

APPENDICES

APPENDIX 1: EDUCATIONAL RESEARCH APPLICATION SYSTEM 2.0 (KPM)

APPLICATION TERMS



10. Kementerian Pendidikan Malaysia berhak **MENOLAK** sebarang permohonan untuk menjalankan penyelidikan atau membatalkan kebenaran yang telah diberikan tanpa sebarang notis.

11. Satu naskhah laporan / disertasi / tesis penyelidikan hendaklah diserahkan kepada Pengarah, Bahagian Perancangan dan Penyelidikan Dasar Pendidikan, Kementerian Pendidikan Malaysia selepas penyelidikan selesai dijalankan.

12. Laporan / disertasi / tesis penyelidikan hendaklah berkulit keras berserta salinan softcopy (CD) berformat pdf.

(Kemaskini pada Mac 2020)

Untuk Paparan Menarik, sila gunakan Mozilla Firefox dengan saiz skrin 1024x768 pixel.

PENAFIAN

Hakcipta Terpelihara © 2016 Bahagian Pengurusan Maklumat & Bahagian Perancangan dan Penyelidikan Dasar Pendidikan, Kementerian Pendidikan Malaysia (KPM)

Pengguna aplikasi bertanggungjawab ke atas ketepatan dan kesahihan maklumat yang diberikan serta dalam merahsiakan identiti pengguna Kerajaan Malaysia dan KPM tidak akan bertanggungjawab bagi apa-apa kehilangan dan kerugian yang disebabkan oleh kecurahan pengguna sendiri.

SYARAT - SYARAT PERMOHONAN

1. Pengutipan data tidak melibatkan murid kelas peperiksaan (UPSR, PT3, dan SPM).
2. Penyelidikan tidak mengandungi unsur sensitif (seperti mempersoalkan dasar pendidikan / isu perkauman / menyentuh sensitiviti agama / seks keterlaluan / mengaibkan individu atau kumpulan), khususnya item soal selidik, soalan protokol temu bual, dan kandungan modul intervensi.
3. Pengutipan data tidak mengganggu aktiviti pengajaran dan pembelajaran murid di sekolah.
4. Pengutipan data tidak melibatkan pemerhatian oleh penyelidik serta rakaman video aktiviti pengajaran dan pembelajaran murid di dalam bilik darjah.
5. Pengutipan data tidak melibatkan pengambilan darah atau sebarang sampel fizikal daripada murid.
6. Pengutipan data melibatkan murid di luar waktu persekolahan, penggunaan aplikasi, pemerhatian dan sebagainya perlu disertakan borang kebenaran ibu bapa / penjaga dan surat sokongan daripada pentadbir sekolah.
7. Eksperimen, modul, permainan, aplikasi dan sebagainya perlu dilaksanakan oleh guru sekolah berkenaan (guru berperanan sebagai proksi penyelidik).
8. Instrumen hendaklah dalam Bahasa Melayu/Bahasa Inggeris semasa melaksanakan kajian. Sekiranya menggunakan bahasa selain daripada Bahasa Melayu atau Bahasa Inggeris, perlu **DITERJEMAHKAN** ke dalam Bahasa Melayu.
9. Permohonan yang tidak lengkap dan tidak mematuhi syarat-syarat permohonan akan **DITOLAK**.

<https://eras.moe.gov.my/syarat-syarat.cfm>

APPENDIX 2: RESEARCH INFORMATION SHEET



RESEARCH INFORMATION

STUDY TITLE:

THE IMPLEMENTATION OF CEFR-ALIGNED ASSESSMENT IN THE ESL CLASSROOMS: EXPLORING TEACHER'S VIEWS, PRACTICES, ISSUES AND WAYS TO MANAGE ASSESSMENT FOR WRITING SKILLS

INTRODUCTION:

The Malaysian Education Blueprint (MEB) 2013-2025 discusses the transformation of education in Malaysia, requiring children to be proficient in both Bahasa Malaysia and English. It is noted that twelve years of schooling and three years of university-level studies are not enough to help students reach the level of English proficiency. Therefore, the Ministry of Education (MOE) has introduced the Common European Framework of Reference (CEFR) to serve as a framework for teaching and learning English as a Second Language (ESL). Previous studies show that students have difficulty writing in ESL, which affects their English proficiency. This situation also affects students' future well-being in their careers. One of the ways to improve student learning is through classroom assessment practises. Therefore, this case study explores the implementation of CEFR-aligned assessment of writing skills in ESL classrooms, including teachers' views about it, the practices and issues in implementing it, and ways to manage them.

WHAT WOULD THIS INVOLVE?

The participants of the study are SISC+, three Head of the English Language Panel and six English language teachers who teach upper secondary classes. For data collection in this study, 10 semi-structured interviews, 10 to 12 teacher's reflective journals and 5 document reviews will be conducted with the participants. All data collected will be based on standard procedures and explained in detail to the participants before the study.

THE BENEFITS

The research conducted will contribute to CEFR-aligned assessment practises for writing skills in ESL classrooms. It will enhance the knowledge of the participants and help in future assessment methods.

RISK AND DISCOMFORT

There are no additional risks or inconveniences because the research does not involve additional procedures.

CONFIDENTIALITY

Data results are reported in a controlled manner and without reference to any particular individual. Therefore, each individual's data will be kept confidential. As a participant, you have the right to know the results only for yourself.

DO I HAVE TO TAKE PART?

Participation in this study is voluntary. If you prefer not to participate, you can tell the researcher without giving a reason. You can also withdraw at any time during the study.

PAYMENT AND COMPENSATION

You do not have to pay to take part in this study, and there is no payment for taking part in this study.

If you have any questions, you may contact

NAME OF RESEARCHER: Mrs Azurawati binti Wok Zaki

ADDRESS: [REDACTED]

Sendayan

Telephone No: 0 [REDACTED]

Thank you

Azurawati Wok Zaki

4201023

APPENDIX 3: CONSENT FORM



THE IMPLEMENTATION OF CEFR-ALIGNED ASSESSMENT IN THE ESL CLASSROOMS: EXPLORING TEACHER'S VIEWS, PRACTICES, ISSUES AND WAYS TO MANAGE ASSESSMENTS FOR WRITING SKILLS

Informed Consent Form

By completing this form, you confirm that you have been adequately informed about the purpose of the study and the measures taken to maintain confidentiality.

"I have received a copy of the information sheet describing the study and have had the opportunity to ask questions and have them answered to my satisfaction. I understand that my participation is voluntary and that I can withdraw from the study at any time (with any information I have previously given). I can decide whether the interview should be recorded and/or whether the researcher should take notes. I can see the transcripts if I want to. I know that no one but the researcher has access to the recordings or notes. These will be kept securely. I understand that anonymity is guaranteed and that none of the statements made during the interviews can be attributed to me. I may withdraw from the study at any time during the study. The researcher will provide general information about the research project and any other information about the research project that I request, as long as this does not breach confidentiality for other participants.

Any other specific conditions for agreement:

☐

I agree to take part in this research.

☐

I agree to provide self-reflection journals and

☐

I agree to have interview recorded

Participant:

Name: _____

Position: _____

Organisation: _____

Signature: _____ Date: _____

Researcher:

Signature: _____ Date: _____

APPENDIX 4: TEACHER'S REFLECTIVE JOURNAL

*URL for Teacher's Reflective Journal (Google Form)

<https://forms.gle/M9m4bCXgSXJnKDWY9>

TEACHER'S SELF-REFLECTIVE JOURNAL

THE IMPLEMENTATION OF CEFR-ALIGNED ASSESSMENT IN THE ESL CLASSROOMS: EXPLORING TEACHER'S VIEWS, ISSUES, AND WAYS TO MANAGE ASSESSMENTS FOR WRITING SKILLS

The Malaysia Education Blueprint 2013-2025 (MEB) 2013-2025 discusses the transformation of education in Malaysia, requiring children to be proficient in Bahasa Malaysia and English. It states that twelve years of schooling and three years of university studies are not enough to help students reach the level of English proficiency. Therefore, the Ministry of Education (MoE) has introduced the Common European Framework of Reference (CEFR) as the framework for teaching and learning English as a Second Language (ESL). Previous studies have shown that students have difficulty writing in ESL, which affects their English proficiency. This situation also affects students' future well-being in the workplace. One of the ways to improve student learning is through classroom assessment practises. Therefore, this case study examines the implementation of CEFR-aligned assessment of writing skills in ESL classrooms, including teachers' views about it, problems in its implementation and ways to overcome them. One of the main methods used in this study is the teacher's self-reflective journal form. It is recommended that participants complete this form after each agreed writing session.

This form consists of 2 parts and participants must answer both parts. Participants must reflect on the lesson by focusing on the assessment practises related to CEFR-aligned assessment that they carried out when teaching writing skills.

Thank you for your participation.

Azurawati Wok Zaki

4201023

Email *

Part 1: Background information

Please tick one of the answers below as appropriate/

Please fill in the information needed

Name of School (Code) *

School A

School B

School C

Name of Participant (Code) *

Teacher A

Teacher B

Teacher C

Reflection No

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

6 ☐

7 ☐

8 ☐

9 ☐

10 ☐

11 ☐

12 ☐

Date *

Day *

Monday ☐

Tuesday ☐

Wednesday ☐

Thursday ☐

Friday ☐

Class time *

Duration*

Part 2: Teacher-reflection

You can reflect on the lesson by focusing on the assessment that matches the CEFR for writing skills that you did in the lesson (if any). You can look at the types of assessment, the way they were carried out, the issues that arise and their effects (if any), how you manage those issues, and the students' acceptance of the assessment during the lesson:

APPENDIX 5: INTERVIEW PROTOCOL

Participant	Interview guide
English Teacher (Group 1)	i. Views on the implementation of CEFR-aligned assessment for writing skills a. Have you received training concerning the CEFR? If you have, what kind of training was that (pre-service training, in-service training, etc.)? b. Have you ever read English Language Education Reform in Malaysia: The Roadmap 2015-2025? c. Should the CEFR-aligned assessment be implemented for writing skills? d. Describe your understanding of the CEFR-aligned assessment for writing skills. e. Should the CEFR influence teacher's strategy in teaching writing skills? How? ii. CEFR-aligned assessment practices a. Explain your practices and techniques in incorporating the CEFR in your: teaching writing to upper Form students? b. Describe how you implement the CEFR into the tests or exams you use for writing skills? c. Can you give examples of the CEFR influence on the coursebooks that you use to teach writing skills? d. Are you aware of the CEFR-aligned assessment for writing skills in the ESL classroom? How? e. How do you prepare for the writing skills assessments that align with CEFR in ESL classrooms? f. How do you determine which assessment type to use to assess different writing tasks in the ESL classroom that align with CEFR? g. Are there ways for students to assess themselves under the CEFR-aligned assessment for writing skills? How? iii. CEFR-aligned assessment issues a. What kind of issues do you face when implementing the CEFR-aligned assessment for writing skills? Please describe. iv. CEFR-aligned assessment ways to manage issues a. Describe how do you manage CEFR-aligned assessment issues for writing skills? b. Can you please describe what you do when you face any issues pertaining to the CEFR-aligned assessment? c. Do you refer the CEFR-aligned assessment issues that you experience to the expertise?

	d. Are there any issues that you have not encountered any solutions pertaining to the CEFR-aligned assessment? v. Improvement in writing skills by implementing CEFR-aligned assessment a. Based on your students' productions of their writing tasks; do you think the CEFR-aligned assessment improves their writing skills? Describe how. b. What practices or techniques do you employ to improve students writing skills using the CEFR-aligned assessment? c. Do you provide students with CEFR-aligned assessment practice for writing skills during the lesson? d. In your opinion, will you let your students implement peer assessment based on CEFR in writing class to improve their writing skills? Why. e. In your opinion, will you let your students implement self-assessment based on CEFR in writing class to improve their writing skills? Why.
Head of English Language Panel (Group 2)	i. Views on the implementation of CEFR-aligned assessment for writing skills a. Have you received any training concerning the CEFR? If you have, what kind of training was that (pre-service training, in-service training, etc.)? b. Have you ever read English Language Education Reform in Malaysia: The Roadmap 2015-2025? c. Should the CEFR-aligned assessment be implemented for writing skills? d. Describe your understanding of the CEFR-aligned assessment for writing skills. e. Should the CEFR influence teacher's strategy in teaching writing skills? How? ii. CEFR-aligned assessment practices a. How do teachers implement the CEFR standards into their: teaching writing skills? b. Did you provide helpful information, materials and resources for teachers to implement CEFR-aligned assessment in the ESL classroom? c. From your observations, do teachers aware of CEFR-aligned assessment being used for writing skills? How? d. Are there ways for students to self-assess and peer-assess their writing skills using the CEFR-aligned assessment standards? iii. CEFR-aligned assessment issues

	a. From your observation, what kind of issues do teachers face when implementing the CEFR-aligned assessment for writing skills? Please describe. iv. CEFR-aligned assessment ways to manage issues a. Describe how do you manage issues in CEFR-aligned assessment for writing skills? b. Can you please describe what you do when teachers face any issues pertaining to the CEFR-aligned assessment? c. Do you consult experts in handling issues regarding the CEFR-aligned assessment? d. Are there any issues that you have not encountered any solutions pertaining to the CEFR-aligned assessment? v. Improvement in writing skills by implementing CEFR-aligned assessment a. Based on students' productions of their writing tasks, do you think the CEFR-aligned assessment improves their writing skills? Describe how. b. What practices or techniques do you employ to improve students writing skills using the CEFR-aligned assessment? c. Do you provide teachers with any CEFR-aligned assessment practice or training for writing skills to be implemented in their lessons? When and how frequently do you do that? d. In your opinion, will you let teachers implement peer assessment among students based on CEFR in writing class to improve their writing skills? Why. e. In your opinion, will you let teachers implement self-assessment among students based on CEFR in writing class to improve their writing skills? Why.
School Improvement Specialist Coach (Group 3)	i. Views on the implementation of CEFR-aligned assessment for writing skills a. Have you received training concerning the CEFR? If you have, what kind of training was that (pre-service training, in-service training, etc.)? b. Have you ever read English Language Education Reform in Malaysia: The Roadmap 2015-2025? c. Should the CEFR-aligned assessment be implemented for writing skills? Describe your understanding of the CEFR-aligned assessment for writing skills. d. Should the CEFR influence teacher's strategy in teaching writing skills? How? ii. CEFR-aligned assessment practices a. How do teachers implement the CEFR standards into their:

- teaching writing skills? and
 - tests or exams on writing skills?
- b. Did you provide helpful information, materials and resources for teachers to implement CEFR-aligned assessment in the ESL classroom?
- c. From your observations, do teachers aware of CEFR-aligned assessment being used for writing skills? How?
- d. From your observation, are there ways for students to self-assess and peer-assess their writing skills using the CEFR-aligned assessment standards?
- iii. CEFR-aligned assessment issues**
- a. From your observation, what kind of issues do teachers face when implementing the CEFR-aligned assessment for writing skills? Please describe.
- iv. CEFR-aligned assessment ways to manage issues**
- a. Describe how do you manage CEFR-aligned assessment issues for writing skills?
- b. Can you please describe what you do when teachers face any issues pertaining to the CEFR-aligned assessment?
- c. Do you consult experts in handling issues regarding the CEFR-aligned assessment?
- d. Are there any issues that you have not encountered any solutions pertaining to the CEFR-aligned assessment?
- v. Improvement in writing skills by implementing CEFR-aligned assessment**
- a. From your observations, based on students' productions of their writing tasks, do you think the CEFR-aligned assessment improves their writing skills? Describe how.
- b. What do you do to guide teachers in improving their students' writing skills using the CEFR-aligned assessment?
- c. Do you provide teachers with any CEFR-aligned assessment practice or training for writing skills to be implemented in their lessons? When and how frequent do you do that?
- d. In your opinion, is it effective for teachers to implement peer assessment based on CEFR in writing class to improve students' writing skills? Why.
- e. In your opinion, is it effective for teachers to implement self-assessment based on CEFR in writing class to improve their writing skills? Why.

	f. How do you guide teachers to ensure that peer and self-assessment among students based on CEFR in writing class will effectively improve students' writing skills?
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APPENDIX 6: SAMPLE OF PEER DEBRIEFING



AZURAWATI BINTI WOK ZAKI
DOCTOR OF PHILOSOPHY (EDUCATION)

EXPERT VALIDATION

TITLE:

THE IMPLEMENTATION OF CEFR-ALIGNED ASSESSMENT IN THE ESL CLASSROOMS: EXPLORING TEACHER'S VIEWS, PRACTICES ISSUES AND WAYS TO HANDLE ASSESSMENT FOR WRITING SKILLS

OBJECTIVES OF THE STUDY:

1. To explore teachers' views on implementing CEFR-aligned assessments for writing skills in ESL classrooms.
2. To explore the implementation of a CEFR-aligned assessment for writing skills in an ESL classroom.
3. To investigate issues in implementing CEFR-aligned assessment for writing skills in ESL classrooms.
4. To explore ways of handling the issues in implementing CEFR-aligned assessment for writing skills in ESL classrooms.

Guidelines to Expert

This validation form consists of 2 main instrument methods; Teacher's Self-Reflective Journal and interview protocol. The Teacher's Self-Reflective Journal consists of 2 parts, and meanwhile, the interview protocol consists of 3 parts. The experts are required to check all of the items included. There are 2 options for experts to decide for each item on the interview protocol such as 'Agree' and 'Disagree'. The expert can give comments and suggestions for improvement including contents and language.

TEACHER'S SELF-REFLECTIVE JOURNAL

*URL for Self-reflection (Google Form)

<https://forms.gle/No4YFyNHjZNqDXsXA>

THE IMPLEMENTATION OF CEFR-ALIGNED ASSESSMENT IN THE ESL CLASSROOMS: EXPLORING TEACHER'S VIEWS, PRACTICES, ISSUES AND WAYS TO MANAGE ASSESSMENT FOR WRITING SKILLS

As mentioned in MEB 2013-2025, education transformation in Malaysia requires children to be proficient in Bahasa Malaysia and English. It is noted that twelve years of school study and three years of college study do not make students mastery over English. Thus, the Ministry of Education (MoE) introduces the Common European Framework of Reference (CEFR) to be implemented in English as a Second Language (ESL) learning as a guideline framework. Some studies indicate that students experience difficulties in writing which result in their English level proficiency. This situation affects students' future well-being in job employment as well. It is reported that one of the means to improve students learning is through teachers' assessment strategies. Therefore, this case study will investigate teachers' CEFR-aligned assessment practice strategies in the ESL writing classroom.

This Teacher's Self-Reflective is one of the main methods of this study. It is recommended that participants fill in this form after each writing class that has been agreed on.

This form consists 2 parts, and participants are required to answer both parts. Participant needs to reflect on the lesson by focusing on the assessment practices related to the CEFR-aligned assessment that they have done in teaching writing skills.

Thank you for your participation.

Azurawati Wok Zaki

4201023

Email *

Part 1: Background information

Please tick one of the answers below as appropriate/

Please fill in the information needed

Name of School (Code) *

School A

School B

School C

Name of Participant (Code) *

Teacher A

Teacher B

Teacher C

Reflection No

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

6 ☐

7 ☐

8 ☐

9 ☐

10 ☐

11 ☐

12 ☐

Date *

Day *

Monday ☐

Tuesday ☐

Wednesday ☐

Thursday ☐

Friday ☐

Class time *

Duration*

Part 2: Teacher's reflection

You may reflect on the lesson by focusing on the assessment aligned with CEFR for writing skills that you have done (if any) in the lesson. You may consider the types of assessment, how it has been carried out, what are the issues and effects of it (if any) and how was students' acceptance of the assessment during the lesson:

*Comment/Suggestion

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جامعة العلوم الإسلامية
ISLAMIC SCIENCE UNIVERSITY OF MALAYSIA

INTERVIEW PROTOCOL

GROUP 1: INTERVIEW PROTOCOL FOR TEACHERS

RQ 1 - Views on the implementation of CEFR-aligned assessment for writing skills			
Item	Inter-rater		Comments/Suggestions
	Agree	Disagree	
a. Have you received training concerning the CEFR? If you have, what kind of training was that (pre-service training, in-service training, etc.)?			
b. Have you ever read English Language Education Reform in Malaysia: The Roadmap 2015-2025?			
c. Should the CEFR-aligned assessment be implemented for writing skills? Describe your understanding of the CEFR-aligned assessment for writing skills.			
d. Should the CEFR influence teacher in teaching writing skills? How?			
RQ 2 - ii. CEFR-aligned assessment practices			
Item	Inter-rater		Comments/Suggestions
	Agree	Disagree	
a. How do you implement the CEFR in your teaching for writing skills? Describe how you implement the CEFR into the tests or exams you use for writing skills?			
b. Can you give examples of the CEFR influence on the coursebooks you use for teaching writing skills?			

c. Are you aware of the CEFR-aligned assessment for writing skills in the ESL classroom? How?			
d. How do you prepare writing skills assessments that align with CEFR in ESL classrooms?			
e. How do you determine which assessment type to use to assess different writing tasks in the ESL classroom that align with CEFR?			
f. How do your students assess themselves using the CEFR-aligned assessment for writing skills?			
RQ 3 -CEFR-aligned assessment issues			
Item	Inter-rater		Comments/Suggestions
	Agree	Disagree	
a. What kind of issues do you face when implementing the CEFR-aligned assessment for writing skills? Please describe.			
RQ 4 - CEFR-aligned assessment ways to handle issues			
Item	Inter-rater		Comments/Suggestions
	Agree	Disagree	
a. Describe how do you handle CEFR-aligned assessment issues for writing skills?			
b. Can you please describe what you do when you face any issues pertaining to the CEFR-aligned assessment?			
c. Do you refer the CEFR-aligned assessment issues that you experience to the expertise?			
d. Are there any issues you have not found any solutions pertaining to the CEFR-aligned assessment?			

RQ 5 - Improvement in writing skills by implementing CEFR-aligned assessment			
Item	Inter-rater		Comments/Suggestions
	Agree	Disagree	
a. Based on your students' writing tasks, do you think the CEFR-aligned assessment improves students' writing skills performance? Describe how.			
b. What do you do to improve students writing skill performance using the CEFR-aligned assessment?			
c. Do you provide practical assessments for students for writing skills during the lesson?			
d. In your opinion, will you let your students implement peer assessment based on CEFR in writing class to improve their writing skills? Why.			
e. In your opinion, will you let your students implement self-assessment based on CEFR in writing class to improve their writing skills? Why.			

GROUP 2: INTERVIEW PROTOCOL FOR THE HEAD OF ENGLISH LANGUAGE PANEL

RQ 1 - Views on the implementation of CEFR-aligned assessment for writing skills			
Item	Inter-rater		Comments/Suggestions
	Agree	Disagree	
a. Have you received training concerning the CEFR? If you have, what kind of training was that (pre-service training, in-service training, etc.)?			
b. Have you ever read English Language Education Reform in Malaysia: The Roadmap 2015-2025?			
c. Should the CEFR-aligned assessment be implemented for writing skills? Describe your understanding of the CEFR-aligned assessment for writing skills.			
d. Should the CEFR influence teacher in teaching writing skills? How?			
RQ 2 - ii. CEFR-aligned assessment practices			
Item	Inter-rater		Comments/Suggestions
	Agree	Disagree	
a. How do teachers implement the CEFR for writing skills? Describe how teachers implement the CEFR into the tests or exams for writing skills?			
b. Did you provide helpful information, materials and resources for teachers to implement CEFR-aligned assessment in the ESL classroom?			

c. From your observations, do teachers aware of CEFR-aligned assessment being used for writing skills? How?			
d. How do students assess themselves using the CEFR-aligned assessment for writing skills?			
RQ 3 -CEFR-aligned assessment issues			
Item	Inter-rater		Comments/Suggestions
	Agree	Disagree	
a. From your observation, what kind of issues do teachers face when implementing the CEFR-aligned assessment for writing skills? Please describe.			
RQ 4 - CEFR-aligned assessment ways to handle issues			
Item	Inter-rater		Comments/Suggestions
	Agree	Disagree	
a. Describe how do you handle CEFR-aligned assessment issues for writing skills?			
b. Can you please describe what you do when teachers face any issues pertaining to the CEFR-aligned assessment?			
c. Do you refer the CEFR-aligned assessment issues that you experience to the expertise?			
d. Are there any issues you have not found any solutions pertaining to the CEFR-aligned assessment? Please describe.			
RQ 5 - Improvement in writing skills by implementing CEFR-aligned assessment			
Item	Inter-rater		Comments/Suggestions
	Agree	Disagree	

a. Based on your observation of students' writing tasks, do you think the CEFR-aligned assessment improves students' writing skills performance? Describe how.			
b. What do you do to assist teachers in improving their students writing skill performance using the CEFR-aligned assessment?			
c. Do you provide practical assessments for teachers for writing skills during the lesson?			
d. In your opinion, will you let teachers implement peer assessment based on CEFR in writing class to improve their writing skills? Why.			
e. In your opinion, will you let teachers implement self-assessment based on CEFR in writing class to improve their writing skills? Why.			

GROUP 3: INTERVIEW PROTOCOL FOR THE SISC+

RQ 1 - Views on the implementation of CEFR-aligned assessment for writing skills			
Item	Inter-rater		Comments/Suggestions
	Agree	Disagree	
a. Have you received training concerning the CEFR? If you have, what kind of training was that (pre-service training, in-service training, etc.)?			
b. Have you ever read English Language Education Reform in Malaysia: The Roadmap 2015-2025?			
c. Should the CEFR-aligned assessment be implemented for writing skills? Describe your understanding of the CEFR-aligned assessment for writing skills.			
d. Should the CEFR influence teacher in teaching writing skills? How?			
RQ 2 - ii. CEFR-aligned assessment practices			
Item	Inter-rater		Comments/Suggestions
	Agree	Disagree	
a. How do teachers implement the CEFR for writing skills? Describe how teachers implement the CEFR into the tests or exams for writing skills?			
b. Did you provide helpful information, materials and resources for teachers to implement CEFR-aligned assessment in the ESL classroom?			

c. From your observations, do teachers aware of CEFR-aligned assessment being used for writing skills? How?			
d. How do students assess themselves using the CEFR-aligned assessment for writing skills?			
RQ 3 -CEFR-aligned assessment issues			
Item	Inter-rater		Comments/Suggestions
	Agree	Disagree	
a. From your observation, what kind of issues do teachers face when implementing the CEFR-aligned assessment for writing skills? Please describe.			
RQ 4 - CEFR-aligned assessment ways to handle issues			
Item	Inter-rater		Comments/Suggestions
	Agree	Disagree	
a. Describe how do you handle CEFR-aligned assessment issues for writing skills?			
b. Can you please describe what you do when teachers face any issues pertaining to the CEFR-aligned assessment?			
c. Do you refer the CEFR-aligned assessment issues that you experience to the expertise? How.			
d. Are there any issues you have not found any solutions pertaining to the CEFR-aligned assessment? Please describe.			
RQ 5 - Improvement in writing skills by implementing CEFR-aligned assessment			
Item	Inter-rater		Comments/Suggestions
	Agree	Disagree	

a. Based on your observation of students' writing tasks, do you think the CEFR-aligned assessment improves students' writing skills performance? Describe how.			
b. What do you do to assist teachers in improving their students writing skill performance using the CEFR-aligned assessment?			
c. Do you provide practical assessments for teachers for writing skills during the lesson?			
d. In your opinion, will you let teachers implement peer assessment based on CEFR in writing class to improve their writing skills? Why.			
e. In your opinion, will you let teachers implement self-assessment based on CEFR in writing class to improve their writing skills? Why.			

AZURAWATI BINTI WOK ZAKI
DOCTOR OF PHILOSOPHY (EDUCATION)

EXPERT VALIDATION

TITLE:

THE IMPLEMENTATION OF CEFR-ALIGNED ASSESSMENT IN THE ESL CLASSROOMS: EXPLORING TEACHER'S VIEWS, ISSUES AND WAYS TO HANDLE ASSESSMENT FOR WRITING SKILLS

OBJECTIVES OF THE STUDY:

1. To explore teachers' views on implementing CEFR-aligned assessments for writing skills in ESL classrooms.
2. To explore the implementation of a CEFR-aligned assessment for writing skills in an ESL classroom.
3. To investigate issues in implementing CEFR-aligned assessment for writing skills in ESL classrooms.
4. To explore ways of handling the issues in implementing CEFR-aligned assessment for writing skills in ESL classrooms.

It is confirmed that the protocol interview provided by Azurawati Wok Zaki, a PhD student, has been reviewed and meets the objectives of the study. The verification details are as follows:

No	Item	Yes	No
1.	The questions posed are clear and easy to understand		
2.	The language used is easy to understand by participants.		
3.	The questions raised do not confuse the participants.		
4.	The questions are raised to meet the objectives of the study.		

Remarks:

Thank you.

Signature Expert : _____

Official Stamp :

Specialization : _____

Qualification : _____

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جامعة العلوم الإسلامية
ISLAMIC SCIENCE UNIVERSITY OF MALAYSIA

Expert 1:

1.	The questions posed are clear and easy to understand	/	
2.	The language used is easy to understand by participants.	/	
3.	The questions raised do not confuse the participants.	/	
4.	The questions are raised to meet the objectives of the study.	/	

Remarks:

Please refer to the comments given above and make amendments as some of the questions are rather blurry due to the structure issues.

Do study the jobscope of a SISC+ officers as there are certain limitations that they can and can't do in assisting the teachers regarding the CEFR curriculum.

Some questions are based on assumption that the assessment activities happened in the classroom. Do rewrite these questions so that it become explorative rather than assumption

Thank you.

Khairul

Signature Expert : _____

Dr. Khairul Ainji binti Mohamed Jiri
Ketua Jabatan Penyelidikan & Inovasi
English Language Teaching Centre
Kementerian Pendidikan Malaysia

Official Stamp :

Specialization Inquiry : ESL Curriculum & Instruction, Qualitative Research , Narrative

Qualification : PhD In Curriculum & Instruction
PhD in Comparative & International Education

Expert 2:

No	Item	Yes	No	Remarks
1.	The questions posed are clear and easy to understand	/		Subject to amendments and agreement between supervisors
2.	The language used is easy to understand by participants.	/		same
3.	The questions raised do not confuse the participants.	/		same
4.	The questions are raised to meet the objectives of the study.	/		same

Remarks:

The lexical use of each word and syntax of each statement have been amended but subject to an agreement with relevant supervisors and subject-matter experts. Some of the statements were of content and context-specific, thus, the the comments I provided also looked into how language is used and, how meanings are intended and conveyed in a Malaysian setting. Further improvements are subject to relevant literature on CEFR-aligned assessment, research ethics, and MoU between Azura and the schools (teachers and student-participants) involved.

Thank you.

Signature Expert : HENRY NICHOLAS LEE (electronic generation of official stamping which requires no signature and stamp)

Official Stamp :

Specialization : International and Comparative Education in TESL

Azura4201023

Qualification : PhD

Expert 3:

No	Item	Yes	No
1.	The questions posed are clear and easy to understand	√	
2.	The language used is easy to understand by participants.	√	
3.	The questions raised do not confuse the participants.	√	
4.	The questions are raised to meet the objectives of the study.	√	

Remarks:

Content of the questions are relevant to CEFR and the study.

Thank you.

Signature Expert : 

Official Stamp :

NIK MASLIZA BINTI NIK MUHAMMAD
Ketua Penolong Pengarah
Unit Menengah Rendah
Sektor Operasi
Lembaga Peperiksaan
Kementerian Pendidikan Malaysia

Specialization : Assessment and CEFR for Lembaga Peperiksaan

Qualification : B.Ed TESL

Expert 4:

No	Item	Yes	No
1.	The questions posed are clear and easy to understand	/	
2.	The language used is easy to understand by participants.	/	
3.	The questions raised do not confuse the participants.	/	
4.	The questions are raised to meet the objectives of the study.	/	

Remarks:

The researcher poses all the related questions to determine the views and issues regarding CBR-aligned assessments.

Thank you

Signature Expert :

Official Stamp :

IRYAN IZZATY BINTI SALIKAN
Penolong Pengerah
Unit Psikometrik
Bahagian Pengurusan Dasar dan Perkembangan
Lembaga Peperiksaan
Kementerian Pendidikan Malaysia

Specialization :

Work Scheme Leader (CBR Initiative) for Lembaga Peperiksaan

Qualification :

B Ed TCEL

APPENDIX 7: SAMPLE OF MEMBER CHECKING

APPENDIX 6: INTERVIEW VALIDATION

I hereby confirm the transcription of the interview as submitted to me for review is
(please tick one)

Concurred and accurate without corrections	☒
Concurred and accurate with corrections	☐

Signature:



Name: FARAH YASMIN BINTI RUSTAM AFFANDY

Date: 27 AUGUST 2022



Dr. Khairul Aini binti Mohamed Jiri <khairul.aini@eltc.edu.my>
to me ▾

Thu, Nov 24, 2022, 4:13 PM ☆ ↶ ⋮

Dear Azura,

My apology for the late reply. I have read the data and feel that you may proceed with the writing as the coding process is done. My suggestion is for you to proceed by producing one table to summarize all themes and sub themes from the findings. All the best ya.

Khairul Aini binti Mohamed Jiri, PhD
Head of Research and Innovation Department
Editor-in-chief of ESL Practitioner Journal
English Language Teaching Centre (ELTC)
Ministry of Education Malaysia
Kompleks Pendidikan Nilai, Lebuh Enstek
71760 Bandar Enstek,
Negeri Sembilan
MALAYSIA
email: khairul.aini@eltc.edu.my
(O) : +6067979009
(Fax): +6067979113/114
Website : <http://www.eltc.edu.my/>
<http://www.eltc.edu.my/deptresearch.php>

APPENDIX 8: SAMPLE OF INTERVIEW TRANSCRIPTS

173 INT
174 ~~yes, alright, and~~ for that should the CEFR influence teachers' strategy in teaching writing skills?
175 ~~err, if so, how? How can be?~~
176 HEAD_A_INT1
177 ~~err, okay, err,~~ it definitely has changed my way of teaching for writing okay,
178 INT
179 yes
180 HEAD_A_INT1
181 err because now would guide the students to really close...to closely look at the 1st of all the
182 err...the number of words that you are supposed to write for examination even though it is a little
183 bit examination oriented but ~~err,~~ the key word here is focus and ~~guide, okay,~~ so with the 80 words
184 length for part 1 part 2 and part 3...and also for err secondary school also they have limited number
185 of words that they have to write and they also have to focus closely on the ~~questions, okay,~~
186 INT
187 true.
188 HEAD_A_INT1
189 so, what is it they need to write is based on the questions. if they don't answer the questions, that
190 they will lose mark a little bit on content. okay but being Malaysian we cannot run away from
191 being a little bit of ~~err,~~ not only being a Malaysian but being an Asian, we cannot run away from
192 the fact that we are so exam oriented. hah
193 INT
194 but ~~but, but, err,~~ at the same time teachers trying to adjust their strategies and approaches in order
195 to align with CEFR and to make sure that CEFR aligned with the assessment in the classroom
196 HEAD_A_INT1
197 ~~yes,~~
198 INT
199 because CEFR-aligned assessment is more on classroom assessment, it is not that we are being the
200 exam oriented it is just that include assessments in our teaching writing skills, isn't it?
201 HEAD_A_INT1
202 ~~ya,~~ that's correct.
203 INT
204 ~~yes, alright, alright,~~ so madam marina we move on to the CEFR aligned assessment practices err
205 in writing skills. okay How do the teachers implement the CEFR requirements and standard into
206 their teaching writing skills and also test or exam in writing skills. As madam marina is one of the
207 head of english language panel so i think that err you may observe your teachers and how do
208 the teachers implement this CEFR ~~err, yes,~~ their teaching writing skills and also maybe into their test
209 or exam into their writing skills.
210 HEAD_A_INT1
211 ~~err,~~ i guess the way the teachers implement CEFR requirements and standard, we have to really
212 follow the content standard and also the learning standard. From my observation, I can see that
213 teachers really help the students especially by encouraging active discussion and questioning in
214 the lessons.
215 INT

102 they will have to choose the right one that would suit the task even and language here this part is
103 a bit of problematic but i will ask them to edit it, what i do my strategy is for them to finish 5 minutes
104 early then read the essay and then find the mistakes, if they can edit it, they will edit it. So for
105 example subject verb agreement, passive tenses or the past participles, past tense, all of these
106 they know but when they are writing they will write the mistake, so they get edit it on their own.
107 So, these are the some of the strategies that i have used and i have also the students to read
108 some of the other students good essays. So, those who have written well are those essays will
109 be like a model essay for the students who did not score, so read your ~~friends' work,~~ So when
110 they read their friends' work, they will find good, this is where i have made some mistakes, this
111 is where i go wrong. So this is how it will help me in my own writing. So i think when they do it often
112 so it will help them.
113 INT
114 For the last one, is it like peer assessment? but they assess whatever their friends' essays and
115 at the same time they learn from the essay, it is like peer assessment?
116 TEACHER_A_INT
117 Can be peer assessment, can be peer evaluation or you can also call it shoulder friends that help
118 each other, they help each other. i have checked your work, you have answered the questions,
119 maybe you can add ~~this words,~~ you know, it's just like ~~post~~ essay that you have written, post work
120 that you have written, for them to edit. i think editing is very important. in fact when we write also
121 we make mistakes, so if we edit our own work, it is better, so it's fair for students to edit ~~each~~
122 ~~others'~~ work, i think we should give that ample space for students to do, ample room for them to
123 do some editing of their own work or their friends' work.
124 INT
125 Yes true, i agree with that, so madam how do you prepare for the writing skills assessment that
126 aligned with CEFR in your classroom?
127 TEACHER_A_INT
128 I use the scale that are provided the assessment scales that are provided in our CEFR framework
129 and you know that's given to us, the scales that's given to us by LPM and all that so i use them
130 to grade my students' work and i use it consistently. So i don't award mark as i like so it's always
131 based on the assessments scales that ~~that~~ when it comes to assessing students' ~~work,~~ So i have
132 to refer to it all the time. Then it will help.
133 INT
134 Ok so can you share what types of assessment that you use in your classroom for example we
135 have like simple observation, a presentation, ~~ya,~~ the type of assessment that you always use in
136 your writing classroom. Can you share?
137 TEACHER_A_INT
138 Presentation yes, they will have to present whatever they have written and then i will listen and
139 comment and then they will improve on that i also have an observation type of assessment and i
140 have also done some ~~formative~~ and ~~summative~~ types of assessments as well. So these are the
141 types of assessments i've done in my class of the students even have a roleplay 2 consideration
142 types of assessment that i have done in my class with the students. in fact, they even have the
143 role play, just after their role play, they have supposed to write a script. So and then they send for
144 me to evaluate the script. So i even check on that. So like dialogue and all that so all kind of
145 writing will be take it into consideration as assessment, because i think it's always incorporated
146 as ~~PBO,~~ so we are doing that assessment classroom assessment at the same time.
147 INT
148 And also you do more on group work in the classroom?
149 TEACHER_A_INT
150 Yes, i think group work helps especially the quiet ones. So when they see their friends who are
151 only confident you know can speak better than them even though some of them speak with lots
152 of mistakes but they still want to learn. So i am happy that students who had lots of mistakes yet

216 ~~err,~~
217 HEAD_A_INT1
218 Then, err if the students are able to communicate and achieve ~~err,~~ the appropriate forms, styles and
219 register. I guess the students has already achieve at least the B1 or B2 level, as long as ~~and~~ they
220 have ~~err,~~ as long as they fulfill the criteria, they have the content, they have the communicative
221 competence, the organisation ~~err~~ grammar and vocabulary and they are good to. and ~~err,~~ so i guess
222 the teachers will have the focus on this four ~~four~~ criteria so that the students writing would be
223 ~~err,~~ would be on tasked.
224 INT
225 ~~err,~~
226 HEAD_A_INT1
227 the ~~err,~~ because sometimes students just write without ~~without~~ any concern of the register, the
228 tone okay or the purpose of writing okay. what is the most important is the purpose of writing.
229 what is the writing is for. is it for writing an email, is it for writing an article, is it for writing a
230 review, okay. and review is also a something new in the ~~curriculum, okay,~~ that this is something
231 new. err rather than writing summary those days okay, English has now gone to the part of review,
232 okay, err review is a more modern approach for writing, i guess.
233 INT
234 ~~err,~~ alright. it becomes something new as well.
235 HEAD_A_INT1
236 yes
237 INT
238 when it comes to writing skills, alright okay. as a head of the English panel alright, did you provide
239 helpful information ~~err~~ such as materials, resources to implement CEFR aligned assessment in the
240 ESL classroom?
241 HEAD_A_INT1
242 err ~~yes,~~ we do that because once good thing about err about the district education department
243 is that they err they make sure that the head of the English panels and all the English teachers are
244 informed ~~thoroughly~~ regarding the new syllabus or regarding the new curriculum and ~~err,~~ they
245 have also provided us with lots of materials ~~err~~ and we are sharing it now that the technology
246 because of the technology advancement we can share it through telegram.
247 INT
248 ~~err,~~
249 HEAD_A_INT1
250 and lots of other means email and all that so i just make sure that the members of the English panel
251 will get all the ~~information, okay,~~ so i think that is the that is one err that is the ~~good, sorry,~~
252 ~~department, the education department,~~ i have to salute them for this.
253 INT
254 ~~yes, okay,~~ so from your observation do teachers aware of the CEFR aligned assessment itself being
255 used for writing skills?
256 HEAD_A_INT1
257 yes, now that it has been cascaded to the teachers, i guess there is no problem understanding the
258 format and ~~err~~ how they are going to implement ~~err~~ writing skills and furthermore the textbook

153 they want to speak, they will take charge of the group, they will be a group leader and they will
154 present. So the friend will help with the script writing, writing the essays for them so that the others
155 who are more confident will be able to present.
156 INT
157 Okay, can you share what are the levels of your students most of them?
158 TEACHER_A_INT
159 i think it's intermediate to more intermediate i would say, then we have very few advanced level
160 students maybe in the class like 30, i would say that i would have like 5 advanced, 20
161 intermediate and ~~alright,~~ better than weak students that i have. So average students are majority
162 would be the average students, the intermediate one.
163 INT
164 So, is it become an issue for you to handle the students with different kind of mixed level of abilities
165 or proficiency?
166 TEACHER_A_INT
167 I am used to it and have been doing it for the past 30 years, so it's like you know, when the
168 students are weak, we pay extra attention to them. i called them to the front, i looked at their work,
169 i ~~go~~ ~~read~~ to them, we can identify the weak students. The good students i will help them to give
170 extra works, otherwise they would have finished very fast, so i will ask them redo some
171 exercises they had done. That's how i do it.
172 INT
173 Okay so in your opinion, are there any ways for the students to assess themselves under the
174 TEACHER_A_INT
175 CEFR-aligned assessment? Do you expose the students with the CEFR rubrics in the classroom?
176 TEACHER_A_INT
177 Yes, definitely and i explain to them before the exams. i will expose them to rubrics, after the
178 exams also when i'm going to the paper as i will explain to them, i think i have explained to them
179 this form four batch and they came in March, maybe around 8 times already i have explained to
180 them the rubrics because every chapters sometimes we have 2 or 3 exercises that comes to
181 writing, so we will have to explain to them quite often like do it or on a regular basis i think we do
182 it. by explain to them the ~~rubric~~ and all the scales and all that.
183 INT
184 So, how was their perception on that rubric? CEFR rubrics?
185 TEACHER_A_INT
186 i personally feel that they like the rubrics because some of them came to me and told me that is
187 the first time, they getting an A for English.
188 INT
189 Okay.
190 TEACHER_A_INT
191 They have never gotten an A. So, when they are the marks are given to them you know, we add
192 in all the marks and they get the final marks, they manage to get at least an A-. A C students in
193 form three now there are form four now they are getting an A- which makes them happy so for
194 them their perception is now i can do better in English. Now am able to speak, now i am able to
195 listen, now am able to write i can't do, so the i think CEFR gives them that hope. builds their
196 confidence as well, it's a good thing, so i really like CEFR aligned assessment if you ask me.
197 INT
198 Yes, that's good, Madam XXX i go to the CEFR aligned assessment issues. Okay, what kind of
199 CEFR issues do you face when you implement CEFR-aligned assessment especially for writing
200 skills? anything that you would like to share?
201 TEACHER_A_INT
202 I think the main thing would be the cultural differences because a lot of the what the work given
203 is based on overseas or western cultural norms that they have had difficulties in understanding

APPENDIX 9: SAMPLE OF TEACHERS' REFLECTIVE JOURNAL

Part 2: Teacher self-reflection

You can reflect on the lesson by focusing on the assessment that matches the CEFR for writing skills that you did in the lesson (if any). You can look at the types of assessment, the way they were carried out, the issues that arise and their effects (if any), how you manage those issues, and the students' acceptance of the assessment during the lesson:

To be honest I have not been assessing myself in a while, so this process has helped me to reflect a lot about my methods of assessment. It might not be as great as expected, but it will definitely be full of honesty and humble insights.

Types of Assessment :

As simple as it sounds, asking questions is the main method that I use to assess students' understanding. Since this method involves verbal communication, it appeals more to the extroverts in class.

Ways to carry out :

I assess students 3 times in a lesson. Before teaching, while teaching and before I proceed to the next point. Questions before teaching involves getting to know their schemata while the later is to assess understanding. Before I proceed to the next point, I ask them key points again to refresh their mind about the content.

Today's topic was about 'Reading the Task Carefully' so it's pretty straightforward. It's at the pre-writing stage which often gets taken lightly by students. The model that I use for today's lesson is from Part One of the Writing Paper. From my observation, there are 3 key points that students need to answer in Part One, but sometimes students miss out on the key points when they don't read the question carefully.

For the first assessment, I reminded them of their previous experience when answering last year's summative paper. Majority of them did not get full marks for content because they didn't answer all the key points correctly. This would make them recall the experience and take note of how important it is to not skip the process.

Next I will assess them by giving 3 different sets of questions. I will ask them information on the questions to ensure they read the whole question carefully. If they did not answer precisely, I will ask them to be more specific. Usually at least one student will notice the detail that the previous student missed out on. By the time I reached the second set, there will still be mistakes done. I would highlight the necessary prompts to remind them of what is right and wrong. Finally by the third questions they would answer correctly.

Before I proceed to the next topic, I would ask them to repeat the summary of what they have learned.

Issues that arise and their effects :

As I've mentioned before, verbal responses appeal more to the extroverts. My method of assessment does not cater to the weak students & introverts in the class. Since I don't check up on them, they don't seek personal assistance, and end up getting left behind. This is something that I need to improve on.

How did you handle the issues :

For the weak and introverts, I would call out their name and ask them to summarise at the end of the lesson. But I don't do this to all of them. Usually only one or two students get to share their answers out loud. Assessment for this group of students happens much later, which is when they write the essay. From their answer, I will be able to identify their confusion or understanding of the topic. I will either write a note at the bottom of their essay or coach them personally when I return the paper. Honestly I make it a point to write something on my student's essay so that they know what areas they can improve on, or what was the strength of their essay. Teacher's feedback is very important to me and I've seen how much they love reading my note.

Students acceptance of the assessment :

Generally extroverts love the attention that they get when they're able to answer questions correctly. Especially when it's followed by a compliment from the teacher. I also make sure to focus on how to correct the mistake rather than highlighting the mistake. As for the introverts, for now, I'm relying on one-to-one coaching & feedback on their essay. I would improve on my assessment method as best as I could.

P/s : Hopefully this helps. Do send me a feedback if I need to give more information

APPENDIX 10: CONSENT LETTER



KEMENTERIAN PENDIDIKAN MALAYSIA
BAHAGIAN PERANCANGAN DAN PENYELIDIKAN DASAR PENDIDIKAN
ARAS 1-4, BLOK E8
KOMPLEKS KERAJAAN PARCEL E
PUSAT PENTADBIRAN KERAJAAN PERSEKUTUAN
62604 PUTRAJAYA

TEL : 0388846591
FAX : 0388846579

Ruj. Kami : KPM.600-3/2/3-eras(12086)
Tarikh : 8 Mac 2022

AZURAWATI BINTI WOK ZAKI
NO. KP : -----

NO 1744 JALAN NUSARI AMAN 7/5, NUSARI AMAN 3
BANDAR SRI SENDAYAN 71950 SEREMBAN
NEGERI SEMBILAN

Tuan,

**KELULUSAN BERSYARAT UNTUK MENJALANKAN KAJIAN :
THE IMPLEMENTATION OF CEFR-ALIGNED ASSESSMENT IN THE ESL CLASSROOMS: EXPLORING TEACHER'S VIEWS,
ISSUES AND WAYS TO HANDLE ASSESSMENT FOR WRITING SKILLS**

Perkara di atas adalah dirujuk.

2. Sukacita dimaklumkan bahawa permohonan tuan untuk menjalankan kajian seperti di bawah telah diluluskan dengan syarat :

" KELULUSAN INI BERGANTUNG KEPADA KEBENARAN PENGARAH JPN DAN PERTIMBANGAN PENTADBIR SEKOLAH. PENGLIBATAN, PEMERHATIAN SERTA RAKAMAN VIDEO TERHADAP AKTIVITI PENGAJARAN DAN PEMBELAJARAN MURID DI DALAM BILIK DARJAH TIDAK DIBENARKAN. "

3. Kelulusan adalah berdasarkan kepada kertas cadangan penyelidikan dan instrumen kajian yang dikemukakan oleh tuan kepada bahagian ini. Walau bagaimanapun kelulusan ini bergantung kepada kebenaran Jabatan Pendidikan Negeri dan Pengetua / Guru Besar yang berkenaan.

4. Surat kelulusan ini sah digunakan bermula dari 7 Mac 2022 hingga 26 Ogos 2022

5. Tuan dikehendaki menyerahkan senaskah laporan akhir kajian dalam bentuk *hardcopy* bersama salinan *softcopy* berformat pdf dalam CD kepada Bahagian ini. Tuan juga diingatkan supaya mendapat kebenaran terlebih dahulu daripada Bahagian ini sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak diterbitkan di mana-mana forum, seminar atau diumumkan kepada media massa.

Sekian untuk makluman dan tindakan tuan selanjutnya. Terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menjalankan amanah,

Ketua Penolong Pengarah Kanan
Sektor Penyelidikan dan Penilaian Dasar
b.p. Pengarah
Bahagian Perancangan dan Penyelidikan Dasar Pendidikan
Kementerian Pendidikan Malaysia

salinan kepada:-

JABATAN PENDIDIKAN NEGERI SEMBILAN

* SURAT INI DIJANA OLEH KOMPUTER DAN TIADA TANDATANGAN DIPERLUKAN *



Centre for Graduate Studies
Tel: 06-797 8640/8641 Fax: 06-797 8634

Our Ref: USIM/ 2.8/336 (4201023)
Date: 13 Syaaban 1443H/ 16th March 2022

TO WHOM IT MAY CONCERN

Assalamualaikum Warrahmatullahi Wabarakatuh

Dear Sir / Madam,

SEEKING PERMISSION TO DO DATA COLLECTION & SURVEY

This is to certify the status of the following student:

Name	Azurawati Binti Wok Zaki
I.C/Passport No.	8 [REDACTED]
Registration No.	4201023
Nationality	Malaysia
Faculty	Faculty of Major Language Studies
Program	Doctor of Philosophy (Education)
Mode of Study	PhD Research
Duration of Study	4 - 12 Semesters
Current Semester	3
Thesis Title	CEFR as a Tool for Evaluation Used By Secondary School Students: A Case Study in Malaysia

Your willingness to provide insights on the matter related to his/ her study is highly appreciated.

Thank you.

Yours sincerely,

(MOHD AKASHAH ABD RASHID)
Senior Assistant Registrar
Centre for Graduate Studies

usim/2022
Please Confirmation Letter



Berilmu, Berdisiplin dan Bertakwa

Knowledgeable, Disciplined and Devout



Universiti Sains Islam Malaysia, Bandar Baru Nilai, 71800 Nilai,
Negeri Sembilan Darul Khusus, Malaysia.
Tel : (+6)06 - 798 8000 | Faks : (+6)06-798 8204 | www.usim.edu.my



KEMENTERIAN PENDIDIKAN MALAYSIA

Jabatan Pendidikan Negeri Sembilan
Jalan Dato' Hamzah,
Karung Berkunci No 6,
70990 Seremban,
Negeri Sembilan Darul Khusus

Tel : 06-7653100
Faks : 06-7639969
Laman Web : jpns.moe.gov.my

Ruj. Kami : JPNS.SPS.MTE.500-12/4 Jld.4(14)
Tarikh : 4 APRIL 2022

AZURAWATI BINTI WOK ZAKI

NO. KP : 860221

NO.1744 JALAN NUSARI AMAN 7/5
NUSARI AMAN 3, BANDAR SERI SENDAYAN
71950 SEREMBAN
NEGERI SEMBILAN

Tuan,

**KEBENARAN BERSYARAT UNTUK MENJALANKAN KAJIAN KE SEKOLAH-SEKOLAH
DI NEGERI SEMBILAN DARUL KHUSUS DI BAWAH KEMENTERIAN PENDIDIKAN
MALAYSIA**

Saya dengan segala hormatnya memaklumkan bahawa permohonan tuan untuk menjalankan kajian bertajuk: **"THE IMPLEMENTATION OF CEFR-ALIGNED ASSESSMENT IN THE ESL CLASSROOMS: EXPLORING TEACHER'S VIEWS, ISSUES AND WAYS TO HANDLE ASSESSMENT FOR WRITING SKILLS"** telah diluluskan dengan syarat:

**"KELULUSAN INI BERGANTUNG KEPADA KEBENARAN DAN PERTIMBANGAN
PENTADBIR SEKOLAH.**

2. Sehubungan dengan itu, tuan hendaklah menghubungi dengan Pengetua sekolah berkenaan untuk meminta persetujuan dan membincangkan kajian tersebut di tempat seperti berikut:

i. SEKOLAH MENENGAH DI NEGERI SEMBILAN

3. Dimaklumkan bahawa kebenaran ini diberikan berdasarkan surat kelulusan dari pihak Kementerian Pendidikan Malaysia, Bahagian Perancangan Dan Penyelidikan Dasar Pendidikan, nombor rujukan KPM.600-3/2/3-eras (12086) bertarikh 8 Mac 2022 dan sah digunakan bermula dari 7 Mac 2022 hingga 26 Ogos 2022.

4. Tuan hendaklah menghantar satu naskah hasil kajian dalam bentuk *hardcopy* bersama salinan *softcopy* berformat Pdf di dalam CD ke Jabatan Pendidikan Negeri Sembilan (u.p : Unit Menengah dan Tingkatan Enam).

Sekian untuk makluman dan tindakan tuan selanjutnya. Terima kasih.

**"WAWASAN KEMAKMURAN BERSAMA 2030"
"BERKHIDMAT UNTUK NEGARA"**

Saya yang menjalankan amanah,

(DATO' HAJI MD FIAH BIN MD JAMIN)
Pegawai Pendidikan
Jabatan Pendidikan Negeri Sembilan

Nota :- Sila bawakan salinan surat kelulusan semasa membuat kajian di sekolah

APPENDIX 11: PEER DEBRIEFING APPOINTMENT LETTER



Fakulti Pengajian Bahasa Utama (FPBU)
Tel: +606-798 6753/6754

Tarikh: 17 Mac 2022

YBRS. DR. KHAIRUL AINI BINTI MOHAMED JIRI,
Ketua Jabatan Penyelidikan dan Inovasi,
English Language Teaching Centre (ELTS),
Kementerian Pendidikan Malaysia, Kompleks Pendidikan Nilai Lebuh Enstek,
71760 Bandar Enstek, Negeri Sembilan, Malaysia

YBrs. Dr.,

MOHON SEBAGAI PANEL PROFESIONAL (PROFESIONAL EXPERT) BAGI SEMAKAN DAN
PENGESAHAN KANDUNGAN INSTRUMEN PENYELIDIKAN DI PERINGKAT
DOKTOR FALSAFAH (PhD), FAKULTI PENGAJIAN BAHASA UTAMA

Nama Pelajar : AZURAWATI BINTI WOK ZAKI
No. Matrik : 2011163
No. Kad Pengenalan : [REDACTED]
Pengkhususan : Pendidikan

Dengan segala hormatnya saya merujuk kepada perkara di atas.

2. Adalah dengan ini saya mengesahkan bahawa penama di atas merupakan pelajar Program Pengajian Pascasiswazah (Doktor Falsafah) di Universiti Sains Islam Malaysia dan sedang menjalankan penyelidikan yang bertajuk "*The Implementation of CEFR-Aligned Assessment in the ESL Classrooms: Exploring Teacher's Views, Issues and Ways to Handle Assessment for Writing Skills*"

3. Sehubungan itu, pelajar ini memerlukan Panel Pakar Profesional bagi mengesahkan 'Interview protocol' dan 'Teacher's Self-reflection Journal' yang akan digunakan dalam penyelidikan beliau dan fakulti dengan ini memohon kepakaran YBrs. Dr. sebagai salah seorang Panel Profesional (Professional Expert) untuk menyemak dan mengesahkan kandungan instrumen tersebut. Bersama-sama ini dilampirkan dokumen berkaitan untuk rujukan dan semakan YBrs. Dr.

4. Sebarang pertanyaan pihak YBrs. Dr. boleh menghubungi penyelia pelajar iaitu Associate Professor Dr. Ramiaida Darmi di talian 06-7986773 atau pelajar di talian 013-9963963 dan email azurawati.wzaki.moe@gmail.com. Semoga dengan sumbangan kepakaran, idea membina dan penambahbaikan akan mampu mengukuhkan lagi kajian pelajar. Kerjasama dan kesudian pihak YBrs. Dalam perkara ini amatlah dihargai dan didahului dengan ucapan ribuan terima kasih.

Sekian.

Saya yang menjalankan amanah,

ASSOCIATE PROFESSOR DR. RAMIAIDA DARMI

Deputy Director
Centre of Excellence for Teaching and Learning
Universiti Sains Islam Malaysia

APPENDIX 12: MEMBER CHECKING APPOINTMENT LETTER



Fakulti Pengajian Bahasa Utama (FPBU)
Tel: +606-798 6753/6754

Tarikh: 18 Oktober 2022

YBRS. DR. KHAIRUL AINI BINTI MOHAMED JIRI,
Ketua Jabatan Penyelidikan dan Inovasi,
English Language Teaching Centre (ELTS),
Kementerian Pendidikan Malaysia, Kompleks Pendidikan Nilai Lebu Enstek,
71760 Bandar Enstek, Negeri Sembilan, Malaysia

YBrs. Dr.,

MOHON SEBAGAI PANEL PAKAR PROFESIONAL (PROFESIONAL EXPERT) BAGI SEMAKAN DAN
PENGESAHAN KANDUNGAN DATA PENYELIDIKAN DI PERINGKAT
DOKTOR FALSAFAH (PhD), FAKULTI PENGAJIAN BAHASA UTAMA

Nama Pelajar : AZURAWATI BINTI WOK ZAKI
No. Matrik : 4201023
No. Kad Pengenalan :
Pengkhususan :

Dengan segala hormatnya saya merujuk kepada perkara di atas.

2. Adalah dengan ini saya mengesahkan bahawa penama di atas merupakan pelajar Program Pengajian Pascasiswazah (Doktor Falsafah) di Universiti Sains Islam Malaysia dan sedang menjalankan penyelidikan yang bertajuk "*The Implementation of CEFR-Aligned Assessment in the ESL Classrooms: Exploring Teacher's Views, Issues and Ways to Handle Assessment for Writing Skills*".

3. Sehubungan itu, pelajar ini memerlukan Panel Pakar Profesional sebagai 'Member Checking' bagi mengesahkan data yang telah dikumpul dan akan digunakan dalam penyelidikan beliau dan fakulti dengan ini memohon kepakaran YBrs. Dr. untuk menyemak dan mengesahkan kandungan data tersebut. Bersama-sama ini dilampirkan dokumen berkaitan untuk rujukan dan semakan YBrs. Dr.

4. Sebarang pertanyaan pihak YBrs. Dr. boleh menghubungi penyelia pelajar iaitu Profesor Madya Dr. Ramiaida Darmi di talian 06-7986773 atau pelajar di talian 013-9963963 dan email azurawati.wzaki.moe@gmail.com. Semoga dengan sumbangan kepakaran, idea membina dan penambahbaikan akan mampu mengukuhkan lagi kajian pelajar. Kerjasama dan kesudian pihak YBrs. Dalam perkara ini amatlah dihargai dan didahului dengan ucapan ribuan terima kasih.

Sekian.

Saya yang menjalankan amanah,

PROFESOR MADYA DR. RAMIAIDA BINTI DARMI

Timbalan Pengarah
Centre of Excellence for Teaching and Learning
Universiti Sains Islam Malaysia