

**EXPLORING THE CEFR-ALIGNED WRITING SKILLS
ASSESSMENT BY ESL TEACHERS: PERSPECTIVES,
PRACTICES AND CHALLENGES**

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AUTHOR DECLARATION

I hereby declare that the work in this thesis is my own except for quotations and summaries which have been duly acknowledged.

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ABSTRAK

Common European Framework of Reference atau CEFR kini diiktiraf secara meluas sebagai rujukan *standard* kecekapan bahasa. Tujuan kajian ini adalah menyiasat amalan guru dalam melaksana penilaian kemahiran menulis sejajar CEFR dalam kelas *English as Second Language* (ESL). Persoalan kajian ini adalah: i) Bagaimanakah pandangan guru terhadap pelaksanaan penilaian sejajar CEFR untuk kemahiran menulis dalam bilik darjah ESL? ii) Bagaimanakah guru melaksanakan penilaian sejajar CEFR untuk kemahiran menulis dalam bilik darjah ESL? iii) Apakah isu-isu yang dihadapi oleh guru dalam melaksanakan penilaian kemahiran menulis sejajar CEFR dalam bilik darjah ESL? iv) Bagaimanakah guru menangani isu-isu yang mereka hadapi dalam pelaksanaan penilaian sejajar CEFR untuk kemahiran menulis dalam bilik darjah ESL? Penyelidikan kualitatif ini menggunakan pelbagai kajian kes, lokasi dengan pelbagai kaedah. Enam guru Bahasa Inggeris, tiga Ketua Panel Bahasa Inggeris, dan seorang *School Improvement Specialist Coaches* (SISC+) dari sebuah daerah di Negeri Sembilan dipilih berdasarkan kriteria yang ditetapkan. Temu bual separa berstruktur menggunakan *Google Meet* dan analisis dokumen berdasarkan dokumen Kementerian Pendidikan Malaysia dan jurnal reflektif guru digunakan untuk mengumpul data. Analisis tematik Braun dan Clarke (2020) digunakan untuk menganalisis data. ATLAS.ti 9 digunakan untuk mengekod dan menganalisis tema yang dikenal pasti. Kajian ini meneroka perspektif guru terhadap salah satu keutamaan dalam Pelan Pembangunan Pendidikan Malaysia 2013-2025, iaitu CEFR dalam Bahasa Inggeris. Oleh itu, kebimbangan dan penyelesaian telah diterokai bagi memastikan pelaksanaan pentaksiran sejajar CEFR adalah satu kejayaan yang memberi manfaat kepada semua pelajar dalam mencapai tahap Bahasa Inggeris antarabangsa. Dapatan kajian menunjukkan bahawa guru percaya bahawa penilaian kemahiran menulis sejajar CEFR adalah transformatif dan harus digunakan dengan menggunakan tiga kaedah utama: penyoalan, penilaian rubrik CEFR dan penilaian rakan sebaya. Guru-guru menyatakan masa adalah kekangan utama mereka dan isu ditangani dengan bimbingan yang mereka terima. Kajian ini memberikan beberapa cadangan bagi sistem pendidikan Malaysia untuk melatih guru dengan lebih baik dalam penilaian penulisan murid. Keupayaan guru untuk menjalankan pentaksiran sejajar CEFR dalam bilik darjah bertambah baik apabila mereka menjadi pemeriksa bagi peperiksaan awam. Kajian ini juga menjadi panduan kepada penyelidik akan datang bagi kajian analitikal penulisan dan penilaian Bahasa Inggeris di peringkat menengah bagi tingkatan lain dan ia boleh direplikasi oleh penyelidik lain dalam konteks ESL yang berbeza.

ABSTRACT

The Common European Framework of Reference (CEFR) is now widely accepted as the standard framework for language competence. The aim of this study, therefore, was to investigate teachers' practises in implementing CEFR-aligned assessments for writing skills in ESL classrooms. The following research questions are outlined: i) How do teachers view the implementation of CEFR-aligned assessments for writing skills in ESL classrooms? ii) How do teachers implement CEFR-aligned assessments for writing skills in ESL classrooms? iii) What issues do teachers face in implementing CEFR-aligned assessments for writing skills in ESL classrooms? iv) How do teachers address the issues they face in implementing CEFR-aligned assessments for writing skills in ESL classrooms? This qualitative study uses multiple case studies, multi-site design and a variety of techniques. Six secondary English teachers, three Heads of the English Language Panel and one School Improvement Specialist Coach (SISC+) from a district in Negeri Sembilan were selected using predefined criteria. Semi-structured interviews and document analysis were used to collect data. The semi-structured interviews were recorded using Google Meet and then transcribed verbatim for analysis. Data were collected through document analysis of teachers' reflective journals (submitted via Google Forms) and existing policy documents from the Malaysian Ministry of Education. A thematic analysis based on Braun and Clarke (2020) was used to analyse the data. ATLAS.ti 9 was used to code and analyse the themes identified by the tools used. This study is essential as it explores teachers' perspectives on one of the key priorities of the Malaysian Education Blueprint 2013-2025, namely the CEFR. Therefore, concerns and solutions were explored to ensure that the implementation of CEFR-aligned assessment is a success that benefits all Malaysian students in achieving the international level of English. The findings of the study show that teachers believe that the CEFR-aligned assessment for writing skills are transformative and applicable. Teachers use three main methods to implement CEFR-aligned assessment: Questioning, CEFR rubrics assessment and peer assessment. At the same time, teachers indicated that time constraint was their biggest challenge and that some of the methods for dealing with CEFR-aligned assessment issues were the guidance they received. The study also provided some recommendations for the Malaysian education system to better train teachers in the assessment of written work. It was found that the answer also leads to the factors influencing the implementation of CEFR-aligned writing skills assessments in ESL classrooms. This study will guide future researchers conducting analytical studies of writing and assessment in secondary English for other grade levels and can be replicated by other researchers in different ESL contexts.

الملخص

على نطاق واسع الآن باعتباره الإطار القياسي للكفاءة اللغوية الذي يعمل كمرجع للغات حيث تستخدم المناهج والتعليم والتعلم والتقييم والكتب المدرسية معيار CEFR. لذلك كان الهدف من هذه الدراسة هو التحقق من ممارسات المعلمين في تنفيذ الأصول المتوافقة مع معيار CEFR لمهارات الكتابة في فصول اللغة الإنجليزية كلغة ثانية وتم تحديد أسئلة البحث التالية: (1) كيف يرى المعلمون تنفيذ التقييمات المتوافقة مع معيار CEFR لمهارات الكتابة في فصول اللغة الإنجليزية كلغة ثانية؟ (2) كيف يقوم المعلمون بتنفيذ التقييمات المتوافقة مع معيار CEFR لمهارات الكتابة في الفصول الدراسية للغة الإنجليزية كلغة ثانية؟ (3) ما هي المشكلات التي يواجهها المعلمون في تنفيذ التقييمات المتوافقة مع معيار CEFR لمهارات الكتابة في الفصول الدراسية؟ (4) كيف يتعامل المعلمون مع المشكلات التي يواجهونها في تنفيذ التقييمات المتوافقة مع معيار CEFR لمهارات الكتابة في فصول اللغة الإنجليزية كلغة ثانية؟ تستخدم هذه الدراسة النوعية دراسات حالة متعددة وتصميم متعدد المواقع ومجموعة متنوعة من التقنيات. يشمل المشاركون ستة معلمين ثانويين للغة الإنجليزية ، وثلاثة رؤساء لجنة اللغة الإنجليزية ومدرّب متخصص في تحسين المدرسة (+SISC) من منطقة في نيوجيرسي سمبلان حيث تم اختيارهم بناءً على معايير محددة مسبقًا. تم استخدام المقابلات شبه المنظمة والمجلة العاكسة لواقع المعلمين وتحليل الوثائق لجمع البيانات. تم تسجيل المقابلات شبه المنظمة باستخدام Google Meet ثم تم نسخها حرفيًا لتحليلها. تم جمع البيانات من المجلات العاكسة للمعلمين باستخدام نموذج Google ، واستند تحليل الوثائق إلى الوثائق ذات الصلة من وزارة التعليم الماليزية. تم استخدام التحليل Athematic القائم على مراحل (Braun and Clarke 2020) الست لتحليل البيانات. تم استخدام ATLAS.ti 9 لترميز وتحليل الموضوعات المحددة من خلال الأدوات المستخدمة. تعد هذه الدراسة أساسية لأنها تستكشف تصورات المعلمين لإحدى الأولويات الرئيسية لمخطط التعليم الماليزي 2013-2025 ، ألا وهي CEFR. عندما تم تطبيق معيار CEFR في نظام التعليم ، كانت هناك حاجة كبيرة للتحقيق في الأساليب التي يستخدمها المعلمون في فصول اللغة الإنجليزية كلغة ثانية لتقييم مهارات الكتابة ، لذلك تم استكشاف المخاوف والحلول لضمان تنفيذ التقييم المتوافق مع نجاح CEFR حيث يستفيد منه جميع الطلاب الماليزيين في تحقيق المستوى الدولي للغة الإنجليزية. تظهر نتائج الدراسة أن المعلمين يعتقدون أن التقييم المتوافق مع معيار CEFR لمهارات الكتابة "تحويلي" و "قابل للتطبيق". يستخدم المعلمون ثلاث طرق رئيسية لتنفيذ التقييم المتوافق مع معيار CEFR: "طرح الأسئلة" و "تقييم نماذج CEFR" و "تقييم الزملاء". وفي الوقت نفسه ، أشار المعلمون إلى أن "ضيق الوقت" كان أكبر الصعوبات التي يواجهونها وأن بعض طرق التعامل مع قضايا التقييم المتوافقة مع معيار CEFR كانت

بمثابة "التوجيه" الذي تلقوه. تهدف هذه الدراسة أيضاً إلى تقديم بعض الأفكار والتوصيات المفيدة لنظام التعليم الماليزي لتدريب المعلمين بشكل أفضل على تقييم العمل المكتوب. لقد وجد أن قدرة المعلمين على تنفيذ التقييمات المتوافقة مع معيار CEFR في الفصل الدراسي تتحسن عندما يتولون دور الممتحن في الامتحان العام. فضلاً عن ذلك ستكون هذه الدراسة بمثابة دليل للباحثين في المستقبل الذين يجرّون دراسات تحليلية لكتابة وتقييم اللغة الإنجليزية في المدرسة الثانوية لمستويات الصف الأخرى. أخيراً ، يمكن تكرار هذه الدراسة من قبل باحثين آخرين في سياقات ESL مختلفة.

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LIST OF ABBREVIATIONS

AaL	Assessment as learning
AfL	Assessment for learning
AoL	Assessment of learning
CBAM	Concern Based Adoption Model
CEFR	Common European Framework of Reference
CEFR- M	Common European Framework of Reference for Languages Malaysia
CPD	Continuous Professional Development
EPRD	Educational Planning and Research Division
ELSQC	English Language Standards and Quality Committee
EFL	English as a foreign language
ESL	English as a second language
HOTS	Higher Order Thinking Skills
JPN	Jabatan Pendidikan Negeri
KBSM	Kurikulum Bersepadu Sekolah Menengah
KBSR	Kurikulum Bersepadu Sekolah Rendah
KSSM	Kurikulum Standard Sekolah Menengah
KSSR	Kurikulum Standard Sekolah Rendah
LINUS	Program Saringan Literasi dan Numerasi
MEB	Malaysian Education Blueprint
MEDAC	Ministry of Entrepreneurship Development and Partnerships
MEB	Malaysian Education Blueprint
MES	Malaysian Education Syndicate
MUET	Malaysian University English Test
MOE	Ministry of Education
NEP	National Education Philosophy
OECD	Organisation for Economic Co-operation and Development

PISA	Programme for International Student Assessment
PLC	Professional Learning Community
PMR	Penilaian Menengah Rendah
PPD	Pejabat Pendidikan Daerah
SBA	School Based Assessment
SPM	Sijil Pelajaran Malaysia
SISC+	School Improvement Specialist Coaches
UPSR	Ujian Pencapaian Sekolah Rendah
ZPD	Zone of proximal development

