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PERCEPTIONS OF TAMIL VERNACULAR PRIMARY ESL TEACHERS ON CULTURAL RELEVANCE IN THE COMMON EUROPEAN FRAMEWORK FOR REFERENCE FOR LANGUAGES (CEFR)-ALIGNED TEXTBOOKS: A SURVEY

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ABSTRACT: This study examines how Tamil vernacular primary school teachers view the cultural relevance of the CEFR-aligned English textbook used in Malaysia. Existing research on CEFR-aligned textbooks often overlooks the unique perspectives of local school teachers, who must grapple with the complexities of integrating local identities into the European CEFR framework. Given the substantial impact that textbooks have on pupils' language learning, classroom participation, and knowledge of culture, the purpose of this study is to ascertain how teachers view the cultural components in the textbooks. Using a survey design, the study collected data from 37 in-service ESL teachers and interviewed 4 teachers in 4 Tamil vernacular primary schools located in two different states. By utilizing a descriptive and thematic approach to analyze the questionnaires and in-depth interviews' data, this study enquires three research questions: teachers' difficulties incorporating cultural content, their opinions on the cultural relevance of CEFR-aligned textbooks, and recommendations for enhancing these materials. The findings indicate a significant discrepancy between the diverse cultural backgrounds of Malaysian pupils and the CEFR-aligned textbooks' predominantly westernized content. Teachers listed a variety of challenges, such as a lack of resources, time constraints, curricular limitations, and insufficient professional development, that hinder the effective integration of cultural perspectives. In response, they suggested additional time for curriculum modification, improved support and guidance, local culture-focused legislative reforms, and targeted professional development in order to improve cross-cultural integration and support curriculum creation and language instruction for a diverse pupils' population, highlighting the value of professional development and additional resources.

KEYWORDS: Cultural relevance, CEFR-aligned textbooks, Tamil vernacular schools, Teacher perceptions.

INTRODUCTION

Globalization has increased the importance of English, making it a crucial subject in the curriculum from preschool to university levels all over the world (Rafidah & Emiliana, 2023). This tendency emphasizes how important it is to incorporate multicultural content into English language teaching resources, including textbooks,

in order to develop global competency in primary school pupils (Rafidah & Emiliana, 2023). This method not only enhances the language learning process but also gives pupils the skills they need to be global citizens, making English a valuable medium for professional and cultural interchange (Yacob et al., 2021). However, understanding

how perceptions and meanings impact language acquisition requires taking cultural factors into account. Textbooks are useful resources for language learning because they enable teachers to create lessons that are adapted to the needs of their pupils and attentive to cultural differences (Wang, 2022). According to Emecen and Sariçoban (2023), Tomlinson and Masuhara (2010) emphasize the importance of modifying instructional materials to take into account pupils' interests and cultural backgrounds. Hence, the purpose of this study is to ascertain the perceptions, difficulties, and methods teachers encounter when presenting multicultural material, which in this case, the Common European Framework for Reference for languages (CEFR) - aligned textbooks.

PROBLEM STATEMENT

In line with Malaysia's education reform outlined in the Malaysian Education Blueprint 2013–2025, textbooks aligned with the CEFR were implemented to unify and advance the English proficiency levels in schools. This ongoing initiative to standardize English language proficiency through CEFR-aligned textbooks has raised concerns regarding the cultural applicability of these materials, particularly in Tamil vernacular schools. Although these resources aim for broad applicability, recent studies indicate that CEFR-aligned textbooks often lack local cultural elements. Research by Katawazai et al. (2022) highlights that this absence makes it challenging for ESL teachers to connect lesson content with their students' backgrounds. Similarly, Kok and Azlina (2019) note that the existing CEFR-aligned curriculum is deficient in localised content and learning materials, with many textbooks derived from British sources that do not resonate with local culture (Aripin & Yusoff, 2022). The lack of culturally relevant materials can have a major effect on ESL learners' engagement and learning outcomes, making it especially challenging for teachers in Tamil vernacular schools to use these resources successfully (Topal, 2024).

Moreover, existing research on CEFR-aligned textbooks often overlooks the unique perspectives of teachers in vernacular schools who navigate the complexities of integrating local identities with the European CEFR framework. Zulkiply and Nasri (2024) emphasize that teachers face considerable

challenges when adapting imported English textbooks to fit local contexts, underscoring the need for culturally relevant content to enhance student engagement. Aman (2021) further notes that inadequate resources leave teachers unprepared to address cultural differences. A study by Sahar and Emaliana (2023) confirms that local cultures are frequently neglected in CEFR-aligned textbooks, which tend to feature foreign cultures instead. This oversight creates a significant disconnect between curriculum goals and the learning experiences of pupils from diverse backgrounds. Additionally, Ismail et al. (2022) point out that teachers' effectiveness may be compromised by the demands of modifying materials to make them culturally relevant.

Despite the pressing need for research on how Tamil vernacular primary ESL teachers perceive and address this cultural gap, such studies remain limited. Understanding how Tamil vernacular ESL teachers see and react to this cultural irrelevance is fundamental for advising future reading material improvement and teacher preparation. Such experiences are pivotal in guaranteeing even-handed, meaningful and socially relevant English instruction in different school settings all around Malaysia. Therefore, this research aims to investigate Tamil primary school ESL teachers' views on the cultural significance of CEFR-aligned textbooks while identifying the challenges they encounter and the strategies, they employ to bridge cultural differences. By focusing on these perspectives, the study aspires to foster a more contextually relevant and inclusive approach to language teaching that acknowledges and incorporates local cultural identities.

To support this objective, the following literature review examines existing research on cultural relevance in CEFR-aligned language education, particularly within the Malaysian context. In order to improve pupil motivation, involvement, and overall language learning outcomes, previous research have emphasized the significance of introducing culturally appropriate resources into language teaching (Pokhrel & Chhetri, 2021). For example, Smith (2021) revealed that when pupils used materials that represented their own cultural origins, they were more motivated and interested in the topic. Similarly, Jones (2020) pointed out that in order to guarantee relevance of culture in

the classroom, teachers' role is essential in choosing and modifying textbooks. Rahim and Daghigh (2019) analyzed the cultural contents of English textbooks in Malaysia and found that the textbooks offer zero content that relates to local culture.

Similarly, James and Aziz (2020) in their analysis of English textbooks, reported limited and unequal representation of cultural contents. The educational advantages of textbooks in enhancing cross-cultural communication abilities are emphasized by Deswila et al. (2021). Furthermore, Emecen and Sariçoban (2023) draw attention to the difficulties involved in learning English as a second language and stress the value of linguistic competence and cultural awareness. According to their data, teachers' opinions on the application of the CEFR framework in Malaysia are not all the same. The results showed that a significant number of teachers had little exposure to and knowledge of the CEFR framework. However, they were positive about the concept and thought that raising Malaysians' level of English proficiency will require a curriculum that is aligned with the CEFR.

According to Chao (2011) as stated in the research by Rafidah and Emaliana (2023), English language teachers (ELTs) can promote intercultural awareness by using a variety of techniques and resources to include cultural insights into their lessons. These results and researches highlight the need of examining teachers' viewpoints regarding cultural relevance in CEFR-aligned textbooks, which is the main goal of this research.

RESEARCH OBJECTIVES

- I. To identify the primary school teachers' perceptions of the cultural relevance of CEFR-aligned textbooks in Malaysia.
- II. To identify the challenges that the teachers encounter when incorporating cross-cultural contents from CEFR-aligned textbooks into their instructional strategies.
- III. To explore the strategies utilized by teachers to enhance the cultural validity in CEFR-aligned teaching resources.

RESEARCH QUESTIONS

This study focusses on three main questions as follows:

- I. How do teachers perceive the cultural content of CEFR-aligned textbooks in relation to Malaysian culture?
- II. What obstacles do teachers encounter when attempting to incorporate cross-cultural content into their language instruction strategies and creating appropriate materials within the framework of the CEFR?
- III. What recommendations do teachers have to raise the level of cultural relevance and effectiveness of language-based resources in Malaysian primary schools?

METHODOLOGY

This study used a mixed-method approach; hence a questionnaire survey and in-depth interview was used to answer the research questions.

Sample

The research utilised convenience sampling to select four schools where the researcher had previously conducted practicum and *Pengalaman Berasaskan Sekolah* (a program which all degree level trainee teachers have to go through and create a portfolio on their experiences at schools for a week), allowing for efficient data collection within a given timeframe, also benefits from the familiarity and feasibility with these educational settings and also cost-effective. The sample size was estimated using the rule of thumb, with a range of 10 to 30 participants and 3 teachers for the interview to reach thematic saturation, when further data collection yielded no new insights. Table 1 presents the total number of respondents gathered from the 4 schools and their gender.

Table 1: Total number of respondents

Gender	Percentage (%)	Total
Female	25	37
67.6		
Male	12	
32.4		

Instrumentation

To collect quantitative data on teachers' opinions, a questionnaire was given out. It included both closed-ended and open-ended questions, and the replies were mostly on a 5- Likert scale and 5 sections. By adapting and adopting questions and findings from previous research (Aina et al., 2021; Will & Najarro, 2023; Roberts et al., 2020;

Rafidah & Emaliana, 2023; Gedik Bal, 2020; James & Aziz, 2020; Nawai & Said, 2020; Rapanta & Trovão, 2021) and obtaining expert validation in terms of both content and the face value of the questionnaire, from a subject matter expert, the study made sure the questionnaire was valid. Also, the supervisor has also conducted a thorough review of the questionnaire before it was sent for pilot study. For the pilot study, the researcher distributed the questionnaire to 4 participants whose characteristics are similar to those of the target sample through Google Form. The 4 participants were requested to provide feedback on the questionnaire items via WhatsApp. Based on the feedback provided by the teachers who participated in the pilot test, several adjustments were made to improve the questionnaire. For instance, some teachers noted that the questionnaire was too lengthy, prompting a reduction in its overall length. Additionally, others suggested replacing the open-ended questions with Likert scale options to make it easier for respondents to provide their answers. These revisions were implemented to enhance the clarity and usability of the questionnaire. The feedbacks were then considered and changes were made. Next, Cronbach's alpha was used to evaluate the internal consistency of the questionnaire; in a pilot trial, the results showed a score of 0.899, suggesting good reliability. To further assess the reliability of the data gathered, the study also used Nunnally and Bernstein's Mean Score Interpretation Table (1994).

Three teachers were also given semi-structured interviews to learn more about their perceptions. While thematic analysis was used to find common themes and patterns in the interview replies, descriptive analysis was employed to analyze the questionnaire data.

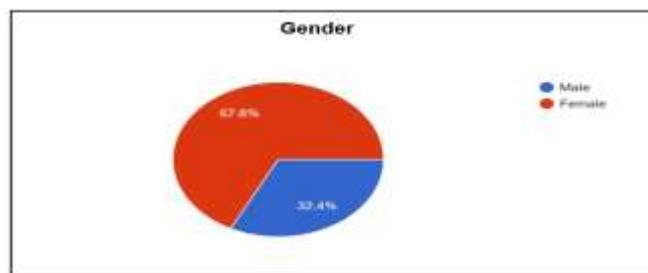
Then, the respondents were given the Google Form questionnaire. Three teachers who showed interest were then selected to take part in the interviews. Their permission to record and produce the transcription was acquired during the interviews, whether they were conducted in person or remotely. The responders were given around three weeks to respond. In my study, qualitative saturation was reached when the three interviews identified recurrent themes without offering new perspectives, and quantitative saturation was

reached when the sample size of 37 respondents offered reliable and consistent data for analysis. Data was analyzed right by then.

Analysis

Descriptive statistics including mean, standard deviation, mode, frequency, and percentage were among the statistical analyses the researcher was able to do with the SPSS software, which made it easier to analyze the data in charts and tables (TechTarget, 2018; Rahman & Muktadir, 2021). In order to find themes and patterns in the responses, thematic analysis was also used to examine the qualitative data. This combination of methods ensured a comprehensive understanding of teachers' perspectives regarding the cultural relevance of CEFR-aligned textbooks (Hayes, 2023).

A total of 37 in-service ESL teachers participated in this study. The majority of the respondents were female (67.6%), while 32.4% were male, reflecting a higher representation of women in the teaching profession.



In terms of teaching experience, most participants were experienced educators. 32.4% of the respondents had between 11 to 15 years of teaching experience, followed by 27% with more than 15 years. Teachers with 5–10 years and less than 5 years of experience accounted for 21.6% and 18.9%, respectively. Overall, 59.4% of the participants had more than 10 years of teaching experience, indicating that the sample comprises largely seasoned professionals with extensive exposure to classroom practices and the CEFR-aligned curriculum.

Teaching Experience	Total	Percentage (%)
Less than 5 years	7	18.9
5-10 years	8	21.6
11-15 years	12	32.4
More than 15 years	14	27

FINDINGS AND DISCUSSION

The study offers important new information about how Malaysian teachers view the cultural content and relevance of CEFR-aligned textbooks.

In response to the first research question (RQ 1), in the first item of the questionnaire, which is “How do teachers perceive the cultural content of CEFR- aligned textbooks in relation to Malaysian culture?”, among the responders, 10 (27%) were neutral, 2 (5.4%) strongly disagreed, and 15 (40.5%) disagreed that these textbooks are relevant. This medium-low score of mean suggests that most teachers believe these textbooks fall short of their pupils' educational or cultural needs. There appears to be a large gap in the textbooks' cultural representation, as many teachers feel that the contents do not sufficiently reflect the many cultural backgrounds of their pupils, despite the fact that others find some relevance. These conclusions were supported by qualitative interviews, in which all three teachers who participated said that the lack of cultural relevance in CEFR-aligned textbooks has a detrimental effect on pupils' engagement and comprehension. According to Teacher B and Teacher C, while being exposed to foreign vocabulary can sometimes be helpful, both of them argue that that the lessons lose their impact because they don't connect well with Malaysian culture. For reference, interviewee Teacher C (TC) and Teacher B (TB)’s responses are attached below.

“It can be stated irrelevant because the topics are not tailor based on Malaysia culture. For example, in the topic of Year 1 Lunch time! The food items are not local food items.”(TB)

“Some of the cultural elements are either too Westernized or do not apply to any of my pupils. Considering the background of my pupils in class and their exposure towards international contents, they find it irrelevant and it’s also quite hard to make them understand.” (TC)

Previous findings revealed a significant lack of cultural relevance in CEFR-aligned textbooks used in Tamil vernacular primary schools, which often results in disengagement and reduced comprehension among pupils. Building on this, the analysis of Question 5 from the interview highlights why cultural relevance is crucial in the teaching and learning process. Teachers stressed that culturally familiar content not only enhances comprehension but also fosters greater engagement, confidence, and global awareness among learners. These insights underscore the pressing need for CEFR-aligned materials that reflect pupils' cultural backgrounds to support more meaningful and effective language learning experiences. For reference, interviewee Teacher A (TA) and Teacher C (TC)’s responses are attached below.

“Cultural relevance is important because when pupils can relate to the context, it enhances their learning, their engagement and learning outcome. And also, it boosts, their comprehension and understanding of their learning.” (TA)

“pupils’ comprehension is greatly increased by their appreciation of a cultural context because culture is something personal, something you followed or seen as you grew up. And when it is very much relevant to them, the overall teaching and learning will be effective and successful.” (TC)

According to Krashen (1982), language acquisition requires comprehensibility, and effective learning requires culturally relevant resources (Ying, 2019). Mean scores of 2.35 and 2.97 for questions evaluating how Malaysian culture is portrayed in the textbooks further highlighted the gap between Western-centric content and the real-world experiences of Malaysian pupils. These finding is supported by Table 2 below.

Table 2: Mean and Standard Deviation scores of Section B

Item	1. The CEFR-aligned textbooks are relevant to the Malaysian cultural context.	2. The CEFR-aligned textbooks sufficiently represent the diversity of Malaysian culture.	3. The language (reading text, audios) and vocabulary used in CEFR-aligned textbooks are culturally	4. Are the cultural references and examples used in CEFR -aligned textbooks familiar to your students?
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				appropriate for Malaysian students.	
N	Valid	37	37	37	37
	Missing	0	0	0	0
Mean	2.81		2.35	3.00	2.97
Std. Deviation (SD)	1.023		1.160	1.000	1.130

Moving on to the findings from RQ 2. The data analysis of RQ 2 from the interviews and questionnaire reveals a number of important obstacles that teachers faced when incorporating cross-cultural content into their language instruction using CEFR-aligned textbooks. First, questionnaire exhibits the mean score and the standard deviation of how easy it is for them to adapt the CEFR-aligned textbooks to meet specific needs and cultural contexts of their pupils which is 3.11 (SD:0.699). With a medium high level of ease indicating that, despite the fact that the majority of teachers are capable of modifying these textbooks, they still do encounter obstacles. Considering that, time limitations are a major problem, as indicated by the mean score of 4.32 (SD: 0.669), which shows that almost 90% of respondents agree and strongly agree that time is a major barrier. Teachers who were interviewed mentioned that they were too busy and didn't have enough time to

modify their teachings to take into account the socioeconomic and cultural backgrounds of their pupils.

Curriculum rigidity also emerged as a challenge, with an average score of 3.89 (SD: 0.809) showing that 78% of teachers believe the CEFR-aligned curriculum prioritizes language proficiency over cultural understanding. This emphasis on Western contexts creates a disconnect between taught content and pupils' lived experiences, limiting cultural representation in Malaysian classrooms.

A mean score of 2.89, which indicates a medium-low sense of resource availability, also reflects teachers' challenges in locating culturally relevant resources that meet CEFR standards. There is a dearth of professional development opportunities centred on cultural integration, as many educators believe they are not properly prepared to integrate cultural subjects into their lessons (Szelei et al., 2019).

			a. Rigid curriculum makes it difficult to modify the content to represent the range of cultures among my students, which could result in a less inclusive learning environment.	b. Students don't actively engage, feel motivated and understand the lesson due to less relatable context or due to lacking of cultural sensitivity.	c. It may be difficult for me to design interesting classes that meet the needs of students from different backgrounds since I don't have the sufficient training.
N	Valid	37	37	37	37
	Missing	0	0	0	0
Mean		3.35	3.38	3.08	
Std. Deviation		.949	.953	1.187	
			d. Time restraints for designing lessons	e. Standardized curriculum requirements (eg. Curriculum focus on language proficiency and not cultural relevance)	
N	Valid	37	37	37	
	Missing	0	0	0	
Mean		4.32	3.89		
Std. Deviation		.669	.809		

Table 3: Mean and Standard Deviation Scores of Items 2 Section C

Meanwhile, the qualitative findings have revealed that, Teacher B has highlighted how difficult it is for pupils from lower socioeconomic backgrounds

to interact with materials that call for prior cultural knowledge, in response to RQ 2. Rafidah and Emaliana's (2023) findings, which emphasise the

significance of socioeconomic factors in pupil interaction with different materials, are consistent with this. This view is supported by the excerpt below made by Teacher B (TB):

“Pupils coming from different backgrounds does have an impact on how they relate to the content of the textbook...The low proficiency users have difficulty to cope or relate to learning new content due to language barriers and limited resources or exposure. So, considering all this and planning a lesson which suits all of their needs is tough and it requires a lot of time”

These difficulties highlight how curriculum design needs to be more integrated, taking into account local contexts and offering sufficient assistance to teachers. Resolving these problems could promote a more welcoming classroom that showcases Malaysia's diverse culture (Ali et al., 2015; Nawai & Said, 2020).

Furthermore, in order to increase the cultural relevance and efficacy of CEFR-aligned resources in Malaysian primary schools, the study highlights important recommendations made by teachers, addressing RQ 3. With a mean score of 4.32 (SD: 0.669), time restrictions were seen to be a significant obstacle, leading to requests for more time for lesson planning. With a high mean score of 4.14, teachers underlined the importance of

varied resources that represent both local and global cultures in order to promote an inclusive learning environment and develop intercultural competency (Zulkiply & Mohamad Nasri, 2024). These findings further support the concerns of the teachers who were interviewed. The analysis has revealed that teachers employ strategies such as cultural adaptation and differentiation to enhance pupils’ connection with lesson content. Teachers A and C modify the textbook content by incorporating local contexts, such as Malaysian festivals and foods, to replace less relatable Western references. This approach helps pupils better relate to the material and promotes appreciation of both local and global cultures. Meanwhile, Teacher B differentiates instruction based on pupils’ language proficiency levels, tailoring materials and tasks to meet the diverse needs of learners. These strategies demonstrate how teachers act as cultural mediators while also supporting inclusive learning through differentiated instruction. Also, both survey and interview revealed that the teachers stress the value of ongoing professional development that focusses on integration strategies and cultural awareness, training programs should equip teachers with the necessary skills to manage ethnic diversity in the classroom. Table 4 supports the discussion above.

Table 4: Mean and Standard Deviation Scores of Items 1,2,3 from Section D, E

		a. Producing teaching materials (textbooks) with a variety of cultural perspectives	b. Providing comprehensive guidance and trainings to teachers on how to incorporate cross-cultural contents from the textbooks	c. Allocating more time to prepare lessons that include material from different cultures.	d. Putting institutional or policy modifications into practice to facilitate the incorporation of cross-cultural content
N	Valid	37	37	37	37
	Missing	0	0	0	0
Mean		4.14	4.05	3.97	3.89
Std. Deviation		.855	1.026	.957	.843

		e. Giving teachers continual opportunity for professional development to improve their cultural competence	2. To what extent do you believe that the suggestions you made will improve the cultural relevance of the CEFR-aligned textbooks while implementing them in Malaysian primary schools?	3. In general, how satisfied are you with the way that CEFR textbooks in Malaysian primary schools reflect culture and are efficient?
N	Valid	37	37	37
	Missing	0	0	0
Mean		4.11	3.43	3.08
Std. Deviation		.774	.867	1.010

Furthermore, in accordance with sociocultural theory, continual professional development

centered on cultural integration is essential for preparing teachers to handle diversity in the

classroom (Vygotsky, 1978). According to Szelei et al. (2019), Malaysian primary schools can improve language proficiency and foster a more culturally sensitive learning environment by putting these recommendations into practice.

LIMITATIONS AND RECOMMENDATIONS

The study successfully analyzed how teachers see textbooks that align with the CEFR, exposing a range of perspectives, difficulties, and recommendations. Study did, however, recognize its limits because it concentrated on Tamil schools in Kinta Utara and Klang, which would limit the findings' applicability to other Malaysian educational systems. Nevertheless, the study provides insightful information about how these particular settings view CEFR-aligned textbooks, and it is important to note that the findings may not accurately represent the experiences and difficulties faced by teachers and pupils in other kinds of primary schools, such as national or Chinese-medium schools, or those in rural and urban areas of Malaysia. To further understand the efficacy of CEFR-aligned materials, future research should strive for a larger and more diverse sample that includes a range of school kinds and socioeconomic backgrounds which will produce more accurate results since it will be more representative of the population (Andrade, 2022).

Additionally, the current homogeneous sample might be less susceptible to bias if teachers from a variety of backgrounds were included. Hence, future research could benefit from the inclusion of a wider range of teachers, including those with varying backgrounds and professional experiences, as this would increase the diversity of viewpoints and offer a more complex understanding of the problems related to the use of CEFR textbooks.

There are also a few more recommendations to be suggested from various new insights obtained from the respondents. First, for CEFR-aligned textbooks to be used successfully, effective teacher preparation is necessary. Professional development programs that prepare teachers to use CEFR-aligned textbooks effectively should also be evaluated in future research. Besides, it is essential to conduct research on the language proficiency results linked to these materials, especially when comparing the learning outcomes

of pupils who use resources that are aligned with the CEFR to those who do not. Finally, comparative research on how CEFR-aligned textbooks is modified in various educational contexts may produce helpful strategies adapted to local educational and cultural contexts (Uri & Abdul Aziz, 2018; Bakir & Aziz, 2022).

IMPLICATION

This study has significant implications for all ESL teachers who deal with issues regarding the cultural relevance and authenticity of textbooks based on the CEFR. In order to better serve the needs of various pupils, curriculum creators and resource choices can benefit from the findings, which emphasize teachers' perspectives, difficulties, and methods for improving cultural validity. In order to assist teachers in incorporating local cultural settings with CEFR-aligned textbooks, the study also highlights the necessity of focused professional development, including seminars and group planning sessions that facilitate cultural integration in language instruction. Furthermore, it also highlights resource deficiencies that might be filled by financing more resources to enhance current textbooks. To make sure that teachers have access to rich and varied content that supports their teaching practices, educational authorities should think about funding the creation of supplemental resources to go along with the current textbooks. All things considered, the study provides insightful information for enhancing CEFR-aligned resources in Malaysian education by considering the cultural factor (Uri & Abdul Aziz, 2018; Bakir & Aziz, 2022).

CONCLUSION

In conclusion, this study, as the name suggests, scrutinizes the opinions of Tamil vernacular primary ESL teachers regarding the cultural compatibility of CEFR-aligned textbooks. The CEFR system offers a structured and regularized strategy for language education, yet the data collected indicates that its resources frequently lack a connection with the local cultural environment. This disjunction creates difficulties for teachers and diminishes pupil engagement and cognizance. In response, teachers used techniques like differentiated instruction and contextual adaptation to overcome cultural differences and accommodate different skill levels. However,

time, institutional support, and resource constraints frequently limit these efforts.

The results highlight the critical need for improved teacher preparation programs, culturally sensitive instructional materials, and legislative measure that highlight the importance of cultural integration in language learning. For language learning to be more inclusive, effective, and meaningful, it is crucial that the learning materials reflect the cultural realities of the pupils. Henceforth, in order to create textbooks and instructional materials and strategies that promote linguistic and cultural development within Malaysia's diverse educational landscape, future research and cooperation between teachers, legislators, and content developers are essential. Through the implementation of these suggestions presented, stakeholders can create a more effective and inclusive learning environment that caters to the various requirements of Malaysian pupils.

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