

The Use of CEFR-Aligned Textbooks among English Language Teachers: A Systematic Literature Review

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Abstract

The selection of appropriate and suitable English textbooks is crucial to enhance students' English proficiency. A good English textbook can positively impact students' learning and increase the quality of the English curriculum. Therefore, the CEFR-Aligned English textbook has been chosen in many non-speaking English countries, which is expected to enhance the quality of students' English language. This CEFR-Aligned English textbook is also able to meet the Common European Framework of Reference (CEFR) requirements, which is used widely in teaching English worldwide. However, concerns about how teachers can use this textbook effectively must be prioritised. Thus, this systematic literature review (SLR) was conducted to understand the challenges that teachers face and the strategies they use to overcome these challenges for future improvements. This study is also very important so the CEFR-Aligned English textbook can be used effectively and able to enhance students' English proficiency. It is also hoped to help second language learners and teachers worldwide to be able to use the book meaningfully and efficiently. The PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analysis) method was used to analyse articles from four databases, namely Scopus, Web of Science (WOS), ERIC, and Science Direct. Only 13 articles published between 2013 and 2023, all written in English, were selected from 286 articles found using the keywords and search string based on the criteria needed. The findings identify two main themes: the challenges and strategies teachers face using the CEFR-Aligned textbook. Additionally, seven different sub-themes were also identified in the articles. This study provides a guideline for future research in using the CEFR-Aligned English textbook effectively among English language teachers.

Keywords: English, Common European Framework of Reference (CEFR), Textbooks, CEFR-aligned, Second Language Classroom.

Introduction

Today's rapid global education changes force the English language curriculum worldwide undergone various reforms and improvements. The integration and adaptation of the English curriculum to the Common European Framework of Reference (CEFR), a framework introduced to the world in 2001, for example, is one of the latest transformations used by

most countries in the world (Curriculum Development Division, 2016). This framework aims to improve English proficiency among students who use English as a second language so that they can compete globally. This is supported by Abidin and Hashim (2021), who stated that integrating CEFR into the education system can produce students who can master English well and efficiently. In addition, Al Hadi and Shah (2020) also supported this by stating that the CEFR-aligned curriculum can help students master the English language effectively and able to cope with the demands on industries in this fast-paced world. Thus, in achieving the goal of improving the standard of English, many countries carry out various initiatives including the use of CEFR- Aligned English textbooks with more global contents (Curriculum Development Division, 2016). For example, the Pulse 2 English textbook is used for form 1 and 2 students, while the English language textbook Super Mind is used for grade 1 and 2 students in Malaysia. These textbooks are believed to meet the CEFR requirements and help improve students' English proficiency (Ministry of Education Malaysia, 2019). The textbooks are also introduced because local textbooks were used previously unable to meet the requirements of CEFR (Abdul et al., 2019). In other words, textbooks with more global content are needed in order to achieve the goal of improving pupils' level of English proficiency. In addition, textbooks of a global content are also believed to be more in line with the latest curriculum developments, changes and able to assist teachers to achieve the curriculum aspirations (Mohamad et al., 2021).

However, most teachers face challenges while using the CEFR-aligned textbooks in classroom especially with those students who do not have exposure to the outside world (Abdul et al., 2019). Past studies have proven that most English teachers who use English textbooks such as PULSE 2 have a negative perception and prefer to use local textbooks or textbooks adapted from outside more (Abdul Aziz et al., 2018; James & Abdul Aziz, 2020). Khair and Shah (2021) as well as Al-Hadi and Shah (2020) also stated that there are many challenges that teachers have to face while using CEFR-aligned textbooks. In conclusion, the use of English textbooks in classroom should be concerned so it be used more effectively.

The challenges, as a result, urge teachers to be more proactive and look for alternatives so that English textbooks can be used more effectively. At the same time, studies on teachers' perception of English textbooks, challenges and strategies in using English textbooks were also actively conducted (Abdul Aziz et al., 2018; Abdul et al., 2019; Wan et al., 2018). This is also supported by Al Hadi and Mohd Shah (2020), who say that English textbook studies have yet to be conducted in more depth. Hence, this study is required to be used as a reference in formulating a more effective implementation of the English curriculum aligned with CEFR, as the writing of a systematic literature review of the challenges and strategies of using textbooks is still limited with a small scope. Therefore, this systematic literature review is necessary so that all research findings on CEFR-oriented English textbooks can be better collected, synthesized, and analyzed. In other words, a more in-depth study of CEFR-aligned textbook is needed so that the textbook can be used better.

Thus, this study aims to identify teachers challenges when using the CEFR-aligned English textbook and the strategies they use so the textbooks can be used well and effectively. This systematic literature review uses the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analysis) protocol to identify, screen and analyze articles that answer the two objectives of this study. Overall, this study will also discuss the findings and analysis of the selected articles. Furthermore, discussions according to the themes identified as a result of the findings and analysis of the selected articles will also be discussed in depth.

Literature Review

The Use of CEFR-Aligned English textbooks

In the students' learning process, textbooks play a very important role. This means that teachers need textbooks when teaching as one of the references (Sjahrony et al., 2017). Other than teachers and the Teaching Standard Document (DSKP), textbooks are required so that the learning process can achieve the learning objectives and curriculum goals (Khair & Shah, 2019). The use of textbooks in the classroom is highly recommended as textbooks usually meet the current curriculum requirements, assisting in delivering the information that pupils need as well as creating uniformity in students' learning and understanding (James & Abdul Aziz, 2020). Sjahrony et al (2017) also stated that textbooks are a source of reference for students and teachers in achieving the learning objectives. This means that textbooks are important to pupils and teachers so learning can take place. As a result, students' English proficiency will improve and become better. In conclusion, quality textbooks can make the learning process more effective.

Because of this, most countries have aligned the English curriculum to CEFR and replaced local English textbooks with CERF-Aligned English textbooks. Malaysia, for example, has introduced Pulse 2 textbooks for Form 1 and 2 students as well as Get Smart textbooks for Grade 1 and 2 students. This textbook exchange also occurs because the imported textbooks are said to be more global in nature and meet the requirements of CEFR (James & Abdul Aziz, 2020). In addition, this textbook is also said to improve the quality of the students' English language skills (Al Hadi & Shah, 2020). The Curriculum Development Division (2017) also says that the selected CEFR-Aligned English textbooks are among the ideal textbooks and are in line with the current curriculum requirements. In addition, this textbook also provides a variety of interesting activities and exercises, as well as a teacher's manual handbook so that teachers can conduct their lessons well (Goh & Abdul Aziz, 2020). Thus, CEFR-aligned English textbooks were chosen to replace local textbooks so that pupils and teachers have a better reference that is in line with the curriculum requirements.

Nevertheless, until now, teachers still face issues and challenges in using English textbooks that are more globally oriented. Uri and Abdul Aziz (2018), in their study, said that teachers in rural areas especially prefer to use local textbooks compared to textbooks imported from abroad. In addition, according to a study conducted by Aripin and Yusoff (2022), there are still teachers who say that the 'Super Mind' textbook is inflexible and less suitable for learning English. Meanwhile, the results of a study conducted by Yamat and Sigh (2020) show that there are primary school teachers who say the textbook 'Super Mind' uses English words that do not match the student's mastery level and have a different cultural context. In addition, Aman (2021) also stated that the content of the Pulse 2 textbook used by students in forms 1 and 2 does not have local cultural elements that can prevent students from understanding the learning topic as well as hindering their ability to use their full potential in English. As a result, more effective lessons cannot be implemented, especially among students who are outside the city. Therefore, a more in-depth study of the Pulse 2 textbook is needed so that the textbook can be used better.

Common European Framework of Reference (CEFR)

The Common European Framework of Reference (CEFR) is one of the most well-known language frameworks among language teachers. The CEFR has been introduced in European countries as a standard language framework to encourage collaboration and communication between educators in language learning (Chong & Yamat, 2021). CEFR is also an international

standard used by most countries to assess students' level of English language competence (Ng & Ahmad, 2019). By using CEFR, teachers can educate and evaluate students' abilities through the students' actual abilities. This is because the CEFR framework focuses more on what the student can do so that the learning that takes place is in accordance with the student's needs (Abdul Rahim & Daghieh, 2019). In addition, Uri and Abdul Aziz (2018) also said that CEFR evaluates student development more holistically, looking at student development from various skills and providing wider recognition to students. This is because the CEFR emphasizes the four main language skills: reading, writing, listening, and speaking. Mastery of these four skills is very important so that students can master the English language well and reach the proficient level (Proficient User). In general, students will be assessed based on six levels of language development, namely A1 (Initial Level), A2 (Basic Skill Level), B1 (Intermediate Level), B2 (Upper Intermediate Level), C1 (Advanced Level) and C2 (Advanced Level) (Ministry of Education Malaysia, 2017). Based on this level of assessment, students will be helped by the teacher to further improve their mastery to a higher level than their current mastery. As a result, students have the opportunity to master English with high skills that can be recognized internationally. However, the effectiveness of the CEFR framework will only occur if teachers are able to implement CEFR-based assessment and learning well. Aman (2021) also stated that teachers need to take into account various important factors, such as textbooks, when implementing English language learning so that learning objectives can be achieved. Therefore, it is very important for teachers to master the CEFR framework so that students can achieve the highest level of English proficiency, which is the proficient level.

Teacher Pedagogy Using CEFR-Aligned Textbooks

Every teacher needs to master good pedagogical knowledge. The teacher's pedagogical knowledge means the teacher's knowledge of the learning content aspect or the way the teacher teaches in the classroom (Uri & Abdul Aziz, 2018). Pedagogical knowledge helps teachers to master and understand the content of learning along with the best teaching methods or strategies so that the lesson can be conducted effectively (Chong & Yamat, 2021). Having good pedagogical knowledge, especially in terms of learning content, can help teachers to use textbooks well (Aizat & Musa, 2020). This means that with good pedagogical knowledge, learning becomes more effective because teachers will understand and know the learning content that needs to be delivered to students. In addition, teachers will also be more positive in solving any problems or challenges that occur in the classroom and proactive in finding the best strategy so that lessons can run smoothly (Alih et al., 2020). Uri and Abdul Aziz (2018) also mentioned that teachers need to have good pedagogical content knowledge in order to understand the textbook so learning objectives can be achieved. In other words, teachers' pedagogical knowledge, whether in terms of content or good teaching methods, can help teachers improve the quality of teaching in the classroom. However, there are studies that show that there are still teachers in Malaysia who have a low level of pedagogical knowledge (Aizat & Musa, 2020; Alih et al., 2020). In other words, there are still teachers who are not able to overcome the challenges that exist when using textbooks due to their lack of pedagogical knowledge of the content, which in turn leads to less effective teaching and learning. Therefore, it is very important for all teachers to have high pedagogical knowledge, especially in using English textbooks in line with CEFR, so that teachers are able to adapt, adapt and use appropriate methods and strategies so that the goals of the English curriculum are achieved.

Challenges faced by teachers when using CEFR-Aligned Textbooks

The use of CEFR-Aligned textbooks has become a hot topic among English teachers. This is because most CEFR-Aligned textbooks are written and published in foreign countries, and this has an impact and challenge for English teachers (Aman, 2021). At the same time, there are past studies that stated that some English teachers have a negative perception of CeFR-aligned textbooks and prefer to use local textbooks (James & Abdul Aziz, 2018). Overall, there are various challenges that teachers have to overcome when using CEFR-Aligned textbooks, among them the challenge of cultural differences found in the textbook, the challenge of lack of skills or knowledge in using the textbook and also the teacher's time constraints in preparing teaching aids (Uri & Abdul Aziz, 2018). These challenges are usually caused by the content of CEFR-aligned textbooks that are foreign to the local culture. The Pulse 2 textbook used in Malaysia, for example, gives more emphasis on European culture and is more suitable for students from Spain (Aman, 2021). As a result, there are cultural differences that can affect students' understanding or interest. This issue is also emphasized by Chong and Yamat (2021), who stated that the effect of this cultural difference presents a great challenge to teachers who teach students in rural areas due to their lack of exposure to foreign cultures. Al-Hadi and Shah (2020) also stated that the cultural differences that exist when using CEFR-Aligned textbooks have given teachers some challenges. Therefore, teachers should have good skills and knowledge about CEFR-Aligned textbooks as well as more time to overcome the problem. However, not all teachers have great skills and knowledge of CEFR-Aligned textbooks. This is supported by Ya Shak et al (2021), who stated that there are still many teachers who are not confident to teach CEFR-Aligned textbooks due to a lack of deep knowledge and skills about CEFR themselves. At the same time, most teachers do not have specific courses or training on the use of CEFR-Aligned textbooks. Challenges like this can actually have a negative impact on student's English language proficiency and need to be overcome so as not to affect not only student performance but also teachers' motivation to teach. Therefore, this study is very necessary so that researchers can see the challenges that exist when teachers use CEFR-Aligned textbooks.

Strategies used by teachers when using the CEFR-Aligned textbook

The teacher is an important learning agent in the classroom. Therefore, teachers need effective strategies to make the learning process successful. In the context of CEFR-aligned textbooks, for example, the teacher needs to provide strategies that can overcome the challenges faced when using the textbook so that learning can be carried out effectively. In general, various effective strategies can be carried out by teachers so that teachers can help to improve student's English proficiency (Ya Syak et al., 2023). This is also supported by Thirunavukarasu and Harun (2021), who said that the teacher's ability to create effective strategies in the classroom can have a large and positive impact on the student learning process. This means that it is very important for all teachers to use effective strategies that suit the needs and abilities of students so that the learning that takes place can increase the level of student mastery. In general, there are various strategies that teachers can use when using CEFR-Aligned textbooks. Among the examples of strategies that are implemented is the use of technology during class. The use of technology can help teachers to adapt and improve student understanding during the learning process (Cuesta & Beltron, 2022). This is because technology helps teachers prepare materials that are more interactive and interesting for the students to learn the topics discussed. As a result, students will be interested in knowing and exploring the topic studied. Wan Nazari and Abdul Aziz (2020), in their study, said that the

use of technology can help students understand foreign contexts easily. This is because students can clearly see the topic being discussed and understand it quickly. In addition, Krishan and Yunus (2019) also emphasized that students who learn English through technology such as YouTube show a better level of mastery than students who do not use technology. In other words, the integration and strategy of teachers using technology can help reduce the challenges teachers face when using English textbooks. Therefore, this study is very important so that teachers can know and identify effective strategies that teachers use when using CEFR-Aligned textbooks.

Methodology

This systematic literature review study uses the PRISMA protocol (Preferred Reporting Items for Systematic Reviews and Meta-Analysis) to identify the best research articles that answered the research objectives and research questions (Moher et al., 2009). Three different processes, namely identification (Identification), screening (screening) and eligibility (eligibility) were implemented before being accepted and selected to be used in this study to answer the two research objectives that have been set. Two research questions have been constructed based on the objectives of the study, which are;

- i. What challenges do teachers face when using CEFR-Aligned textbooks?
- ii. What are the strategies teachers use to create CEFR-Aligned textbooks?

Article Search Strategy

Four databases were used in the article search process: Scopus, Web of Science (WOS), ERIC, and Science Direct. These four databases were chosen because they have articles with empirical data and are related to the research topic. In addition, the three databases used also have quality articles that are relevant to the topics, objectives, and questions to be discussed. According to Suhib and Stapa (2022), these four databases are also able to provide meaningful articles from different countries, which give global context to the researchers.

Identification Process

In the identification process, articles that are relevant and related to the title were searched using the keywords 'CEFR', 'English', 'ESL', 'Second language' and 'textbook'. In addition, both Boolean operators 'OR' and 'AND' were also used to build a 'search string' for more complex search purposes. Overall, Science Direct had the highest search results, with a total of 211 articles, followed by Scopus with 37 articles, then ERIC with 20 articles, and finally, WOS with only 18 articles. All of these articles were searched using selected keywords, as shown in Table 1 below.

Table 1

The identification process by using the reseach's keywords

Databases	Keywords used	Identification	Result
Science Direct	TITLE-ABS-KEY ((CEFR) AND (English) OR (ESL) OR (second language) AND (textbook))	211	3
Scopus	TITLE-ABS-KEY ((CEFR) AND (English) OR (ESL) OR (second language) AND (textbook))	37	6
ERIC	TITLE-ABS-KEY ((CEFR) AND (English) OR (ESL) OR (second language) AND (textbook))	20	3
Web of Science (WOS)	((CEFR) AND (English) OR (ESL) OR (second language) AND (textbook))	18	1

Inclusive and Exclusive Criteria

The selection and screening of articles were done after all the relevant and related articles had been obtained. Several aspects and criteria were set during the article screening process. The selection of articles only involved articles published from 2013 to 2023 so that the selected articles remain relevant within ten years. The selection of the publication year is important to ensure that the English textbooks involved are CEFR-Aligned textbooks only. In addition, only articles or journals written in English were selected since the textbooks involved were English subject textbooks. In addition, most of the articles related to the research topic are also written in English. Next, only journals or articles in the form of empirical studies and with keywords related to the objectives and research questions are accepted. At the same time, the rejections that are taken into account during the article screening process are non-journal studies such as proceedings, reviews, and chapters in books, as well as studies that do not involve the field of English subjects and do not involve English textbooks. This is because the articles mentioned above do not have detailed reporting and are not suitable for use as data (Moher et al., 2009). In addition, studies published in the year before 2013, as well as those not written in English, were also not selected. In conclusion, only articles that meet the criteria as in Table 2 are selected and used in this study.

Table 2

The inclusive and exclusive criteria

Criteria	Inclusive	Exclusive
Type of articles	Journal (Empirical study)	Journal (SLR), book, chapter in book, proceeding
Language	English	Non-English
References	Journal article	Thesis, proceeding, review, conference and book.
Publishing year	2013 to 2023	<2013

Data Analysis

The next step is to identify and remove any duplicate articles since the search process is done using different databases. This step is carried out by conducting a differential analysis of the title, publication year, and abstract of each article. Next, a full and in-depth reading of the selected articles is carried out to identify more specifically whether the articles are relevant or not to the research that is to be carried out. In other words, the selected articles need to discuss and focus on the two objectives of this study: (i) the challenges of teachers using CEFR-Aligned textbooks and (ii) the strategies teachers use when using English textbooks. As a result, only 13 articles were selected for this systematic literature review. Overall, the article selection process will be shown in Figure 1 through the PRISMA Diagram below.

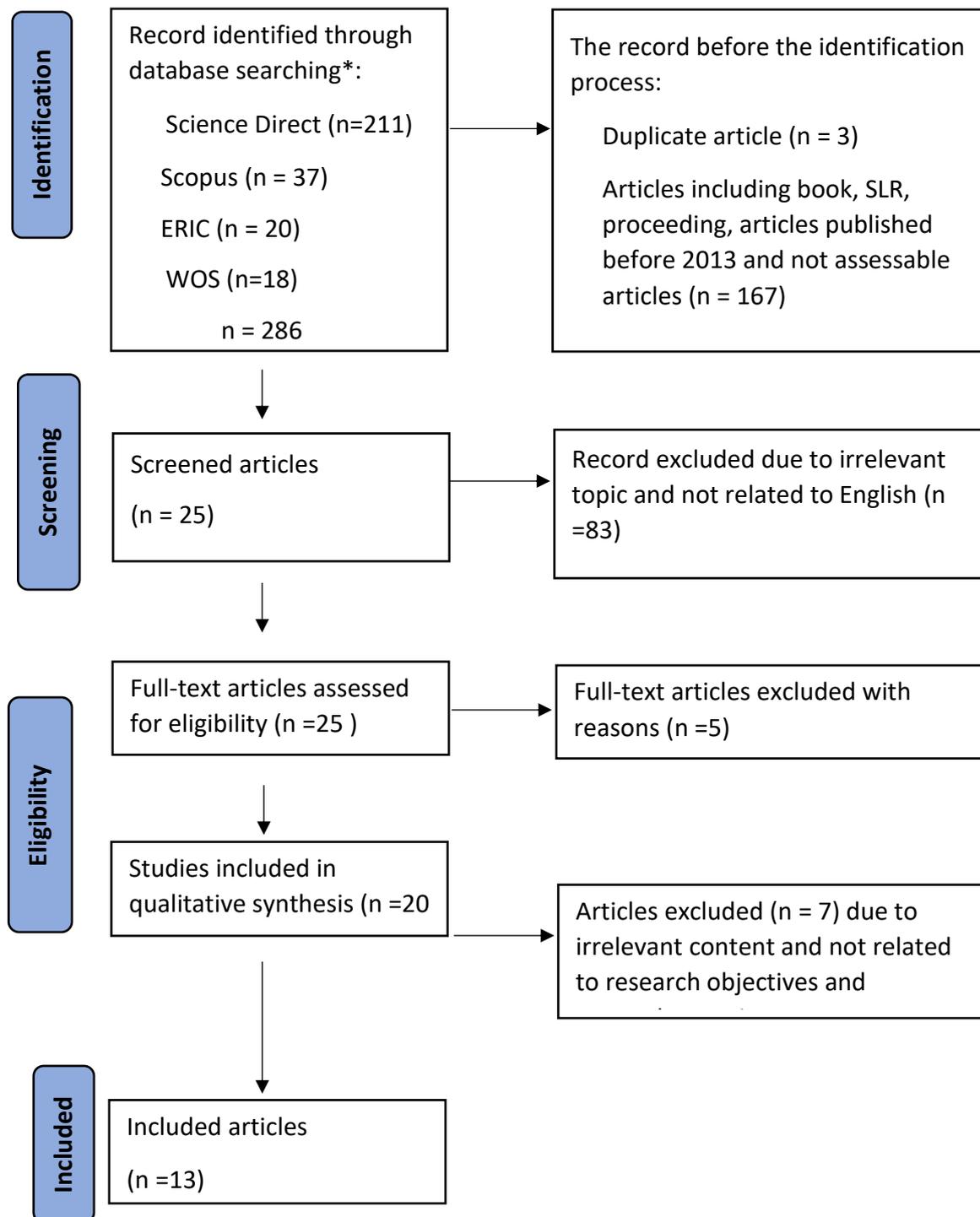


Figure 1:Data collection using PRISMA protocol

Data Extraction

The data extraction phase is performed after the process in Figure 1 above is completed. All the information that has been extracted from the 13 articles that have been selected is then entered into the following table 3 to see the findings obtained.

Table 3

Summary of the previous study

No	Author/Year/Country	Type of Research	Title
A1	Calafato (2021), Norway	Quantitative	Teachers' reported implementation of multilingual teaching practices in foreign language classrooms in Norway and Russia
A2	Srinivasan & Murthy (2021), India	Quantitative	Improving reading and comprehension in K-12: Evidence from a large-scale AI technology intervention in India
A3	Calafato & Simmonds (2022), France	Quantitative	Linkages between literary response, aesthetic competence, and literary competence in the EFL classroom
A4	Abdul Aziz, Narayanasamy, Mohamad & Abdul Hameed (2019), Malaysia	Qualitative	Student-Teachers' Experiences in Creating Oral History Texts
A5	Lukas, Patrick, Chong, Jaino & Yunus (2020), Malaysia	Quantitative	Using U-NO-ME Card Game to Enhance Primary One Pupils' Vocabulary
A6	Abdul Aziz & Makhtar (2021), Malaysia	Mixed	TESL In-Service Teachers' Experiences When Evaluating an Oral History Workbook
A7	Ahamat & Kabilan (2022), Malaysia	Qualitative	Material Adaptation Among Rural Primary School English Language Teachers
A8	Cuesta & Beltron (2022), Turki	Quantitative	Using Digital Comics for Enhancing EFL Vocabulary Learning during the COVID-19
A9	Gopal, Maniam & Nallaluthan (2023), Malaysia	Qualitative	Measuring Malaysian Lower Secondary learners' reading ability on a CEFR-Aligned text
A10	Ustunbas & Ortactepe, (2016), Turki	Qualitative	<i>EFL Learners' Use of Formulaic Language in Oral Assessments: A study on fluency and proficiency</i>
A11	Oi (2018), Jepun	Mixed	The Relationship between Writing Tasks in Textbooks and CAN-DO Lists in terms of Task Difficulty*

A12	Demirel & Fakazli (2021), Turki	Qualitative	A CEFR-based Comparison of English and Turkish Language Teaching Course Books in Terms of Speaking and Writing Skills
A13	Towns (2020), Thailand	Qualitative	Which Word List Should I Teach? Using Word Lists to Support Textbook Vocabulary Instruction

Findings and Analysis

Only 13 articles were selected, as in Table 3, after a full analysis was carried out on each article. All selected articles were then analysed in depth, and the extracted information was included in Tables 3 and 4. Besides, all themes and sub-themes found in each article were identified and included in Tables 4 and 5. The identification of themes and sub-themes in each article is aimed at identifying the differences between each article. In addition, this process is also used to see research gaps or weaknesses found in existing studies that discuss the use of English textbooks.

Overall, Table 3 is a summary showing the analysis for the theme of teacher challenges using CEFR-Aligned textbooks, along with three different sub-themes. Meanwhile, Table 4 is a summary showing the strategy themes used by teachers in using English textbooks, along with four different sub-themes. Table 5 shows a summary of the themes and sub-themes found in each article based on the 'coding' that has been done in Tables 3 and 4.

The following table 3 shows a summary of the sub-themes from the theme of teacher challenges using CEFR-Aligned textbooks, which were extracted from 13 selected articles. All sub-themes show that teachers face some challenges when using Cefr-aligned textbooks in the classroom. Overall, the challenges faced can disrupt the learning process and have a negative impact on the development and mastery of the English language.

Table 3

Challenges in using CEFR-Aligned textbook

No	Author/Year/Country	Type of Research	Challenges in using CEFR-Aligned textbook		
			Cultural or context differences in textbook	Diversity in abilities and language level of the students	Time constraints for teachers
A1	Calafato (2021), Norway	Quantitative	/		/
A2	Srinivasan & Murthy (2021), India	Quantitative	/		
A3	Calafato & Simmonds (2022), France	Quantitative	/	/	
A4	Abdul Aziz, Narayanasamy, Mohamad & Abdul	Qualitative	/		

	Hameed, (2019), Malaysia				
A5	Lukas, Patrick, Chong, Jaino & Yunus (2020), Malaysia	Quantitative	/		
A6	Abdul Aziz & Makhtar (2021), Malaysia	Mixed method	/		
A7	Ahamat & Kabilan (2022), Malaysia	Qualitative	/		
A8	Cuesta & Beltron (2022), Turki	Quantitative	/		
A9	Gopal, Maniam & Nallaluthan (2023), Malaysia	Qualitative	/	/	
A10	Ustunbas & Ortactepe, (2016), Turki	Qualitative		/	
A11	Oi (2018), Jepun	Mixed method		/	
A12	Demirel & Fakazli (2021), Turki	Qualitative	/		
A13	Towns (2020), Thailand	Qualitative	/	/	/

A= Article

Table 4 shows a summary of the sub-themes of the strategy theme used by teachers in using the CEFR-Aligned textbook so that the textbook can be used more effectively. All the sub-themes show various strategies used by English teachers in different countries. The four main strategies that can be identified are communication-centred teaching, multimedia and technology-centred teaching, socio-cultural-centred teaching and game and activity-centred teaching.

Table 4

Strategies used in using CEFR-Aligned textbook

No	Author/Year/Country	Type of Research	Strategies used in using CEFR-Aligned textbook			
			Communication-centred teaching	Multimedia and technology-centred teaching	Socio-cultural centred teaching	Game and activity-centred teaching
A1	Calafato (2021), Norway	Quantitative	/			
A2	Srinivasan & Murthy (2021), India	Quantitative		/		
A3	Calafato & Simmonds (2022), France	Quantitative		/		
A4	Abdul Aziz, Narayanasamy, Mohamad & Abdul Hameed, (2019), Malaysia	Qualitative	/			
A5	Lukas, Patrick, Chong, Jaino & Yunus (2020), Malaysia	Quantitative			/	
A6	Abdul Aziz & Makhtar (2021), Malaysia	Mixed method	/			
A7	Ahamat & Kabilan (2022), Malaysia	Qualitative	/		/	
A8	Cuesta & Beltron (2022), Turki	Quantitative		/	/	
A9	Gopal, Maniam & Nallaluthan (2023), Malaysia	Qualitative	/		/	/
A10	Ustunbas & Ortactepe, (2016), Turki	Qualitative	/		/	
A11	Oi (2018), Jepun	Mixed method	/			

A1	Demirel & Fakazli	Qualitativ	/		
2	(2021), Turki	e			
A1	Towns (2020),	Qualitativ	/	/	
3	Thailand	e			

A= Article

Next, Table 5 shows a summary of all two themes and seven sub-themes that have been extracted from the 13 articles. Based on Table 3, the biggest challenges faced by teachers when using Cefr-aligned textbooks are the challenges of cultural or context differences found in the textbooks. The highest strategy used by teachers from various countries is to use a communication-centred strategy during the teaching process. Overall, there are ten articles that state that teachers have challenges with cultural or context differences found in textbooks (Abdul Aziz et al., 2019; Abdul Aziz & Makhtar, 2021; Calafato, 2021; Gopal, Maniam & Nallaluthan, 2023; Lukas et al., 2020; Oi, 2018). Five articles state the challenges of teachers in the diversity in abilities and language level of the students (Calafato & Simmonds (2022); Gopal, Maniam & Nallaluthan (2023); Oi (2018); Towns (2020); Ustunbas & Ortactepe, (2016) and two articles stating time constraints as a challenge for teachers in using CEFR-Aligned English textbooks (Calafato (2021); Towns (2020)). Based on this thematic analysis, it can be concluded that all articles have at least one similarity in each theme and sub-theme that has been identified.

Table 5

Summary of two Themes and seven Sub-themes found in the articles

NO	The use of CEFR Aligned textbook						
	Teacher challenges			Strategies used by teachers			
	CCD	DALS	TCS	CCT	MTCT	SCCT	GACT
A1	√		√	√			
A2	√				√		
A3	√	√			√		
A4	√			√			
A5	√					√	
A6	√			√			
A7	√			√		√	
A8	√				√	√	
A9	√	√		√		√	√

A10	√			√		√	
A11	√			√			
A12				√			
A13	√	√	√		√		√
Total	10	5	2	8	4	6	1

CCD= Cultural or context differences in textbook DALs=Diversity in abilities and language level of the students, TCS=Time constraints for teachers, CCT= Communication-centred teaching, MTCT= Multimedia and technology-centred teaching, SCCT= Socio-cultural centred teaching, GACT= Game and activity-centred teaching

Discussion

This systematic literature review was carried out to identify the challenges faced by teachers in using CEFR-Aligned English textbooks and the strategies used by teachers so that English textbooks can be used well and effectively. With this study, other researchers are able to see the gaps in research that can be carried out in the future. In addition, this study is also able to help teachers, especially in overcoming the challenges when using textbooks, by using the strategies stated in all 13 articles that have been selected. Overall, there are three sub-themes that involve challenges in using CEFR-Aligned English textbooks. Among the challenges are differences in culture or the context of textbooks, the diversity of students' abilities and language levels and the teacher's time constraints. Meanwhile the strategies used by teachers in teaching while using CEFR-Aligned textbooks are communication-centred teaching, multimedia and technology-centred teaching, socio-cultural-centred teaching and game and activity-centred teaching.

Challenges faced by teachers when using CEFR Aligned textbooks

The challenges faced by teachers when using CEFR-aligned textbooks are one of the themes identified from the 13 selected articles. In addition, three different sub-themes are also identified from the selected articles. In general, these three sub-themes are among the challenges faced by English teachers from various countries and can have negative impacts on the effectiveness of CEFR-Aligned English textbooks. The first sub-theme identified is the challenge of cultural and contextual differences found in the textbook (Abdul Aziz et al., 2019; Abdul Aziz & Makhtar, 2021; Calafato, 2021; Gopal et al., 2023; Lukas et al., 2020; Oi, 2018). This challenge is the highest expressed finding of the three sub-themes that have been identified in the 13 selected articles. In general, this sub-theme can be linked to the publication of CEFR-Aligned English textbooks, which involves the publication of foreign countries. Aman (2021), in her study, also stated that most CEFR-Aligned textbooks are books published by European countries.

In addition, this sub-theme can also be seen and linked based on the findings and analysis obtained where most CEFR-Aligned textbooks used by teachers do not have a local context or culture that can have a big impact on student learning. In addition, the differences in culture and context that exist in this textbook are also a challenge to teachers (Uri & Abdul Aziz, 2017). Other than that, the effect of this cultural difference can also be seen among Indonesia, Malaysia and Turkey students (Agustina & Kencaha, 2023). Different content and

contexts from the local culture make the level of student's mastery of the English language low (Abdul Aziz & Makhtar, 2021). Other than that, cultural differences and contradictions with local cultures found in CEFR-Aligned English textbooks also have a negative impact on the teaching and learning process if the foreign culture discussed is too foreign to students (Towns, 2020). In addition, Abdul Rahim and Daghih (2019) also stated the same challenge, especially among students in rural areas, who have problems understanding the topics found in English textbooks due to cultural differences and the context found in the textbooks. This is in line with the opinion of Ya Syak et al (2021), who said that learning that is too focused on foreign culture without having anything to do with the student's existing knowledge about that culture or the student's own cultural elements can cause students to refuse to know and master the learning taught by the teacher. In conclusion, the culture and context found in textbooks are among the challenges that teachers need to overcome before they start English classes so that English learning can be carried out effectively.

Furthermore, the second sub-theme and challenge that teachers need to face when using CEFR-Aligned textbooks is the diversity of students' abilities and language levels. This is because textbooks do not include all the diversity of students' levels, such as the level of English proficiency, interest and intelligence of the diversity of students. Most English textbooks only focus on one specific level and also the same type of learning. This is proven by Calafato and Simmonds (2022); Gopal et al (2023); Oi (2018), Towns (2020) as well and Ustunbas and Ortactepe (2016), who stated that CEFR-Aligned textbooks usually provide the same activities for all students regardless of differences in student ability or mastery. The PULSE 2 textbook, for example, is more suitable for students who have a B1 proficiency level based on the CEFR assessment, but it is used for all level 1 and 2 students in Malaysia regardless of whether or not the student is suitable or not with the level of activity found in the textbook. This is also stated by Ya Syak et al (2021) that learning that does not suit the level of student mastery can cause less effective learning for students. In addition, reading texts or activities that are too challenging or too easy can reduce students' interest in learning and mastering English (Alias et al., 2021). As a result, learning will not happen. In conclusion, the use of CEFR-Aligned books presents a challenge to teachers in ensuring that the content of the textbook is suitable and can be used for all levels of student mastery and is also suitable for the abilities and diversity of students.

Next, the challenge in terms of teachers' time constraints is also a sub-theme, and findings were obtained from the analysis of the articles. This is because teachers need more time to understand, master and learn the CEFR-Aligned textbook before they can use the book in class (Chong & Yamat, 2021). In addition, teachers also need more time to prepare teaching aids due to cultural differences, contexts and diversity in the classroom. The same thing was also stated by Wan Nazari and Abdul Aziz (2020): Teachers need to prepare by understanding the textbook first and providing appropriate activities so that learning can be carried out effectively. In other words, learning will be more effective if the teacher can provide material that is meaningful and relevant to students' lives (Goh & Abdul Aziz, 2020). However, teachers do not have enough time due to other workloads that need to be carried out at school (Muzakky, 2021). Teachers also do not have enough time to teach the textbook in depth because most of the activities in the CEFR-Aligned textbook are too many, and the teacher needs more time to explain to each student due to the cultural gap that occurs (Johar & Abdul Aziz, 2019). As a result, students cannot master English well due to the time constraints of teachers in providing quality BBM to students. Therefore, the teacher needs

sufficient time to prepare additional materials or understand the content of the CEFR-Aligned English textbook.

Strategies used by teachers when using CEFR-Aligned textbooks

The second theme obtained from the article analysis conducted is the strategies used by teachers when using CEFR-aligned textbooks. Four sub-themes were identified, which are among the strategies used by teachers when using CEFR-Aligned textbooks. Among the sub-themes are communication-centred teaching strategies, multimedia and technology-centred teaching, socio-cultural-centred teaching and game- and activity-centred teaching. These four teaching strategies are believed to be able to help reduce the challenges faced by teachers when teaching students using CEFR-aligned textbooks. The teacher's ability to use good and effective strategies while teaching can improve learning outcomes in the classroom (Goh & Abdul Aziz, 2020).

Based on the article analysis, communication-centred teaching strategies are the strategies teachers use the most when using CEFR-aligned textbooks. This is because many teachers believe that learning that requires students to communicate in English can improve students' English proficiency. This is also supported by Abdul Aziz et al (2019); Abdul Aziz and Makhtar (2021); Ahamat and Kabilan (2022); Calafato (2021); Calafato and Simmonds (2022); Gopal, Maniam and Nallaluthan (2023); Ustunbas and Ortactepe (2016); Oi (2016) who said that teaching strategies that require students to communicate such as 'retelling' or 'role-play' can help improve the level of English mastery even by using textbooks. In addition, teaching strategies that emphasise communication at the same time force students to use the English language they have mastered and, at the same time, increase students' confidence to use English as well as the language knowledge they have (Abdul Aziz et al. 2018). In addition, through communication-centred strategies such as 'retelling', students can also improve their understanding of topics that have been learned in class (Calafato & Simmonds, 2022). As a result, students will be more confident and aware of the extent to which they have mastered the English language based on the activity and will be able to improve their existing level of mastery.

Next, the second sub-theme obtained from the analysis conducted is multimedia and technology-centred teaching strategies. This sub-theme and strategy is believed able to improve students' understanding and mastery in the classroom. This is proven when four of the selected articles show that the use of technology and multimedia can help teachers overcome the challenges of using CEFR-Aligned textbooks and improve English language proficiency. In other words, the integration of technology and multimedia in the teaching of English can improve students' level of understanding and mastery, especially in reading skills. Teachers use technology such as videos, online comics or pictures to introduce a topic in the textbook so that students are able to build images and knowledge about the topic they want to discuss. As a result, students are able to imagine the topic they want to discuss and better understand the topic, especially topics that involve a foreign context (Wan Nazari & Abdul Aziz, 2020). The learning that takes place will be more meaningful and effective. This is also supported by Ya Syak et al (2021), who stated that learning that focuses on technology and multimedia can make students more active and interested. Krishnan and Yunus (2019) in their study also showed that the use of technology and multimedia in English classes could significantly increase students' English proficiency. Therefore, the integration of technology and multimedia with CEFR-Aligned textbooks can help students understand the topics

discussed in the textbooks and narrow the cultural and context differences that can hinder students' mastery of English subjects.

In addition, the sub-theme of socio-cultural-centred teaching is also one of the findings and strategies used by teachers in overcoming the challenges of using CEFR-Aligned textbooks. This means that the teacher adapts or uses a comparison of the culture found in the textbook with the students' own local culture to teach the students. As a result, students will better understand and try to relate their existing knowledge with the new knowledge found in the textbook. This strategy can be linked to constructivist learning theory, which states that students try to actively build knowledge based on their experiences and existing knowledge (Wan Nazari & Abdul Aziz, 2020). In addition, this strategy helps students understand the topic better, makes the students want to learn and improves their creativity and high-level thinking skills (Ahamat & Kaliban, 2022). Abdul Rahim and Daghih (2019) in their study stated that students will master the English language better if they can appreciate and learn various cultures through the language. In conclusion, socio-culturally focused teaching is when the teacher is able to use and integrate foreign culture with the students' local culture so they can understand English better.

Other than that, based on the analysis made, game and activity-centred teaching is also one of the sub-themes and other strategies identified that can be implemented by teachers when using CEFR-Aligned textbooks. Based on the selected articles, the games and activities implemented in the classroom can be concluded to increase students' interest and motivation to learn English. This is because game and activity-centred strategies often reduce student boredom, especially when learning the content of textbooks that have challenging topics. Noor and Nasri (2021) also stated that teaching centred on games and activities could increase students' creativity, motivation and sense of fun to carry out a task. Likewise, the study conducted by Yin and Huat (2021) said that interesting activities and games in English classes can motivate and increase students' interest in exploring and understanding English subjects. As a result, students will be more interested in trying to understand the topics discussed in the CEFR-Aligned English textbook. Not only that, teaching centred on activities and games can speed up the learning process and improve student understanding (Koh & Abdul Rahman, 2021). Thus, teachers can use activities and games while using English textbooks so that students can improve their English proficiency.

Conclusion

In conclusion, this study used four databases, namely Scopus, Web of Science (WOS), ERIC and Science Direct, to obtain articles related to the title and objective of the study. Searching of other resources can be done through other databases and more recent articles can be included so that more effective strategies can be identified to overcome the challenges faced by teachers when using CEFR-Aligned textbooks. Besides, based on the analysis of the study, this study can also be used as a reference for future studies, taking into account the gaps in previous studies. Overall, there are various challenges for teachers when using CEFR-Aligned textbooks. However, these challenges can be overcome with effective teacher-teaching strategies so that students can improve their English language proficiency despite the challenges faced by teachers. Thus, this study is very important and relevant not only to other researchers but also to teachers so that they can improve the quality of teaching and, at the same time, be able to help students improve their English language proficiency by using CEFR-Aligned textbooks.

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