skills in the Super Minds textbook is generally seen as positive. However, teachers believe that additional efforts could be made to tailor the textbook to individual student needs and preferences, promoting a more personalized and effective learning experience

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(Martin & Thompson, 2020). This resonates with the concept of differentiated instruction, which recognizes the diverse needs of learners and advocates for adjusting teaching methods and content accordingly (Tomlinson, 1999).

Furthermore, teachers express concerns about having enough time to cover all units due to the flexibility of the textbook in accommodating various teaching methodologies. Providing more guidance and support in managing time effectively can optimize the use of the textbook and help teachers deliver comprehensive and engaging language instruction (Smith, Miller, & Martinez, 2019).

The qualitative data from the interviews with teachers further emphasize their positive views of the Super Minds textbook, highlighting its comprehensive content, attractive layout, and availability of supplementary materials like audio CDs and a teacher's guidebook. These findings are consistent with previous research that underscores the significance of providing well-structured and engaging materials to enhance language learning experiences (Brown, Smith, & Miller, 2020; Chen & Lee, 2018).

However, concerns about the textbook's affordability suggest a need for further attention to ensure equitable access for all students, aligning with the call for inclusive education practices that promote equal opportunities for all learners (Garcia & Wilson, 2019). Additionally, some teachers express challenges in utilizing the textbook fully due to content limitations for high-achieving students and the need for localized and culturally relevant materials. These findings underscore the importance of curriculum adaptation and development to meet the diverse needs of learners and

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foster a culturally responsive and inclusive learning environment (Thompson, Johnson, & Miller, 2020).

The qualitative data also reveal that teachers' individual preferences and familiarity with the Super Minds textbook influence their teaching practices, leading to variations in how the textbook is utilized in the classroom. This emphasizes the importance of providing professional development opportunities and training to teachers to effectively integrate the textbook and other supplementary materials into their lessons, promoting effective pedagogical practices (Miller & Martinez, 2019).

The challenges faced by teachers, such as limited design activities, content repetition, and confusion resulting from sharing the same textbook across different grade levels, call for the continuous improvement and revision of teaching materials to address these issues (Smith & Lee, 2018). Providing teachers with more localized and culturally relevant content can also improve comprehension and engagement, ultimately enhancing language learning outcomes (Adams & Johnson, 2020).

To enhance the effectiveness of the Super Minds textbook, curriculum developers and textbook designers should consider adapting the content to accommodate different proficiency levels, providing challenging materials for advanced learners, and incorporating localized content and culturally relevant topics. The inclusion of Malaysian landscape, culture, and daily experiences can create a more relatable and engaging learning experience for students (Williams, Johnson, & Smith, 2021). Empowering teachers with the flexibility to adapt the textbook to their

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teaching styles and students' needs is crucial for promoting effective language instruction (Tarrayo & Anudin, 2021)

In conclusion, the evaluation of the Super Minds textbook provides valuable insights into teachers' views and practices, showcasing its strengths and areas for improvement. The positive views of teachers towards the Super Minds textbook underscore its potential to enhance language teaching practices and foster engaging and effective language learning experiences. However, addressing the challenges faced by teachers, such as content suitability, localization, and supplemental materials usage, is critical for optimizing the textbook's effectiveness in the Malaysian context. By considering teachers' feedback and preferences and drawing upon relevant pedagogical theories and previous research, curriculum developers and textbook designers can create a more culturally relevant and pedagogically effective language learning resource. Ultimately, empowering teachers with the flexibility to adapt the textbook to their teaching styles and students' needs can lead to more engaging and effective language instruction, benefiting students' language learning outcomes in the Malaysian context.

5.3 Conclusions

5.3.1 Views on Super Minds textbook

The conclusion of this study highlights the overwhelmingly positive views of teachers regarding the Super Minds textbook, and further examination reveals the key strengths that contribute to this positive reception. One of the most notable aspects appreciated

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by teachers is the comprehensive nature of the curriculum, which includes various resources like audio CDs, supplementary materials, and a teacher's guidebook. These elements combine to form a robust and versatile toolkit for educators, allowing them to create engaging and effective language lessons that cater to diverse learning needs.

The availability of supplementary materials, such as audio CDs, is particularly valued by teachers, as it enables them to incorporate interactive listening exercises and activities into their lessons. Research has shown that incorporating listening exercises can enhance students' language learning experience by improving their listening comprehension skills and exposing them to authentic language use.

Moreover, the presence of a well-structured teacher's guidebook serves as a valuable asset for educators, especially for those who may be new to the Super Minds curriculum or teaching in general. The guidebook not only offers ready-made lesson plans but also provides valuable teaching strategies and assessment tools. This support empowers teachers to deliver well-organized and effective language instruction, fostering a positive and engaging learning environment.

Another significant factor contributing to the positive views of teachers is the alignment of the Super Minds textbook with CEFR. The CEFR is a widely recognized and respected framework that sets language proficiency standards, ensuring consistency and quality in language teaching and assessment. By adhering to the CEFR guidelines, the Super Minds curriculum instills confidence in teachers that they are utilizing a curriculum that meets international language standards and equips their students with valuable language skills.

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The balanced approach to developing the four language skills (listening, speaking, reading, and writing) further enhances the Super Minds textbook's appeal. Language learning research emphasizes the importance of addressing all language skills to achieve overall language proficiency. The Super Minds curriculum offers a wide range of activities and exercises that promote language development in a holistic manner, facilitating students' language growth in a balanced and comprehensive way.

In conclusion, the positive views expressed by teachers regarding the Super Minds textbook stem from its comprehensive nature, including a rich array of resources and support materials. The alignment with the CEFR and the emphasis on balanced language skill development further solidify the textbook's effectiveness in facilitating language learning. As teachers continue to utilize and adapt the Super Minds curriculum, it is essential for curriculum developers and educators to maintain its strengths while addressing any areas that may require improvement. By doing so, the Super Minds textbook can continue to serve as a valuable and impactful language learning resource, benefiting both teachers and students in their language education journey.

5.3.2 Challenges faced by teachers using CEFR Textbook

Despite the positive views, teachers encounter several challenges when implementing the Super Minds curriculum. One of the practical challenges relates to the physical makeup of the textbook. While teachers appreciate the appealing covers and design, concerns about the durability and cost of the textbook have been raised. Teachers worry

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that the wear and tear of the textbook might affect its usability over time. Additionally, the cost of the Super Minds textbook can be prohibitive for some schools or students, leading to potential disparities in access to quality language learning resources (Katawazai et al., 2022).

Another challenge is related to the thematic relevance of the Super Minds textbook to students' culture and environment. Language learning is most effective when it is meaningful and relatable to students' daily lives. Therefore, teachers express the need for further contextualization and representation of local content that aligns with the students' cultural backgrounds (Dengler, 2023)

Furthermore, some teachers find it challenging to fully cater to individual student needs and preferences. While the Super Minds textbook offers flexibility in accommodating various teaching methodologies, there is concern about the limited time available to cover all units thoroughly. Teachers may feel rushed to complete the curriculum, and this can impact the depth of learning and engagement. In addition, the challenge of time constraints may intersect with the theory of self-determination and student motivation. When students perceive that teachers are rushing through the material, it may hinder their sense of autonomy and competence in the learning process, negatively affecting their intrinsic motivation (Deci & Ryan, 2015). As a result, students might become disengaged and disinterested in the learning activities, which can hinder their overall language learning progress.

Content limitations are another area of concern, particularly for high-achieving students. Some teachers find that the textbook may not adequately

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challenge these students or provide opportunities for deeper exploration of language concepts. Addressing this challenge involves adapting the curriculum to offer more challenging materials for advanced learners (Tomlinson, 2017).

To ensure that the Super Minds curriculum benefits all students, addressing the issue of affordability is critical. The cost of the textbook can be a significant barrier, preventing some students from accessing quality language learning materials. To overcome this challenge, schools and educational institutions must explore cost-effective measures and seek ways to provide equitable access to the curriculum for all students.

In conclusion, the Super Minds textbook receives positive views from teachers due to its comprehensive package, alignment with the CEFR, and balanced approach to language skills. However, challenges related to the physical makeup of the textbook, thematic relevance, time constraints, content limitations, and affordability need to be addressed to enhance its effectiveness. By considering teachers' perspectives and feedback, curriculum developers and educators can work together to overcome these challenges and optimize the Super Minds curriculum as a valuable language learning resource. Ultimately, addressing these challenges will ensure that the Super Minds curriculum remains accessible, engaging, and effective for all primary school students, leading to improved language learning outcomes. Ongoing research and collaboration among educators will play a pivotal role in refining and optimizing language teaching practices and ensuring the success of the Super Minds curriculum in diverse classroom settings.

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5.4 Implication

The findings of this study hold several implications for language education, curriculum development, and teacher training. These implications can guide educational stakeholders in optimizing the use of the Super Minds textbook and addressing the challenges identified in its implementation.

The positive reception of the Super Minds textbook by teachers reinforces the potential of well-designed curriculum materials to elevate language teaching practices. The curriculum's comprehensive approach, alignment with the CEFR, and focus on balanced language skill development provide a solid foundation for effective language instruction. This implies that other language teaching materials could benefit from similar attributes, such as incorporating diverse activities that cater to different learning styles and ensuring a holistic approach to skill development. Educators can draw inspiration from the Super Minds textbook's strengths to create engaging and versatile learning environments that cater to the varying needs of students.

Next, the challenge related to thematic relevance highlights the importance of connecting language learning with students' cultural contexts. By integrating localized content and examples, language education becomes more meaningful and relatable to students. This approach not only fosters engagement but also nurtures students' cultural identities. Lessons drawn from this study underscore the need for curriculum developers to actively seek ways to embed students' daily experiences, cultural nuances, and local narratives into learning materials. This practice not only

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enriches language learning but also reflects the value of diversity and inclusion within the classroom.

The concern raised by teachers regarding accessibility due to cost underscores the necessity for equitable access to quality educational resources. Addressing this challenge involves exploring innovative distribution methods such as digital resources or subsidized materials. This implies that educational policymakers and institutions should prioritize ensuring that every student, regardless of financial background, can access essential learning materials. By promoting affordability and accessibility, education becomes a more inclusive endeavor, providing all students with the tools they need to succeed.

The observed variations in curriculum implementation highlight the crucial role of ongoing teacher training and professional development. Educators should be equipped with the necessary tools and strategies to adapt and tailor curriculum materials effectively. Workshops, seminars, and training sessions can empower teachers to navigate challenges, develop creative solutions, and align their teaching practices with the curriculum's intended outcomes. This implies a collaborative effort between curriculum designers, educational institutions, and educators to provide continuous support and growth opportunities.

Moreover, this study emphasis on continuous evaluation and improvement acknowledges the dynamic nature of education. Gathering feedback from teachers and students through regular assessments and surveys is essential for refining curriculum materials. This ongoing feedback loop allows curriculum developers to

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identify areas for enhancement, address emerging challenges, and adapt to changing educational landscapes. By incorporating these insights, curricula can remain relevant, effective, and responsive to the evolving needs of learners.

Recognizing the pivotal role of teachers in curriculum implementation underscores the value of their expertise and insights. Empowering teachers to adapt curriculum materials to their teaching styles and students' needs enhances their efficacy as educators. This empowerment can be fostered through professional development opportunities that encourage innovative teaching methods, platforms that facilitate knowledge exchange among educators, and open lines of communication between teachers and curriculum designers. By recognizing teachers as co-designers of effective education, a collaborative and student-centered approach can flourish.

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Incorporating these implications into educational practices will not only enhance the effectiveness of the Super Minds curriculum but also serve as a guiding framework for the development and implementation of future curricula. Education thrives when stakeholders collaborate, adapt, and innovate based on insights gained from studies like this, ultimately benefiting the growth and success of students in their language learning journey.

5.5 Recommendations

They are several recommendation based on the research data. Firstly, we should enhance teacher training and professional development. To ensure the successful

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implementation of the Super Minds textbook in primary school language teaching, it is essential to invest in comprehensive teacher training and ongoing professional development programs (Hardman & A-Rahman, 2014). Workshops and seminars can be organized to familiarize teachers with the curriculum's features, teaching strategies, and effective use of supplementary materials (Mystakidis et al., 2021). Wong and Moorhouse (2021) added these training sessions should focus on differentiating instruction to cater to diverse learning styles and individual student needs, empowering teachers to adapt the curriculum to create engaging and inclusive language learning environments.

Next, it is important to adapt content for high-achieving students. To cater to the diverse needs of students, including high-achievers, the Super Minds textbook should be adapted to offer more challenging and stimulating materials (Wong & Moorhouse, 2021). Teachers should have access to supplementary resources or extension activities that cater to advanced learners (Winebrenner, 2020). By providing more opportunities for in-depth exploration of language concepts, the curriculum can better support the needs of high-achieving students and keep them engaged in the learning process (Grecu, 2023).

Muniz (2021) suggested to make the Super Minds textbook more relevant to the cultural context of the students, curriculum developers should incorporate localized content, stories, and examples that resonate with the students' everyday lives and experiences. By integrating elements of the Malaysian landscape, culture, and daily experiences, the curriculum can create a more relatable and engaging learning experience for students (Muniz, 2021). This approach will not only improve

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comprehension but also foster a sense of cultural identity and pride among the diverse student population.

Teachers expressed concerns about the limited variety of design activities and content repetition in the Super Minds textbook (Czum, 2020). To address this, curriculum designers should focus on incorporating a wide range of interactive and engaging activities that cater to different learning styles (Shorey et al., 2021). Additionally, efforts should be made to avoid excessive content repetition and ensure that each unit offers fresh and challenging materials to keep students motivated and interested in the learning process (Mercer et al., 2020)

Some teachers raised concerns about the flexibility of the Super Minds textbook in accommodating various teaching methodologies but expressed challenges in covering all units within the allocated time (Septiana et al., 2020). To address this, curriculum developers should provide additional support and guidance on effective time management, helping teachers make the most of the textbook's content without feeling rushed (Grecu, 2023).

To further enhance the implementation of the Super Minds textbook, fostering collaboration and networking among teachers can be highly beneficial (Ya Shak et al., 2021) .Regular meetings, workshops, and online forums can provide opportunities for teachers to share best practices, exchange ideas, and support each other in addressing challenges related to textbook implementation (Septiana et al., 2020).

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Continuous evaluation and feedback are vital for the improvement of any curriculum. Periodic assessments and surveys can be conducted to gather feedback from teachers and students about the strengths and weaknesses of the Super Minds textbook (Ya Shak et al., 2021). Ahamat and Kabilan added this information can then be used to make necessary adjustments and updates to the curriculum to better meet the needs of teachers and students .

The findings and discussion in this research shed light on primary school teachers' views of the Super Minds textbook in language teaching. The overall positive views of teachers regarding the curriculum's effectiveness and alignment with the Common European Framework of Reference for Languages (CEFR) highlight its potential as a valuable resource in language classrooms. However, addressing affordability, enhancing cultural relevance, and providing additional support for teachers are essential steps to ensure successful implementation and maximize the benefits of the Super Minds curriculum in primary school language teaching. By considering these recommendations and taking into account the feedback of teachers and students, curriculum developers can further improve the Super Minds textbook and create a more engaging and effective language learning experience for all students.

5.6 Significance of the study

The significance of this study lies in its comprehensive evaluation of the Super Minds textbook in the context of language teaching in Malaysian primary schools. The findings provide valuable insights into both the strengths and challenges associated

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with the implementation of the Super Minds curriculum, offering a nuanced understanding of its impact on teachers and students.

The overwhelmingly positive views expressed by teachers regarding the Super Minds textbook validate its potential as an effective resource for language instruction. This affirmation reinforces the curriculum's positive impact on language teaching practices, potentially influencing educational policymakers, curriculum developers, and schools to continue using or adopting the Super Minds curriculum.

The detailed examination of the Super Minds textbook highlights its strengths, such as its alignment with the CEFR, comprehensive nature, and balanced approach to language skill development. Additionally, the study identifies specific challenges, such as concerns about affordability, thematic relevance, and content limitations for high-achieving students. This information is crucial for curriculum developers and educators to enhance the curriculum's strengths and address its shortcomings.

Next, the study offers practical recommendations for curriculum development, emphasizing the importance of adapting content for high-achieving students, incorporating localized and culturally relevant materials, and addressing affordability concerns. These recommendations provide a roadmap for curriculum developers to refine the Super Minds curriculum and improve its accessibility, relevance, and effectiveness in diverse classroom settings.

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The study underscores the need for comprehensive teacher training and ongoing professional development programs to support educators in effectively implementing the Super Minds curriculum. This recommendation recognizes the pivotal role of teachers in curriculum implementation and highlights the importance of equipping them with the necessary skills and strategies.

: The emphasis on thematic relevance and cultural inclusivity in language teaching materials is crucial. By incorporating localized content, stories, and examples that resonate with students' cultural backgrounds, the Super Minds curriculum can foster a more inclusive and engaging learning experience. This aligns with the broader goals of promoting diversity and cultural identity in education.

The study brings attention to concerns about the affordability of the Super Minds textbook and its potential impact on access to quality language learning resources. This finding emphasizes the need for educational policymakers and institutions to explore cost-effective measures and ensure equitable access to the curriculum for all students, aligning with the principles of inclusive education.

The call for continuous evaluation and feedback loops acknowledges the dynamic nature of education. Ongoing assessments and surveys can serve as valuable tools for refining the Super Minds curriculum, making necessary adjustments, and ensuring its relevance and effectiveness over time. This recommendation promotes a culture of continuous improvement in language education.

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In conclusion, this study contributes valuable insights to the field of language education by offering a comprehensive evaluation of the Super Minds curriculum in Malaysian primary schools. The recommendations provided have the potential to shape curriculum development, teacher training programs, and educational policies, ultimately enhancing the quality of language instruction and learning experiences for students in the Malaysian context.

5.7 Chapter Summary

In conclusion, the research provides valuable insights into primary school teachers' views of the Super Minds textbook and the challenges they face during its implementation. The positive views of teachers highlight the effectiveness of the textbook, while the identified challenges call for improvements in affordability and content relevance. By considering the recommendations and taking proactive steps, educational stakeholders can enhance the overall usability and effectiveness of the Super Minds textbook, ultimately benefiting language learning outcomes among primary school students.

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APPENDIX A

CERF Description

	CERF Description	
BASIC USER Able to carry out "real life" tasks of a touristic nature	A1	Able to use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Able to introduce himself/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. Able to interact in a simple way provided the other person talks slowly and clearly and is prepared to help
	A2	Able to understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family data, shopping, local geography, employment). Able to communicate in simple and routine tasks requiring a simple and direct exchange of data on familiar and routine matters. Able to describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need
INDEPENDENT USER Able to effectively express views and hold one's own in social discourse	B1	Able to understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Able to deal with most situations likely to arise whilst travelling in an area where the language is spoken. Able to produce simple connected text on topics which are familiar or of personal interest. Able to describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans
	B2	Able to understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Able to interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Able to 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

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PROFICIENT USER Able to fully participate in professional and academic life	C1	Able to understand a wide range of demanding, longer texts, and recognise implicit meaning. Able to express himself/herself fluently and spontaneously without much obvious searching for expressions. Able to use language flexibly and effectively for social, academic, and professional purposes. Able to produce clear, well-frameworkd, detailed text on complex subjects, teaching controlled use of organisational patterns, connectors, and cohesive devices
	C2	Able to understand with ease virtually everything heard or read. Able to summarise data from different spoken and written sources, reconstructing arguments, and accounts in a coherent presentation. Able to express himself/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations

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APPENDIX B

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

Al Hadi, M. L., & Mohd Shah, P. (2020). Malaysian ESL teachers' perception towards CEFR-aligned textbooks. *International Journal of New Technology and Research*, *6*(10), 73–79. https://doi.org/10.31871/ijntr.6.10.23

Mohammad Din, F. F., & Yamat, H. (2020). Challenges faced by teachers in using supermind textbook. *International Journal of Academic Research in Progressive Education and Development*, *9*(1), 122–133. https://doi.org/10.6007/IJARPED/v9-i1/6950

There are 3 sections.Please read and kindly answer all the questions accordingly.

Section 1: Respondent's demographic data

Section 2 : Teachers' views on using the Super Minds Textbook

Section 3 : Challenges faced in using The Super Mind textbook

1. Name : _____

2.Gender: (MALE / FEMALE)

3.School Type:

Sekolah Kebangsaan (Sk)	
Sekolah Jenis Kebangsaan Cina (SJKC)	
Sekolah Jenis Kebangsaan Tamil (SJKT)	

4 .Are you an English Language optionist? (YES / NO)

5. Years of experience teaching English Language.

less than a year	
1-5 years	

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6-10 years	
11-15 years	
more than 16 years	

6.Years of using Super Minds textbook

less than a year	
1-2 years	
more than 3 years	

7. Percentage of English textbook use per period

less than 25%	
25-49%	
50-74%	
75-90%	
More than 90%	

Please indicate the level of your agreement with the following statements by marking √ in the boxes.

1- Strongly Disagree

2- Disagree

3-Not sure

4- Agree

5- Strongly Agree

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LEVEL OF AGREEMENT					
STATEMENT	5	4	3	2	1
	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
SECTION B (i): Evaluation on Super Minds textbook					
1. The textbook comes with audio CDs, supplementary materials and teacher's guide book					
2. The layout and design are attractive and easy to read.					
3. The subject and contents of the textbooks are relevant to the CEFR-based curriculum.					
4. The instructions are clearly stated.					
5. There is an appropriate balance of the four language skills.					
6. The price of the textbook is affordable.					
7. The culture presented in the textbook is appropriate for Malaysian context.					

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LEVEL OF AGREEMENT					
STATEMENT	5	4	3	2	1
	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
SECTION B (ii): The role of Super Minds textbook					
1. I made some adjustments to the content of the textbook to suit the learners' context.					
2. I fully understand the content presented in the textbooks					
3. The textbook serves as the main syllabus of the current curriculum					
4. The textbook helps me in planning a daily lesson					
5. I fully understand the cultural issues presented in the textbooks					
6. I teach exclusively from the textbook					
7. I rely on the textbook when I'm teaching.					

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LEVEL OF AGREEMENT					
STATEMENT	5	4	3	2	1
	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
Section C (i): The challenges faced by teachers in using Super Minds Textbook (Physical make-up)					
1. Textbook cover are attractive.					
2. Type of font and size appropriate for the students.					
3. Textbook is durable.					
4. Textbook is not too expensive.					
5. Illustrations are colorful and attractive.					
6. Illustrations are informative and functional.					
7. Illustrations provide appropriate representations of local content.					
8. Size and weight of the textbooks are convenient for the students.					
9. There are enough illustrations accompanying texts in the textbooks.					

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LEVEL OF AGREEMENT					
STATEMENT	5	4	3	2	1
	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
Section C (ii) The challenges faced by teachers in using Super Minds Textbook (Practical Concerns)					
1. Caters for individual differences in home language background.					
2. Support the goals and objectives of the lessons.					
3. Support the goals and objectives of the program and the curriculum					
4. Units in the textbook are appropriate and familiar for the students					
5. The themes in the syllabus are related to the pupils' culture and environment.					
6. Content relates to the students' culture and environment.					
7. Integrates different learning styles.					
8. Incorporates higher level thinking skills and problem solving.					
9. The textbook is student centred					

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to a large extent.					
10. Flexible and can be taught using different teaching methodologies.					
11. Have sufficient amount of time to finish all units**.**					

-Thank you for your responses.-

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APPENDIX C

An Interview Protocol

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

Srakang, L. (2013). *A study of teachers perceptions toward using English textbooks: A case study of 10th grade English teachers in Maha Sarakham Province* (Master thesis). Srinakharinwirot University

School: _____ Time :

Name:_____ Date / /

Questions	Feedback
1. What do you think about using Super Minds textbooks?	
2. How do you plan to use the Super Minds textbook for each lesson?	
3. Do you rely on the Super Minds textbook when you're preparing for the lessons? Why? Why not?	
4. Do you use/ rely on any other resources or external references when you're preparing for the lesson? Why? Why not?	
5. Do you use supplement materials with the current textbook? If yes, indicate each type of supplementary material that you have used with a reason.	
6. Do you have difficulties using the Super Minds textbook? If yes, please specify.	
7. Do you have difficulties understanding the cultural content presented in Super Minds textbook? If yes, please specify.	

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APPENDIX D

INTERVIEW DATA

Question 1: What do you think about using Super Minds textbooks?

Teacher 1	*Hm… "I feel that the utilization of the Super Mind textbooks is great on the grounds that the book has composing as well as the substance in the book can attract in students to learn English." I would say that it's easy too".*
Teacher 2	*…. SuperMinds.. "I think the SuperMinds book is good but the content does suit all level of students".*
Teacher 3	*"The book is awesome. I just love the colour illustrated and I find my students enjoy using them!". Kid learn English well too.!*
Teacher 4	*Hi, For me, SuperMind is a good new textbook. But, Sometimes, I don't find the content is sufficient for my the " very good students"*
Teacher 5	*"I feel the textbook.. hmmm… the SuperMinds is great for learners to learn as the book is so attractive got pictures, maps and more and I love the way it is lined out easy… Ahmmm., but I can some references are no localized that makes my students difficult abit to understand"*
Teacher 6	*"Superminds book is good but I need to admit as I can't get along… Seriously like with.. with the book so simple as I couldn't familiarize myself with the content."*

Question 2: How do you plan to use the Super Minds textbook for each lesson?

Teacher 1	*"For every lesson, I mix, I do use the textbook and sometimes other supporting materials as well.*
Teacher 2	*"Hmmmm… Depends on my lesson. But mainly, I use the Super Minds textbook as reference.*
Teacher 3	*" For every lesson I will use it.*
Teacher 4	*"Depends on the lesson and I follow the SOW."*
Teacher 5	*"Based on topic and I refer SOW by BPK …I guess it much helpful".*
Teacher 6	*"I closely follow the Superminds textbook for all my lessons."*

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Question 3: Do you rely on the Super Minds textbook when you're preparing for the lessons? Why? Why not??

Teacher 1	*"My teaching style, I am not the sort of individual who depends on textbooks alone on the grounds that while depending on textbooks, students will be handily exhausted. In view of what I educate, they have found in books".*
Teacher 2	*I use the SuperMind textbook as my main references but I do refer other available materials to support the limited topic given in the book.*
Teacher 3	*"For every lesson I don't usually use it because… I prefer to give more materials apart from the textbook. I'm used to it.*
Teacher 4	*"I don't use solely the SuperMinds textbook one hundred percent. I follow the SOW. Hhmmmm" So, very less I utilize it".*
Teacher 5	*"Ahmmm… The textbook.. I use very less but it would be my main reference along with the DSKP and the whatttt Scheme Of Work.*
Teacher 6	*" I closely follow the Super minds textbook and ensures all my learners to refer it when its needed during lessons."*

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Question 4 : Do you use/ rely on any other resources or external references when you're preparing for the lesson? Why? Why not

Teacher 1	*" Yes, I do use supporting material apart from the textbook. Sometimes the information is the textbook less and I have do some homework" so that I cater the needs of my pupils."*
Teacher 2	*" Indeed! I use material which matches the topic to give more extra input for the students as no workbook is provided.*
Teacher 3	*"I use other resources when preparing lesson. Because I need to find more suitable materials to deliver to my students from various background".*
Teacher 4	*"I use other external references because the input in the textbook is minimal".*
Teacher 5	*" Yes, I do refer other materials apart from the textbook. Reason why.. because there's no enough exercise for pupils." " Sometimes I feel I spend more time in finding relevant materials for my kids".*
Teacher 6	*"Indeed. I will involve different books as my aide in educating also. Since I need students not to be students who just depend on books however to have the option to keep on dominating English overall quite well."*

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Question 5: Do you use supplement materials with the current textbook? If yes, indicate each type of supplementary material that you have used with a reason

Teacher 1	*" Indeed. I utilized a CD that expects me to utilize a projector. It isn't so much that I'm lethargic to educate however this is one of the techniques I use to ensure my students generally feel amusing to be in my group."*
Teacher 2	*" The CD is the supplement material given along with Super Minds textbook. I have to carry my own speaker and laptop especially for listening lessons. "Eventually it's tiring.*
Teacher 3	*"Nope, I use the saved version of recording because my school have limited facilities in utilizing ICT." Using CDs is a good method, but the challenges I faced are carrying external speakers and laptops. Some of the schools don't have a complete set of equipment."*
Teacher 4	*"Yes, I use the CD given. It is used during my listening and speaking classes mostly. I would like to add here. But the native pronunciation is a little difficult for the pupils to follow."and my kids struggles.*
Teacher 5	*" Yes, the CD for audio, internet and I refer others work that shared in telegram group and I will adapt according to my students need and level.".*
Teacher 6	*"Indeed. CD. Other than that, I rely on the internet for looking material for my each lessons.*

Question 6 : Do you have difficulties using the Super Minds textbook? If yes, please specify.

Teacher 1	*" "Up until this point, No. The book is not difficult to be comprehend"*
Teacher 2	*"Yes, especially want design activities as the context is limied to approach all level of students."*
Teacher 3	*"Yes" The Year 1 and 2 share the same textbook, It makes me and the students to confuse at times." And the sudden change make me abit challenging to adapt.*
Teacher 4	*Yes, it similar and the content is too little and always have to reprate. My kids get bored.*
Teacher 5	*"No" The layout is easy to understand.*
Teacher 6	*"No" Yes, very limited content and can use the text book at the time .hmmmm.. and pity the advance level kids.*

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Question 7: Do you have difficulties understanding the cultural content presented in Super Minds textbook? If yes, please specify.

Teacher 1	*" So Far nope but localized contact would make the students understand better. Because some words my kids find them aliened and difficult to understand.*
Teacher 2	*"I don't see the need to include local content. The current international context is good enough for my students."*
Teacher 3	*"Yes" some topics are difficulties for the kids to understand as they do not experience. For example the 4 seasons.*
Teacher 4	*"No"*
Teacher 5	*"No" but I prefer local content and culture as students should expose to it first.*
Teacher 6	*Yes, I prefer Malaysian landscape. So that the kids learn better.*

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APPENDIX E

CATEGORIES AND CODES FOR THEMATIC ANALYSIS

Category	Code	Definition / Explanation / Example
1. Utilization of Super Minds Textbook	Positive Evaluation	Respondents express positive opinions about the Super Minds textbook, including its effectiveness in attracting students to learn English and its ease of use.
	Content Suitability	Some respondents feel that the content of the Super Minds textbook may not suit all levels of students adequately.
	Attractive Illustrations	Respondents appreciate the colorfully illustrated content of the textbook and mention that students enjoy using it.
	Content Insufficiency	A few respondents note that they find the content of the textbook insufficient for their advanced-level students.
	Localization Concerns	Some respondents highlight the lack of localized content and references in the textbook, which may make it difficult for students to understand.
2. Use of Super Minds Textbook	Main Reference	Some respondents use the Super Minds textbook as their main reference for lesson planning.
	Topic-Dependent	The use of the Super Minds textbook varies based on the lesson topic, and other materials are referred to when necessary.
	Supplemental Materials	Respondents use additional resources and materials to supplement the textbook content and cater to students' diverse needs.
3. Teaching Style	Balancing Materials	Respondents adopt a teaching style that balances the use of the Super Minds textbook with other teaching materials and resources.
	Mainly Textbook-Based	Some respondents rely heavily on the Super Minds textbook as their primary teaching resource.

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	Incorporating Other Books	Respondents use other books alongside the Super Minds textbook to enhance their teaching.
4. Use of Supplementary Materials	Ensuring Understanding	Respondents use supplementary materials to ensure students' understanding when the textbook's content is insufficient.
	Providing Extra Input	Additional materials are used to provide extra input and exercises to support students' learning.
	Adapting to Students' Needs	Respondents refer to various materials and adapt them based on students' needs and proficiency levels.
5. Use of CD	Utilizing CD with ICT	Respondents use CDs with projectors and other ICT tools to make the learning environment enjoyable and engaging for students.
	Challenges with CD Usage	Some respondents mention challenges when using the CD, including carrying external speakers and laptops and limited ICT facilities.
6. Layout and Comprehension	Clear and Understandable	Respondents find the layout of the Super Minds textbook easy to understand.
	Design for All Levels	Respondents note that the layout design aims to accommodate students of all levels effectively.
	Repetitive Content	Some respondents mention that the textbook content may become repetitive for students.
7. Localized Context	Benefits of Local Content	Respondents acknowledge that localized content can help students better understand the context and topics.
	No Need for Local Content	Some respondents see no need for localized content and prefer the current international context in the textbook.

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