

Implementation of Common European Framework of Reference (CEFR) for Languages in Secondary English Education in Nonthaburi, Thailand: Basis for Enhancement Program

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Abstract

The global integration of the Common European Framework of Reference (CEFR) for Languages has reshaped English language education, yet empirical evidence on its implementation within provincial Thai contexts remains limited. This study investigated the implementation of the CEFR in secondary English education in Nonthaburi, Thailand, prompted by rapid globalization and local demands for English proficiency that led to the official integration of the framework. Specifically, it examined the extent of implementation effectiveness in curriculum alignment, pedagogical strategies, and institutional support, while identifying challenges affecting instructional quality.

A quantitative descriptive-correlational research design was employed, utilizing validated survey questionnaires administered to 59 English teacher-participants across ten schools through a stratified random sampling technique. Statistical analyses were conducted to determine the relationship between implementation variables and perceived effectiveness. Rigorous validation procedures and reliability testing were undertaken to ensure the credibility and consistency of the findings.

The findings revealed that the CEFR framework was substantially implemented, demonstrating high effectiveness in curriculum alignment, pedagogical strategies, and institutional support. However, the youthful, predominantly Filipino-migrant teaching workforce lacked sufficient ongoing, framework-specific professional training. Participants also reported challenges related to cultural adaptation and limited administrative guidance, suggesting that structural integration alone is insufficient without corresponding investments in human resource development.

The study concludes that long-term instructional success requires sustaining pedagogical excellence and workforce stability. This research provides empirical evidence on the effectiveness of CEFR implementation within a Thai provincial context, highlighting the critical role of continuous professional development and administrative support in sustaining pedagogical quality across the Nonthaburi teaching workforce. Based on these findings, a targeted, CEFR-oriented enhancement program is proposed to boost teacher competency, increase institutional responsiveness, and foster sustainable educational improvement within Thai secondary schools.

Keywords: Common European Framework of Reference, implementation level, teaching methodologies, secondary education, enhancement program

INTRODUCTION

English proficiency has become essential for economic participation, academic advancement, and cross-cultural interaction, particularly in Nonthaburi where globalization intensifies the demand for language skills among secondary students (Sriwongsa, 2024). Despite decades of instruction, Thai learners continue to struggle with functional proficiency, raising fundamental questions about current pedagogical approaches and forming the basis for examining CEFR implementation in this provincial context.

The Thai government formally integrated the CEFR into national education policy in 2014, providing a structured framework with six proficiency levels from A1 to C2 (Ministry of Education, Thailand; Foley, 2019). This framework offers a common reference for describing language skills and guidelines for international curriculum alignment. However, implementation varies considerably across provinces, with Nonthaburi presenting a complex case due to its position within the Bangkok Metropolitan Region and its linguistically diverse student population (Issara, 2024).

Historical challenges in Thai English education include inconsistent teaching quality and curricula that fail to address authentic communicative needs. Traditional teacher-centered instruction, which emphasizes grammar and rote memorization, conflicts directly with the CEFR's interactive, action-oriented focus (Damnet, 2021). This pedagogical mismatch demands substantial shifts in teaching mindsets, yet these changes encounter considerable obstacles within Thailand's established educational culture. Furthermore, traditional assessment practices, which often comprise nearly 60% of course marks, encourage passive learning rather than communicative competence (Watson Todd, 2019).

Teacher preparedness critically determines the effectiveness of CEFR implementation, yet many educators in Nonthaburi lack formal training on the framework, resulting in limited understanding and uncertainty about pedagogical application (Phoolaike, 2021). Some teachers demonstrate enthusiasm for communicative methodologies, while others struggle to transition from traditional approaches, underscoring the urgent need for sustained professional development. Additionally, approximately 38% to 60% of teachers find imported CEFR-aligned textbooks too challenging for their students, requiring significant personal time to develop supplementary materials (Jantrasakul, 2025). The digital divide further compounds these challenges, as peripheral schools lag behind urban centers in technology access, despite the province holding a substantial share of Thailand's education market.

Despite these obstacles, significant opportunities exist through comprehensive enhancement programs that invest in professional development and develop engaging, contextually appropriate CEFR-aligned curricula (Farhan et al., 2023). Schools can leverage Ministry data indicating that students require 180 to 260 guided hours to progress one CEFR level, allowing for more strategic instructional planning. By aligning materials with the framework and promoting active, real-world language use, educators can create cohesive learning experiences that prepare students for future academic and professional endeavors. Ultimately, successful CEFR implementation depends on collaborative approaches that recognize the interconnected nature of teacher preparation, resource allocation, stakeholder engagement, and assessment reform (Thadphoothon, 2025).

Statement of the Problem

The general objective of this research study determined the implementation of CEFR for Language in Secondary English Education in Nonthaburi, Thailand.

Specifically, it aimed to achieve the following objectives.

1. What is the profile of the teachers in Nonthaburi, Thailand in terms of age, gender, marital status, highest educational attainment, bachelor's degree, grade level handled, nationality, number of years of teaching experience handling CEFR for languages, number of seminars or training attended related to CEFR for languages, and average monthly income?
2. What is the level of implementation of CEFR for languages in secondary English education in Nonthaburi, Thailand in terms of curriculum alignment with CEFR standards, teachers' knowledge and understanding of CEFR descriptors, instructional strategies and classroom practices aligned with CEFR, assessment and evaluation practices based on CEFR proficiency levels, availability and use of CEFR-aligned instructional materials and resources, and institutional support and professional development for CEFR implementation?

3. What is the level of effectiveness in the implementation of CEFR for languages in secondary English education in Nonthaburi, Thailand in terms of curriculum alignment with CEFR standards, teachers' knowledge and understanding of CEFR descriptors, instructional strategies and classroom practices aligned with CEFR, assessment and evaluation practices based on CEFR proficiency levels, availability and use of CEFR-aligned instructional materials and resources, and institutional support and professional development for CEFR implementation?
4. What is the level of seriousness of the problems encountered in implementation of CEFR for languages in secondary English education in Nonthaburi, Thailand?
5. Is there a significant relationship between the level of implementation of CEFR for languages in secondary English education in Nonthaburi, Thailand and the profile of teachers?
6. Is there a significant relationship between the level of effectiveness in the implementation of CEFR for languages in secondary English education in Nonthaburi, Thailand and the profile of teachers?
7. Based on the findings, what enhancement program may be proposed?

Scope and Delimitations

The study evaluated CEFR implementation effectiveness across instructional quality, assessment alignment, learner performance, teacher practices, and student engagement, while also examining relationships between teacher profiles and both pedagogical approaches and observed outcomes. Additionally, the research identified key challenges educators faced in translating CEFR guidelines into classroom practice and developed a targeted action plan to strengthen implementation in Nonthaburi secondary schools.

The study was delimited to secondary schools in Nonthaburi Province, focusing exclusively on English teachers and administrators, and examining only CEFR-related knowledge, readiness, practices, and challenges without considering alternative frameworks. Data collection relied on surveys, interviews, and document analysis, excluding classroom observations or experimental interventions, and the resulting action plan was specifically contextualized for Nonthaburi rather than intended as a nationwide model.

Theoretical Framework

This study uses Vygotsky's Social Constructivism to frame language acquisition as socially driven, aligning with the CEFR's focus on communicative competence. CLT and TBLT serve as practical bridges between teachers' CEFR understanding and real-world task design, while CBE and AfL reinforce its proficiency levels and formative ethos—highlighting the need for both strong institutional systems and teacher expertise.

At the institutional level, Weiner's and Rogers' theories examine how policy, resources, and culture affect CEFR adoption, while Bandura's work links teacher experience and training to implementation confidence. Together, these theories form an integrated framework connecting teacher attributes, institutional support, and pedagogy to guide professional development, policy, and assessment.

Conceptual Framework

The conceptual framework used the Input Process Output Model to structure the research into three sequential stages, ensuring a logical flow from data collection to final recommendations.

The input stage included essential factors for understanding the research context, such as demographic characteristics, organizational factors, environmental influences, school profiles, institutional commitment, teaching methodologies, assessment practices, curriculum alignment, resource availability, and learner achievement. These variables were believed to significantly affect CEFR implementation and provided a strong foundation for the study.

In the process stage, the researchers collected data and tabulated participant responses. Statistical techniques like percentages, frequency counts, weighted mean, and Spearman correlation were used for analysis. The output produced findings, conclusions, and implications, which led to practical recommendations. The study ultimately proposed an action plan to strengthen CEFR implementation and improve language assessment practices in the educational context.

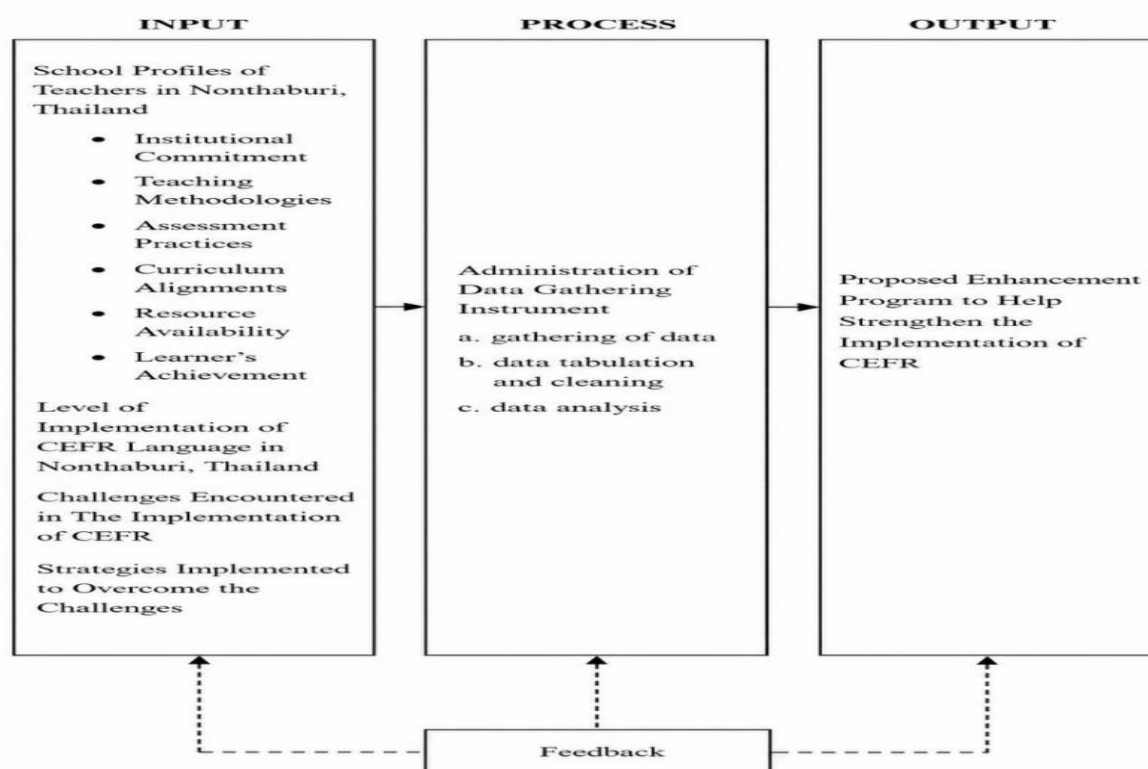


Figure 1. Paradigm of the Study

METHODOLOGY

Research Design

This study employed a quantitative-descriptive correlational design to examine CEFR implementation in Nonthaburi's secondary English education. The approach enabled the collection of numerical data to describe trends, compare variables, and identify relationships without manipulating school conditions. Stratified random sampling was applied to ensure proportional representation across key subgroups, thereby reducing bias and enhancing analytical precision for specific populations (Creswell, 2009/2014).

Research Steps

This research began with an extensive literature review to establish a solid theoretical foundation, examining international and local studies on the Common European Framework of Reference (CEFR) with a focus on implementation challenges, teacher preparedness, and effectiveness. This initial phase was crucial for identifying key variables, developing research instruments, and understanding specific

issues facing secondary English education in Nonthaburi, Thailand. The review also guided the formulation of research problems and hypotheses to address significant gaps in existing knowledge. Following the literature evaluation, a quantitative-descriptive correlational research design was selected to address the study objectives comprehensively. This approach enabled systematic data collection through validated survey questionnaires administered to teacher participants. The data gathering procedure followed a structured process, beginning with securing formal approvals from educational authorities, followed by instrument validation and pilot testing to ensure reliability.

Data Collection and Sample Selection

The primary instrument was a researcher-made survey questionnaire designed to collect quantitative data aligned with the research problems, developed based on CEFR guidelines, related literature, and existing instruments. It comprised several sections covering respondent profiles, CEFR knowledge, institutional readiness, pedagogical practices, implementation effectiveness, and encountered challenges, with items using Likert-type scales for consistent measurement.

The instrument underwent expert validation by specialists in CEFR, English language teaching, and educational research to ensure content validity and clarity, followed by a pilot test with teachers not included in the main study to determine reliability using Cronbach's Alpha. Necessary revisions were made based on feedback, and the finalized questionnaire was distributed in printed or electronic form to comprehensively and accurately address the research questions.

Data Analysis Methods

The study employed a range of descriptive and inferential statistical techniques appropriate to the nature of the variables. Descriptive tools, including frequency counts, percentages, weighted means, and standard deviations, were used to summarize teacher profiles, quantify CEFR knowledge, assess institutional readiness, and evaluate pedagogical practices and implementation effectiveness (Creswell & Creswell, 2018).

For relational analysis, Pearson's Product-Moment Correlation was applied to continuous variables such as age and teaching experience, while the Chi-Square Test of Independence was used for categorical variables including gender and certification status, following standard procedures for examining associations in educational research (Cohen, Manion, & Morrison, 2018). Frequency counts and ranking procedures were additionally employed to identify and prioritize the major challenges teachers encountered, highlighting critical areas requiring intervention (Pallant, 2020). Finally, a descriptive synthesis of all statistical outputs was conducted to formulate an evidence-based action plan tailored to strengthening CEFR implementation within Nonthaburi secondary schools.

Research Hypotheses and Validation

This study aimed to test the hypothesis that there is no significant relationship between the profile of secondary English language teachers and the extent of their CEFR-oriented pedagogical practices, as well as the hypothesis that there is no significant relationship between teacher profiles and the level of effectiveness of CEFR implementation. To examine these assumptions, the study employed Pearson's Product-Moment Correlation Coefficient for continuous variables such as age and years of experience, alongside the Chi-Square Test of Independence for categorical variables including gender, marital status, and specialization. The statistical analysis was conducted at a 0.05 level of significance, ensuring that any observed associations were rigorously evaluated against standard probability thresholds.

Study Limitations and Ethical Considerations

The study obtained formal approval from the Nonthaburi Provincial Education Office and school principals before commencing data collection. Informed consent was secured from all teacher participants, with clear explanations of the research objectives, voluntary participation, and the right to withdraw without consequence. Confidentiality and anonymity were guaranteed ensuring no personally identifiable information was disclosed.

RESULTS AND DISCUSSION

SOP 1. What is the profile of the teachers in Nonthaburi, Thailand?

The profile of the 59 teachers in Nonthaburi, Thailand, reveals a predominantly young and male workforce, with the largest age groups being 26–30 years (35.6%) and 22–25 years (23.7%), and males comprising 54.2% of the sample. Most teachers are single (67.8%) and hold at least a Bachelor's degree (50.8%), with a significant portion having pursued further graduate studies (25.4% with Master's units, 13.6% with a Master's degree). In terms of specialization, the majority majored in Secondary Education (49.2%) or Elementary Education (33.9%), and most handle lower secondary levels (Grades 7–9, 66.1%). The teaching force is notably international, with 72.9% being Filipino and 27.1% Thai.

Regarding CEFR-related experience, nearly half (49.2%) have 1–3 years of teaching experience with the framework, while 16.9% have 4–6 years and 15.3% have more than 10 years. However, professional development in CEFR appears limited, as 30.5% have attended no trainings in the last three years, and 44.1% have attended only 1–2 sessions. Income levels are modest, with the majority earning between 25,001–35,000 Baht (37.3%) or 15,000–25,000 Baht (23.7%), while only 10.2% earn above 45,000 Baht. Overall, the data suggest a young, male-dominated, Filipino-majority teaching population with strong academic qualifications but relatively low CEFR-specific training, indicating a potential area for targeted professional development.

SOP 2. What is the level of implementation of CEFR for languages in secondary English education in Nonthaburi, Thailand?

This section analyzed the level of implementation of the Common European Framework of Reference for Languages (CEFR) across five key dimensions: curriculum alignment with CEFR standards, teachers' knowledge and understanding of CEFR descriptors, instructional strategies and classroom practices aligned with CEFR, assessment and evaluation practices based on CEFR proficiency levels, and availability and use of CEFR-aligned instructional materials. Each dimension was assessed using a five-point Likert scale where respondents rated the indicators from 5 (Fully Implemented) to 1 (Not Implemented).

Curriculum Alignment with CEFR Standards. Curriculum alignment demonstrated robust implementation, with skill progression (Indicator 3) receiving the strongest consensus at 54.2% full implementation and 35.6% substantial implementation. However, classroom tasks reflecting the action-oriented approach (Indicator 5) showed slightly lower full implementation at 45.8%, suggesting friction between structural alignment and real-world execution. The findings indicate that while systematic mapping prevents pedagogical redundancy, translating curriculum into active scenarios remains inherently challenging for educators (Read, 2022).

Teachers' Knowledge and Understanding of CEFR Descriptors. Teacher self-efficacy in interpreting CEFR descriptors achieved an overall weighted mean of 4.36, reflecting substantial implementation. While educators demonstrated strong confidence in setting learning targets (96.7%), greater caution emerged in qualitative assessment and distinguishing between adjacent proficiency levels such as A2 and B1. This pattern aligns with research indicating that proficiency boundaries are often fluid rather than fixed, requiring targeted professional development to enhance diagnostic precision (Green, 2021).

Instructional Strategies and Classroom Practices Aligned with CEFR. Instructional practices achieved a weighted mean of 4.34, with action-oriented approaches (Indicator 2) reaching 59.3% full implementation. However, real-world task design (Indicator 1) showed notable variability, with 1.7% reporting minimal implementation. The integration of macro skills (50.8%) reflected balanced pedagogical approaches, though alignment with authentic local contexts remains an ongoing challenge. Evidence suggests that task-based methods reduce student anxiety while supporting the Council of Europe's vision of learners as active social agents (Macías & Torres, 2023).

Assessment and Evaluation Practices Based on CEFR Proficiency Levels. Assessment practices yielded a weighted mean of 4.35, marginally lower than instructional practices (4.44), suggesting that assessment adaptation often lags behind teaching innovations. While learner transparency was strong (50.8% informing students of proficiency levels), challenges emerged in long-term progress tracking and linking assessments to “can-do” statements (both at 44.1%). The difficulty in sustaining longitudinal monitoring reflects broader concerns, as disconnects between institutional tests and classroom-based assessments often render multi-year tracking impractical without systemic support (EALTA, 2026).

Availability and Use of CEFR-Aligned Instructional Materials. Instructional resources demonstrated substantial implementation with a weighted mean of 4.34. Teacher-created materials achieved the highest full implementation rate (59.3%), indicating active educator engagement in designing level-appropriate content beyond commercial textbooks. Digital tools and repositories showed robust integration (88.2% combined implementation), reflecting a broader shift toward online ecosystems as essential infrastructure for standardized CEFR-aligned instruction (González-Llorer, 2023).

Institutional Support and Professional Development for CEFR. Institutional mechanisms achieved a weighted mean of 4.40, with clear policy frameworks (54.2% full implementation) and regular training workshops (52.5%) demonstrating strong administrative commitment. Teacher collaboration reached 95% combined positive implementation, reflecting a healthy equilibrium between top-down directives and bottom-up execution. Administrative clarity and ongoing professional development are essential for CEFR success, as reforms often fail not due to teacher reluctance but due to unclear operational roadmaps and insufficient calibration of assessment practices (Wedell & Al-Alawi, 2021).

Summary of Level of Implementation of CEFR for Languages in Secondary English Education in Nonthaburi, Thailand

The data below presented in the level of implementation of the Common European Framework of Reference for Languages (CEFR) across six key instructional domains. Each domain was assessed using a five-point Likert scale where respondents rated the indicators from 5 (Fully Implemented) to 1 (Not Implemented) as shown in Table 1.

Table 1. Summary of Level of Implementation of CEFR for Languages in Secondary English Education in Nonthaburi, Thailand (n=59)

Level of Implementation of CEFR for Languages	Weighted Mean	Description
A. Curriculum alignment with CEFR standards	4.34	Substantially Implemented
B. Teachers' knowledge and understanding of CEFR descriptors	4.36	Substantially Implemented
C. Instructional strategies and classroom practices aligned with CEFR.	4.44	Substantially Implemented
D. Assessment and evaluation practices based on CEFR proficiency levels	4.35	Substantially Implemented
E. Availability and use of CEFR-aligned instructional materials	4.34	Substantially Implemented
F. Institutional support and professional development for CEFR.	4.40	Substantially Implemented
Grand Mean	4.37	Substantially Implemented

Note: Highest frequency counts are in **boldface**;

Legend: 1.00-1.50 (NI- Not Implemented); 1.51-2.50 (SI- Slightly Implemented);

2.51-3.50 (PI- Partially Implemented); 3.51-4.50 (SI- Substantially Implemented);

4.51-5.00 (FI- Fully Implemented)

With a Grand Mean of 4.37, the overall implementation was verbally described as Substantially Implemented. A domain-specific analysis revealed that instructional strategies achieved the highest rating (Mean: 4.44), indicating that teachers actively translate CEFR descriptors into action-oriented classroom practices (Richards, 2022). This pedagogical strength is reinforced by robust institutional support (Mean: 4.40), which provides essential professional development that prevents implementation fatigue (Nguyen & Hamid, 2021). Conversely, curriculum alignment (Mean: 4.34) and material availability (Mean: 4.34) scored marginally lower, reflecting the greater investment required for systemic curricular renewal (UNESCO, 2023; Tomlinson, 2024). Nevertheless, the overall pattern suggests a coherent system in which strong pedagogical execution, backed by administrative support, compensates for the slower pace of material and curricular updates.

SOP 3. Level of Effectiveness in The Implementation of CEFR

This section presented a detailed analysis of stakeholder perceptions regarding the level of effectiveness in implementing the Common European Framework of Reference for Languages (CEFR) within secondary English education in Nonthaburi, Thailand. The evaluation was structured across six key dimensions: curriculum alignment with CEFR standards, teachers' knowledge and understanding, instructional strategies and classroom practices, assessment and evaluation practices, availability and use of CEFR-aligned materials, and institutional support and professional development. Each dimension was assessed using a five-point Likert scale where respondents rated the indicators from 5 (Very High Effectiveness) to 1 (Not Effective).

Curriculum Alignment with CEFR Standards. The curriculum demonstrated strong alignment with CEFR standards, achieving a weighted mean of 4.31 (Highly Effective). Learning Path (Item 1) and Student Progression (Item 2) received very high ratings from 45.8% and 50.8% of respondents respectively, while Instructional Consistency (Item 3) earned the highest single positive rating at 54.2%. Material Selection (Item 4) and Learner Autonomy (Item 5) showed robust combined positive responses exceeding 87%. This consistency suggests that CEFR-guided curricula provide reliable structural frameworks that reduce instructional ambiguity (Nguyen & Nguyen, 2022). However, minor autonomy-related outliers indicate that alignment alone does not guarantee learner independence without complementary active learning strategies (Koc, 2024).

Teachers' Knowledge and Understanding of CEFR Descriptors. Educators demonstrated proficient understanding of CEFR descriptors, with a weighted mean of 4.31 across all competency indicators. Focused teaching (Item 1) and constructive feedback (Item 3) received notably high ratings, with 91.5% and 93.2% respectively rating their expertise as High or Very High. Collaborative planning (Item 4) and addressing individual needs (Item 5) showed balanced distributions, while stakeholder communication (Item 2) maintained strong positive responses. These findings indicate that teachers function as active framework users rather than passive implementers. Clear teacher understanding of descriptors has been shown to predict high-impact instruction and foster transparent assessment cultures (Borg & Johnston, 2020).

Instructional Strategies and Classroom Practices Aligned with CEFR. Instructional strategies aligned with CEFR received consistently high effectiveness ratings. Real-life communication (Item 1) and student confidence (Item 5) achieved the highest Very High ratings at 49.2%, while "can-do" statements (Item 2) and student-centered instruction (Item 3) demonstrated combined positive percentages of 93.3% and 95.0%. Student engagement (Item 4), though still strong at 88.2%, showed slightly lower scores with moderate effectiveness responses of 10.2%, potentially reflecting external factors such as class size. These findings support the action-oriented approach where learners engage in authentic tasks (Piccardo, 2020), while self-assessment descriptors empower learners through explicit progress indicators (North, 2014).

Assessment and Evaluation Practices Based on CEFR Proficiency Levels. Assessment practices yielded a weighted mean of 4.31, indicating High Effectiveness. Targeted feedback provision (Item 2) received the highest Very High rating at 52.5%, while proficiency measurement accuracy (Item 1) and progress tracking (Item 4) showed combined positive percentages of 93.2% and 89.9% respectively. The diagnostic capability of CEFR assessments enables formative, actionable feedback that outlines linguistic trajectories (Green, 2021), while standardized rubrics help mitigate subjective biases in performance evaluation (Council of Europe, 2020). These findings confirm that CEFR-aligned tools provide reliable roadmaps for student development.

Availability and Use of CEFR-Aligned Instructional Materials. CEFR-aligned materials demonstrated high effectiveness with a weighted mean of 4.30. Student engagement support received the highest rating at 50.8% High Effectiveness, while digital tools (45.8%), authentic materials (44.1%), and differentiation capabilities (42.4%) showed strong approval. Age and proficiency appropriateness received slightly lower ratings, with 11.9% indicating only Moderate or Slight Effectiveness. Structured framework materials significantly boost engagement and ease lesson planning (Read, 2021), while digitalized resources bridge theoretical grammar with practical application (Tomlinson & Masuhara, 2024). However, differentiation remains a complex hurdle requiring flexible adaptation strategies (Martinez, 2023).

Institutional Support and Professional Development for CEFR. Institutional support achieved the highest weighted mean of 4.39, with no negative responses across indicators. Collaborative planning time received the strongest Very High rating at 52.5%, followed closely by CEFR roadmap clarity and innovative school culture at 50.8%. Administrative support and professional development both scored at 47.5% Very High. Clear roadmaps reduce teacher anxiety and provide purpose during educational reforms (Fullan & Gallagher, 2020), while collaborative planning time enhances implementation more effectively than top-down mandates alone (Chang & Lee, 2023). The school has successfully established comprehensive support systems for CEFR implementation.

Summary of Level of Effectiveness in the Implementation of CEFR for Languages in Secondary English Education in Nonthaburi, Thailand

The provided dataset evaluated the perceived effectiveness of implementing the Common European Framework of Reference for Languages (CEFR) across six core educational dimensions. Table 2 measured curriculum alignment, teachers' knowledge, instructional strategies, assessment practices, material availability, and institutional support using weighted means to determine the overall effectiveness.

Table 2. Summary of Level of Effectiveness in the Implementation of CEFR for Languages in Secondary English Education in Nonthaburi, Thailand (n=59)

Effectiveness in the Implementation of CEFR on:	Weighted Mean	Description
A. Curriculum alignment with CEFR standards	4.31	High Effectiveness
B. Teachers' knowledge and understanding of CEFR descriptors	4.31	High Effectiveness
C. Instructional strategies and classroom practices aligned with CEFR.	4.37	High Effectiveness
D. Assessment and evaluation practices based on CEFR proficiency levels	4.31	High Effectiveness
E. Availability and use of CEFR-aligned instructional materials	4.30	High Effectiveness
F. Institutional support and professional development for CEFR.	4.39	High Effectiveness
Grand Mean	4.33	High Effectiveness

Note: Highest frequency counts are in **boldface**;

Legend: 1.00-1.50 (NE- Not Effective); 1.51-2.50 (SE- Slightly Effective); 2.51-3.50 (E-Moderately Effectiveness);
3.51-4.50 (- High Effectiveness); 4.51-5.00 (HE- Very High Effectiveness)

The assessment was highly positive, with an overall weighted mean of 4.39, indicating High Effectiveness and no responses in the lower categories. Collaborative planning time was the strongest asset, with 52.5% rating it Very Highly Effective, closely followed by a clear CEFR roadmap and innovative school culture. These findings align with research showing that clear frameworks and collaborative time improve reform success (Fullan & Gallagher, 2020; Chang & Lee, 2023). While CEFR-aligned materials scored slightly lower at 4.30, this did not undermine the overall success, as strong leadership, professional development, and curriculum-assessment alignment (4.31) created a well-supported ecosystem where teaching practices effectively translated into classroom reality.

SOP 4. Level of Seriousness of the Problems Encountered in the Implementation of CEFR Languages in Secondary English Education in Nonthaburi, Thailand

The Thai Ministry of Education has introduced a top-down policy using the CEFR framework to improve English teaching and raise national standards. The study revealed that its implementation in Nonthaburi secondary classrooms faces major problems.

Assessed using a five-point Likert scale where respondents rated the indicators from 5 (Very Serious Problem) to 1 (Not a Problem), two major obstacles tied for second place (Mean = 3.98): an overcrowded curriculum and students' limited English proficiency, which forced teachers to prioritize content coverage over communicative depth. Additional challenges included insufficient testing tools (3.97), inadequate teacher training (3.93), and weak administrative support (3.92), reflecting a top-down policy approach that demanded compliance without providing necessary resources or structural adjustments.

This pattern of surface-level adoption, driven by OBEC mandates, resulted in inconsistent implementation that failed to address classroom realities, particularly in mixed-ability settings where linear development assumptions disregarded weaker students' actual learning needs (LEARN Journal, 2025).

SOP 5. Significant Relationship Between the Level of Implementation of CEFR for Languages and Profile of Teachers

Statistical data explored the relationship between the level of implementation of the Common European Framework of Reference for Languages (CEFR) across six distinct areas namely: curriculum alignment, teacher knowledge, instructional strategies, assessment practices, instructional materials, and institutional support. Spearman's rank correlation coefficient (ρ) was utilized to determine the direction and strength of these relationships, with significance evaluated against standard alpha levels. Table 3, presented the various profile variables of the teachers, including age, highest educational attainment, years of teaching experience handling CEFR, number of seminars/trainings attended, and average monthly income in Baht.

Correlation analysis revealed that demographic factors such as age, educational attainment, and years of experience showed weak, non-significant relationships with CEFR implementation, with coefficients ranging from $\rho = -.190$ to $\rho = .039$ and p-values exceeding .05. These findings indicate that neither generational differences nor advanced degrees nor prolonged teaching experience reliably predict successful framework adoption, as traditional qualifications often emphasize general theory while experience may foster instructional rigidity. In marked contrast, the number of seminars attended demonstrated a strong, positive, and significant correlation with all CEFR dimensions ($\rho = .452$, $p = .000$), confirming that targeted professional development constitutes the primary driver of effective implementation. This underscores that institutions should prioritize continuous, specialized training over demographic or credential-based considerations, as structured professional learning remains essential for meaningful curricular reform (Darling-Hammond et al., 2020).

On the other hand, Table 4 presented the significant relationship between the level of implementation of CEFR for languages and profile of teachers using Chi-square (χ^2) tests of independence and Cramer's V coefficients to determine the strength and significance of these associations.

The Chi-square analyses revealed that most teacher demographic factors did not significantly affect CEFR implementation. Gender showed a marginally significant association ($\chi^2 = 5.696$, $p = .058$, $V = .311$), suggesting subtle differences potentially linked to workload perceptions (Rahman et al., 2021), while marital status ($p = .569$), bachelor's specialization ($\chi^2 = 7.17$, $p = .518$), and grade level taught ($\chi^2 = 0.274$, $p = .872$) all proved non-significant, confirming that personal circumstances and academic backgrounds do not hinder professional compliance with curriculum standards. These findings indicate that demographic variables are poor predictors of implementation fidelity; consequently, institutions should prioritize universal, high-quality professional development over demographic-targeted interventions, as standardized training appears to effectively bridge knowledge gaps and ensure consistent framework application across all teacher profiles (Ahmad & Rao, 2024).

SOP 6. Relationship Between Teachers' Quantitative Demographic Factors and CEFR Implementation Effectiveness

The success of CEFR implementation depends fundamentally on teachers, who serve as the primary agents of curricular translation into classroom practice. Table 5 presented a Spearman rho correlation coefficients examining relationships between implementation effectiveness and teacher demographic-professional profiles, including age, educational attainment, teaching experience, training attendance, and monthly income.

The analysis revealed that teachers' age and educational attainment had no significant relationship with CEFR implementation. All p-values exceeded 0.05, with weak correlations ranging from $\rho = -0.225$ to $\rho = 0.088$. This indicates that neither age nor holding advanced degrees guaranteed better framework adoption. Research confirms that adaptability depends on targeted training rather than demographic factors (Al-Amin & Chowdhury, 2022; Nguyen & Bui, 2023).

In contrast, the number of CEFR-related seminars attended showed significant positive correlations with implementation effectiveness ($\rho = 0.276$, $p = 0.035$). Similarly, years of experience surprisingly showed a negative correlation with descriptor knowledge ($\rho = -0.291$, $p = 0.025$), possibly due to "framework fatigue." Monthly income also showed no meaningful relationship. These findings highlight that continuous professional development, not tenure or salary, is the key driver for successful CEFR implementation (Garcia & Tan, 2022).

Table 6 presented the significant relationship between the level of effectiveness in the implementation of CEFR for languages and profile of teachers in terms of gender, marital status, bachelor's degree of specialization, and the grade levels handled. To determine if such relationships existed within this context, a Chi-square test of independence was conducted, paired with Cramer's V to measure the strength of association. The statistical analysis evaluated whether the variance in CEFR implementation effectiveness was meaningfully tied to the teachers' profile variables, establishing a baseline for targeted professional development.

The Chi square tests revealed that teacher demographics did not significantly affect CEFR implementation. Gender ($\chi^2=1.430$, $p=.489$), marital status ($\chi^2=.189$, $p=.910$), academic specialization ($\chi^2=4.998$, $p=.758$), and grade level taught ($\chi^2=.152$, $p=.927$) all showed non-significant results with weak Cramer's V values, indicating similar performance across all teacher backgrounds. Research confirms that training and institutional support matter more than demographic traits (Smith & Jones, 2021). These findings challenged assumptions that undergraduate major or marital status predict CEFR success. Continuous professional development and structured onboarding proved more important than initial qualifications, with CEFR specific workshops determining classroom effectiveness (Jackson, 2020). Schools should therefore prioritize targeted training over demographic factors in hiring and placement decisions to ensure consistent framework adoption across all grade levels.

Table 6. Chi-Square and Cramer's V Analysis of Categorical Teacher Profiles and CEFR Implementation Effectiveness

Profile	Chi-square Statistic (X ²)	df	Sig.	Interpretation	Cramer's V	Sig.	Interpretation
Gender	1.430	2	.489	Not Significant	.156	.489	Not Significant
Marital Status	.189	2	.910	Not Significant	.057	.910	Not Significant
Bachelor's Degree (specialization)	4.998	8	.758	Not Significant	.206	.758	Not Significant
Grade Levels Currently handled	.152	2	.927	Not Significant	.051	.927	Not Significant

**Correlation is significant at .01 level (2-tailed) *Correlation is significant at .05 level (2-tailed) Cohen's (1988) Cramer's V
 ≤.1 (small-weak relationship); .3 (medium/moderate relationship) ≥.5 large (large/strong relationship)

SOP 7. Enhancement Program for the Common European Framework of Reference (CEFR) for Languages in Secondary English Education in Nonthaburi, Thailand

Based on the findings of this quantitative descriptive-correlational research, an enhancement program for the CEFR for Languages in Secondary English Education was developed to address the challenges encountered by the English language teachers in Nonthaburi, Thailand. The proposed program is designed to optimize educational delivery of the CEFR outcomes. The plan replaces standard tests with Task Based Language Learning activities, includes CEFR Can Do passports with video evidence, and offers teacher

training through British Council Thailand or local universities. Digital tools like Duolingo for Schools support listening skills, while inter school events and local Project Based Learning help bridge disparities and build analytical abilities.

Success will be tracked using clear measures like task completion, portfolio use, digital activity, teacher training results, event participation, and student proficiency targets. The timeline covers initial diagnosis, active learning, and final benchmarking over the school year. Funding comes from various sources, and long-term sustainability depends on embedding the program into the curriculum and using peer coaching. Studies confirm that ongoing professional development yields better outcomes than single workshops (Jones et al., 2021), and this approach expects to raise students to A2 and B1 B2 levels (Smith & Taylor, 2022).

SUMMARY & CONCLUSION

This quantitative-descriptive correlational study in Nonthaburi found that most English teachers were young Filipino males with limited CEFR training and experience. While they showed strong overall implementation across six dimensions, they struggled to distinguish proficiency levels and perform continuous assessments. The main problems were large classes, overcrowded curricula, low student entry levels, weak benchmarking systems, and insufficient professional development. Only seminar attendance had a meaningful link to implementation, while years of experience showed a negative correlation with teacher knowledge. To address these issues, the proposed program introduced an action-oriented curriculum, Can Do passports, and mandatory teacher training, supported by digital infrastructure and a three-phase plan with built in monitoring and trainer development to ensure long term sustainability.

RECOMMENDATIONS

Based on the findings of this quantitative-descriptive correlational study, several recommendations are proposed for curriculum planners, school administrators, teachers, and future researchers.

School administrators should focus on providing meaningful professional development for early career teachers who have limited experience with the CEFR framework. This support should include paid time off and financial help for training costs so that more teachers can attend. Schools should also keep using teaching methods that improve real life communication and student participation, while making diagnostic feedback a normal part of daily lessons.

The proposed enhancement program should be tested in a pilot phase first, and then fully put into practice with its action-based curriculum, Can Do passports for students, and required training sessions. The train-the-trainers model for sustainability must begin from the very first stage so that schools can take full ownership of the program over time. For future research, studies should look at the long-term effects of training on teacher performance, the differences between school types, and the impact of student self-assessment tools on motivation. Researchers are also encouraged to explore why veteran teachers may feel tired of repeated training and how they cope with this challenge, as well as to use experimental designs that can show clear cause and effect relationships rather than just connections between factors.

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AI DECLARATION STATEMENT

The development of this study benefited from the use of AI-supported tools solely for grammatical refinement and structural organization. No artificial intelligence applications were employed in the collection, analysis, or interpretation of data. All intellectual contributions to this work are attributed to the named authors in accordance with established academic standards.

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