

Enhancing English Teachers' Proficiency and CEFR Competence through the CEFR-TBET Program: A Case Study of BMA Primary School

Sudarat Jatepanjapak*, Wilasinee Ploylearmsaeng & Sutsawad Jandum

Faculty of Humanities and Social Sciences, Suan Dusit University, Bangkok, 10300 Thailand

Abstract

This study aimed to: 1) enhance the English language proficiency of primary school English teachers under the Bangkok Metropolitan Administration (BMA) in alignment with the Common European Framework of Reference for Languages (CEFR), 2) evaluate the effectiveness of the training entitled CEFR Training for BMA English Primary School Teachers (CEFR-TBET), and 3) examine the participants' perceptions of the training program. Seven English teachers from seven BMA primary schools were selected through purposive sampling. A mixed-methods approach was employed, utilizing both quantitative and qualitative data collection techniques. Research instruments included: 1) English language pre-test and post-test, 2) a structured questionnaire, 3) semi-structured interviews, and 4) a peer observation form. Quantitative data were analyzed using descriptive statistics (percentage, mean, standard deviation) and a paired sample t-test, while qualitative data were analyzed using Grounded Theory (Strauss & Corbin, 1999). Findings indicated that: 1) participants showed statistically significant improvement in English language proficiency after the training ($p = .002$), 2) the training program was rated as highly effective ($M = 4.80$), and 3) the participants viewed the program as successful across six key areas: (1) improved understanding of the CEFR framework, (2) a well-structured training curriculum and manual, (3) enhanced language skills, teaching techniques, and confidence, (4) engaging and practical training activities, (5) knowledgeable and motivational trainers, and (6) an appropriate training schedule. Despite the limited number of participants due to scheduling constraints, the findings from all data sources confirmed the program's effectiveness and its practical value for English language teachers in BMA schools.

Keywords: The Common European Framework of Reference for Languages (CEFR), CEFR Training for BMA English Primary School Teachers (CEFR-TBETs), Primary school English teachers

* Corresponding author

Email: sudarat_jat@yahoo.com

Introduction

In 2014, the Thai government launched a policy initiative aimed at improving the quality of English language education to align with global standards. To achieve this goal, the Ministry of Education introduced a reform policy at the basic education level, adopting the Common European Framework of Reference for Languages (CEFR) as a foundational framework (Cambridge English, 2023). The Office of the Basic Education Commission (OBEC) implemented this framework as the principal guideline for English language instruction across five core areas: 1) establishing learning goals and categorizing students into three primary groups with six proficiency levels based on the CEFR; 2) developing English language teaching curricula; 3) managing teaching and learning; 4) conducting assessment and evaluation; and 5) supporting teacher development (Office of the Basic Education Commission, 2014a). Using the CEFR as the standard for measuring English proficiency, the Ministry sought to shift classroom instruction from a grammar-focused approach to one emphasizing communication, particularly through the Communicative Language Teaching (CLT) approach. Within this pedagogical shift, language skills are prioritized sequentially such as listening, speaking, reading, and writing, which highlights the need for practical communication over rote grammatical knowledge. To support this transition, the Ministry has promoted the adoption of standardized teaching methodologies aligned with the CEFR and has undertaken efforts to build teacher capacity. These include evaluating teachers' foundational knowledge, providing targeted professional development, and encouraging the integration of educational technologies to enhance language learning for both teachers and students. Instructional management under this initiative encompasses six key areas: listening, speaking, reading, writing, vocabulary, and grammar (Office of the Basic Education Commission, 2014b).

As previously discussed, a key strategy for developing English language proficiency among primary school English teachers is to utilize the Common European Framework of Reference for Languages (CEFR) as a foundation for teacher development. This approach is designed to improve teachers' English language skills while ensuring that instructional practices align with internationally recognized CEFR standards. Ultimately, the goal is to enable students to attain proficiency levels consistent with CEFR benchmarks, thereby equipping them with effective English communication skills necessary for workforce readiness. This aligns with the national objective of fostering a "secure, prosperous, and sustainable" society under the Thailand 4.0 policy (Royal Thai Government, 2016). Accordingly, strengthening teachers' English proficiency in line with CEFR standards is considered an essential component of professional development.

To assess the needs of English teachers in relation to CEFR-based instruction, the researchers conducted a preliminary needs analysis among primary school teachers in Bangkok. Semi-structured interviews were held with selected teachers from schools under the jurisdiction of the Phra Nakhon District Office. The findings revealed a clear

need for targeted training programs to enhance teachers' English proficiency in accordance with the CEFR framework. This need is particularly critical given the Ministry of Education's requirement for primary school English teachers to achieve a minimum B1 level on the CEFR proficiency scale. Despite having undergone training from relevant agencies, many teachers still failed to meet the required proficiency level. Prior research has also indicated persistent challenges in English language education in Thailand, largely attributable to instructional limitations. One significant issue is the fact that a considerable number of primary school English teachers do not hold a major or minor in English (Charoenpho et al., 2016), resulting in deficiencies in both language knowledge and teaching methodology. Wansri (2009) emphasized that the quality of education is closely tied to the quality of teachers, underscoring the central role of English teachers in improving student learning outcomes. Further studies have found that many English teachers continue to rely on traditional methods, lack up-to-date training, demonstrate inaccurate pronunciation, and exhibit low confidence when communicating in English with their students. Kowitavee (1994) observed that such outdated and rigid instructional approaches inhibit effective English communication in classrooms. Similarly, Worawong et al. (2019) found that pre-service teachers in the Faculty of Education relied entirely on memorization for verbal presentations and non-verbal cues such as gestures, suggesting that many future educators are not adequately prepared to use spoken English effectively. These findings collectively highlight the urgent need for improving the English language proficiency of primary school teachers.

Recognizing the critical importance of this issue, the researchers identified a pressing need to support English teachers who had either not received training in the CEFR framework or who had not achieved the required proficiency level. In response, the researchers developed the "CEFR Training for BMA English Primary School Teachers" (CEFR-TBET) program. This training initiative incorporated CEFR B1-level content as the core of the curriculum, with the aim of enhancing both the teachers' English proficiency and their instructional practices in line with the CEFR. In this study, the researchers implemented a training course called the "CEFR-TBET program" for Bangkok Metropolitan Administration (BMA) primary school teachers. The main purpose was to develop teacher's English proficiency based on the CEFR framework as well as to examine the training efficiency, including teachers' perceptions of its impact.

Objectives

The three major research objectives are as follows:

- 1) To develop the English proficiency of BMA primary school teachers through implementing the CEFR-TBET training program.
- 2) To investigate the efficiency of the CEFR-TBET training program.
- 3) To examine teacher-trainees' perception of the CEFR-TBET training program.

Literature review

Three main topics of literature were reviewed for this study that include the following: 1) Common European Framework of Reference for Languages and its applications, 2) communicative approach and 3) training program and curriculum development and each are discussed below:

1. The Common European Framework of Reference for Languages (CEFR) and its applications

Common European Framework of Reference for Languages or CEFR is popular in TESOL (Teaching English to Speakers of Other Languages) fields. The CEFR is a standard tool developed by Council of Europe that aims to assess language proficiency, skills and competence (Council of Europe, 2001). It is acceptable by many English teachers in Thailand to use this CEFR framework as a guideline in constructing the English curriculum at their universities (Worawong et al., 2019). In year 2014, the Ministry of Education launched a policy to accelerate a comprehensive reform of the education system to ensure coherence and interconnectedness (Office of the Basic Education Commission, 2014b). The aim was to enhance the quality of education and develop students' potential, particularly in improving English language skills. The goal focused on promoting students to use English effectively for communication and for acquiring knowledge.

The CEFR framework is classified into 6 levels named A1, A2, B1, B2, C1, and C2. According to the Office of the Basic Education Commission (OBEC), the CEFR introduced guidelines to reform English language teaching and learning with the aim that all agencies involved such as basic education will implement the CEFR to achieve the six English learning objectives (Office of the Basic Education Commission, 2014b). The six English learning objects are as follows:

- 1.1 Using the Common European Framework of Reference for Languages (CEFR) as a primary framework for English language teaching in Thailand.
- 1.2 Adjusting the focus of English language teaching to align with natural learning processes, emphasizing communication (Communicative Language Teaching: CLT).
- 1.3 Promoting English language instruction to meet the standards based on core benchmarks.
- 1.4 Enhancing the ability to use English effectively.
- 1.5 Improving teachers' capabilities in managing instructions to correspond with communicative methods (CLT) and the CEFR framework.
- 1.6 Encouraging the use of educational media and information technology as key tools to develop the language skills of both teachers and students.

The Common European Framework of Reference for Languages (CEFR) serves as the foundation for English language instruction reform in Thailand, influencing curriculum design, teaching practices, assessment, and

teacher training. The Ministry of Education has established CEFR-based proficiency benchmarks for students at key educational stages: A1 for Grade 6 (primary school graduates), A2 for Grade 9 (end of compulsory education), and B1 for Grade 12 or vocational certificate holders (upper secondary graduates). The CEFR framework supports curriculum development by aligning learning objectives with clearly defined proficiency levels. It informs instructional practices by guiding the selection of teaching activities appropriate to learners' abilities and standardizes assessment tools for consistent and accurate measurement of language proficiency. In Thailand, teacher professional development also aligns with the CEFR through the use of proficiency assessments, individualized development plans, and continuous evaluations to monitor and support progress toward targeted language competencies.

In this study, the researchers applied the CEFR at the B1 level to construct the CEFR training program. At the B1 level, English language proficiency considers the ability to understand main points of familiar topics in everyday settings, handle common travel-related situations, communicate on personal interests, and describe experiences, dreams, hopes, and ambitions. Additionally, B1 learners can provide reasons, express opinions, and explain plans in a basic manner (EF Education First, 2022).

2. Communicative Language Teaching (CLT)

Communicative English language teaching (CLT) is an approach to teaching English that emphasizes the importance of communicative competence. The teaching methods focus on enabling learners to develop the skills necessary to use the language accurately and appropriately in various real-life situations. Hymes (1979) defined communication as the process of using language to interact with others in society in a correct and appropriate manner. Meanwhile, Brown (1980) described communication as the process of transmitting information between at least two individuals. This communication includes speaking, listening, reading, writing, and body language. The information sent must receive a response, leading to an exchange of information, ideas, and feelings for it to be considered effective communication. Thailand's Ministry of Education (MOE) deemed that "CLT focuses on fluency, accuracy, and real-life communication.

Communicative Language Teaching (CLT) was applied in the CEFR-TBET. CLT emphasizes communicative competence which enables learners to use English effectively in real-life situations. The advantages of using CLT include teaching methods that prioritize practical communication over grammatical accuracy. Moreover, CLT promotes real-world language use and cultural understanding (Richards, 2006; Savignon, 1998). In addition, CLT employs a learner-centered method that is context-driven, emphasizing the use of language in various social and cultural settings. Similarly, CLT teaching activities are divided into functional communication (problem-solving and meaning-focused) and social interaction activities (role-playing, simulations). By focusing on content over form and minimizing teacher intervention CLT encourages learners in real communication. Overall, CLT fosters the practical use of language in authentic settings, balancing mastery of rules with communicative practice.

In this study, the importance of the CLT was in the implementation process and is known as the 3Ps method which aims to build both fluency and accuracy. The three stages are: 1) presentation stage where the teacher introduces new language, 2) practice stage that provides learners with controlled and independent practice, and 3) production stage which allows learners to freely use the language in real-life context.

3. Training program and curriculum development

The researchers applied five steps of Limapichart (1988) in designing the training program for this study. This process covers 1) defining objectives, 2) organizing content, 3) implementing the program, 4) evaluating its effectiveness, and 5) revising the program based on feedback. This cyclical approach emphasizes continuous improvement in corresponding with objectives with content and outcomes. However, Wongthai (1982, cited in Pradit, & Saman, 2018) adapted and proposed an eight-step process that begins with identifying problems and needs, followed by setting objectives, organizing content, selecting methods, and developing evaluation strategies. The process placed the importance on aligning training with national policy, community needs, and behavioral objectives, ensuring program relevance and effectiveness. Both approaches emphasize the iterative nature of curriculum and training development, highlighting the importance of ongoing evaluation and refinement. This training program suited this study to design the CEFR-TBET training program for primary school English teachers in Bangkok. Research highlights several advantages of implementing training programs. Sukhphol (2004) found that well-defined training objectives can enhance participants' capabilities, adaptability, self-confidence, and overall performance. Similarly, Winitchaikun (2008) emphasized that training programs help increase knowledge, develop task-specific skills, and promote positive attitudinal change, thereby improving work outcomes. Overall, training serves as a strategic tool to improve individual effectiveness and align behavior with organizational goals.

In terms of curriculum development, six core areas should be considered: 1) definition of curriculum, 2) importance of curriculum, 3) types of curricula, 4) components of curriculum, and 5) steps in curriculum development. In the following section the details are discussed.

3.1 Definition of Curriculum

A curriculum is generally defined as a structured plan of educational experiences designed to help learners achieve specific academic and developmental objectives. It encompasses both the intended learning outcomes and the actual learning experiences that support knowledge acquisition, skill development, and character formation. The term "curriculum" derives from the Latin word *currere*, meaning "to run a course," metaphorically representing the learner's journey toward educational goals. Scholars such as Wongyai (1994); Srisa-ard (2003); Kisukphan (2015) stress that the curriculum provides a foundational framework for organizing instruction and ensuring the achievement of educational standards. In essence, a curriculum comprises planned and guided learning experiences designed to achieve quality outcomes in knowledge, skills, and attitudes.

3.2 Importance of Curriculum

The curriculum plays a vital role in both individual and societal development. It shapes the next generation by defining the knowledge, skills, and values needed for future success. According to Kisukphan (2015), the curriculum serves as a guiding tool for educational policies, instructional methodologies, and assessment practices. It also provides structure for teachers, clarity for students, and reassurance for parents regarding the educational path. A well-designed curriculum ensures that learners acquire competencies aligned with both national goals and local needs.

3.3 Types of Curriculums

Curriculum designs can be classified into several types (Supakit & Songserm, 2019):

3.3.1 Subject-Centered Curriculum focuses on structured content delivery within specific academic subjects, providing deep knowledge but often neglecting students' individual needs and social development.

3.3.2 Discipline Design organizes learning within a single field from simple to complex concepts.

3.3.3 Broad Fields Design integrates related subjects (e.g., biology, chemistry, and physics into a general science curriculum) to address limitations of subject-specific approaches.

3.3.4 Correlation Design emphasizes interdisciplinary learning by linking subjects (e.g., history and literature), fostering collaboration among teachers.

3.3.5 Process Design focuses on the development of skills and thought processes applicable in real-life situations.

3.4. Components of Curriculum

Key components are essential in the curriculum development process. Pajit (2018); Kisukphan (2015); Buasri (1989) identify five fundamental elements: (1) curriculum aims, (2) instructional objectives, (3) content, (4) instructional strategies and materials, and (5) evaluation. Ornstein and Hunkins (2004) also emphasize four interrelated components: objectives, content, learning experiences, and assessment. Kisukphan (2015); Patthaphon (2019) additionally highlight the importance of a systematic approach that includes needs analysis, design, implementation, and evaluation.

3.5. Application to the CEFR-TBET Program

In this study, two main curriculum design models (Supakit & Songserm, 2019) were adopted to develop the CEFR Training for BMA English Primary School Teachers (CEFR-TBET) program. This training integrates learner-centered and problem-centered approaches. The learner-centered designs prioritize the needs and experiences of students. Subtypes include child-centered, experience-centered, romantic/radical (fostering creativity and exploration), and humanistic (emphasizing emotional and social growth) designs (Supakit & Songserm, 2019). While the problem-centered designs aim to develop learners' abilities to address real-world challenges, emphasizing interdisciplinary themes and promoting social responsibility and change.

To guide the instructional and assessment components, Bloom's Taxonomy (Bloom, 1956) was employed as a theoretical framework. Bloom categorized educational objectives into three domains: The Cognitive Domain, encompassing six levels: *Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating*; The Affective Domain, which includes: *Receiving, Responding, Valuing, Organizing, and Characterizing*; and The Psychomotor Domain, which consists of: *Perception, Set, Guided Response, Mechanism, and Complex Overt Response*. Using Bloom's Taxonomy enabled the development of clear, measurable learning objectives and ensured alignment between instructional activities, learner outcomes, and assessment strategies.

Conclusion

The literature reviewed supports the design and implementation of the CEFR-TBET training program in three key areas: (1) the CEFR framework and its practical application, (2) communicative language teaching (CLT), and (3) curriculum and training program development. These elements form the foundation for the conceptual framework of this study, as illustrated in Figure 1 below.

Conceptual framework

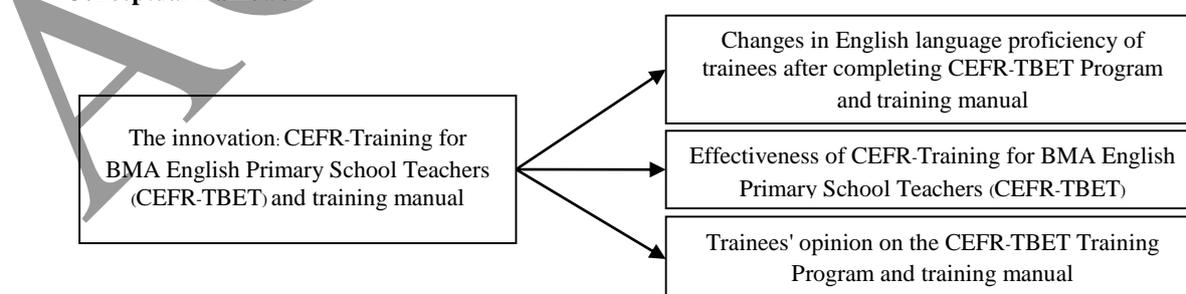


Figure 1 Conceptual framework

This study explores the influence of CEFR-Training for BMA English Primary School Teachers (CEFR-TBET) and its training manual on teachers' language proficiency, effectiveness, and perceptions. The conceptual framework outlines a cause-and-effect relationship, where the independent variables (the CEFR-TBET program and training

manual) had impacts on the dependent variables, including improvements in English proficiency, the effectiveness of the training, and the trainees' perspectives.

Research methodology

This study employed a Program Evaluation approach as outlined by Owen and Rogers (1999), serving as the guiding framework for data collection and analysis. A 30-hour training course was developed and implemented under the CEFR Training for BMA English Primary School Teachers (CEFR-TBET) program. The primary purpose of the program evaluation was "to clarify and develop the program elements if similar ones are to be conducted in the future" (Owen & Rogers, 1999).

Three research questions guided this study:

1. To what extent did the Bangkok primary school teachers develop or improve their English language proficiency after participating in the CEFR-TBET training program?
2. How effective is the CEFR-TBET training program for primary school English teachers in Bangkok?
3. What are the perceptions of the primary school English teachers regarding the CEFR-TBET training program?

The CEFR Training for BMA English Primary School Teachers (CEFR-TBET)

The study was conducted in two main phases following a preliminary needs analysis (NA). Prior to program development, qualitative interviews were conducted with selected teachers to determine areas of need in English language instruction. These findings informed the design and development of the training curriculum. The CEFR-TBET training program was delivered over 30 hours and included a pretest and posttest. The training was structured into daily morning and afternoon sessions. Morning sessions involved presentations delivered by trainers using a standardized training manual (described below), and afternoon sessions were dedicated to workshops during which trainees completed practical tasks aligned with the learning objectives covered earlier in the day. All sessions followed the 3Ps instructional model: Presentation, Practice, and Production.

The trainers

The training team comprised the three researchers and a guest lecturer from a university English department. All trainers were current university faculty members, each with over 20 years of experience in English language teaching and EFL training.

Population and samples

Participants consisted of seven primary school English teachers from the Bangkok Metropolitan Administration (BMA), selected via purposive sampling. Initially, 12 teachers volunteered for the program; however, five withdrew prior to the training due to scheduling conflicts and school obligations.

Research instruments

In this study, two types of research instruments were employed. First, the intervention of the CEFR-TBET's training program, and second, the research tools for data collection. Regarding the research tools for data collection, the researchers employed four research tools: 1) the pre-posttest, 2) a set of the questionnaire, 3) a semi-structured interview, and 4) a peer observation as described below:

1. The CEFR-TBET's training program and the training manual

The training manual was developed based on the results of the needs analysis conducted two months prior to the training. The training manual comprised of two versions: the training manual for the trainees and another one for the trainers. The curriculum content aligned with the CEFR B1 level and was organized into five thematic units: Unit 1: Life Stories, Unit 2: Jobs and Employment, Unit 3: In the Office, Unit 4: Making Plans, Unit 5: That's Entertainment. Each unit consisted of 13 sections: (1) Introduction, (2) Learning Objectives, (3) Content, (4) Teaching Materials, (5) Teaching and Learning Activities, (6) Evaluation, (7) Warm-up Activities, (8) Exercises, (9) Grammar, (10) Practice, (11) Assignments, (12) Summary, and (13) References. The trainee version of the manual excluded Section 5.

2. The pre-posttest

A multiple-choice test consisting of 60 items was administered before and after the training to measure participants' English proficiency based on the CEFR B1 level. The test comprised three parts: Grammar: Items 1–40 (40 questions), Reading Comprehension: Items 41–50 (10 questions) Writing (Fill-in-the-Blank): Items 51–60 (10 questions). This instrument directly addressed Research Question 1 regarding proficiency development.

3. The questionnaire

A structured questionnaire was designed to evaluate participants' perceptions of the training program, specifically addressing Research Question 2 on program effectiveness. The questionnaire included two sections: respondent background and opinions regarding the CEFR-TBET training experience (see Tables 1–5).

4. The semi-structured interview

To explore the in-depth perceptions of teacher-trainees, semi-structured interviews were conducted. The interview protocol was designed based on Research Question 3, focusing on participant experiences, perceived benefits, and suggestions for improvement.

5. The peer observation

Peer observation was conducted during training sessions to provide additional data on program implementation and effectiveness, also in relation to Research Question 2. One researcher served as the observer and conducted five observation sessions, each lasting six hours. Observational data captured instructional delivery, trainee engagement, and classroom dynamics.

Data collection and analysis

Data were collected using a mixed-methods approach, integrating both quantitative and qualitative techniques. Quantitative data sources included the pre-posttest, questionnaire, and observation records. Qualitative data were gathered through semi-structured interviews and peer observations.

1. Quantitative data were analyzed using descriptive statistics (means, percentages, standard deviations) and inferential analysis via paired t-tests to measure changes in participants' proficiency levels.

2. Qualitative data from interviews were analyzed using Grounded Theory methodology (Strauss & Corbin, 1998), employing open and axial coding with color coding techniques to identify recurring themes and patterns.

Results

The analysis of data revealed that participants showed measurable improvement in their English language proficiency following the CEFR-TBETs training program. Additionally, participants evaluated the training as highly effective across all measured domains and expressed positive perceptions regarding the program's overall value and relevance. The findings are presented in three parts: 1) English language proficiency of the trainees, 2) Effectiveness of the CEFR-TBETs training program, 3) Trainees' perceptions of the CEFR-TBETs training program

English Language Proficiency of the Trainees

Addressing Research Question 1: "To what extent did the Bangkok primary school teachers develop or improve their English language proficiency after participating in the CEFR-TBETs training program?" the results from the pretest and posttest indicated a significant improvement in proficiency levels.

Normality of the pre-post difference scores was assessed using the Shapiro-Wilk test due to the small sample size ($N = 7$). The results indicated no significant deviation from normality ($p > .05$), thereby meeting the assumption for parametric analysis. A paired t-test was subsequently conducted to compare pre-training and post-training performance. The analysis revealed a statistically significant increase in post-training scores ($M = 43.14$, $SD = 4.52$) relative to pre-training scores ($M = 39.14$, $SD = 4.41$), $t(6) = 6.481$, $p = .002$, indicating a significant positive effect of the training program.

This improvement is attributed to the instructional approach employed, which incorporated two distinct activity types:

1. Controlled Activities: These included structured tasks such as fill-in-the-blank exercises, matching tasks, and multiple-choice questions.

2. Independent Activities: These involved more interactive and communicative elements such as pair and group work, presentations, role-playing, and microteaching.

The combination of both controlled and independent tasks provided learners with both linguistic input and opportunities for active language production, consistent with the CEFR's communicative approach.

The effectiveness of the CEFR-TBETs training program

In response to Research Question 2: "How effective is the CEFR-TBETs training program for primary school English teachers in Bangkok?" The data from both the questionnaire and peer observations indicated that the program was viewed as highly effective by the participants. The questionnaire consisted of 27 items rated on a five-point Likert scale, assessing five key dimensions of training effectiveness: 1) Content and training delivery, 2) Training manual, 3) Trainers' performance and expertise, 4) Knowledge and understanding gained and 5) Training coordination, facilities, and venue.

Likert five-rating scale was applied, and the interpretation is as follows:

4.50 - 5.00 strongly agree

3.51 - 4.50 agree

2.51 - 3.50 neutral

1.51 - 2.50 disagree

1.00 - 1.50 strongly disagree

The details are presented in Table 1 to Table 5 below:

Table 1 Content and training

	Content and training	M	SD	Meaning
1.	The training content is interesting, up-to-date, and aligns with the objectives of CEFR.	4.71	0.49	strongly agree
2.	The training content is beneficial for application in your English teaching.	5.00	0.00	strongly agree
3.	You can apply the training content to enhance your English proficiency and teaching skills.	4.86	0.38	strongly agree
4.	The pattern, activities, and methods of training are interesting, appropriate, and up-to-date with current situations.	4.71	0.49	strongly agree
5.	The appropriateness of the training duration	4.86	0.38	strongly agree
6.	You think this training is beneficial and worthwhile	4.86	0.38	strongly agree
	Overall Mean	4.83	0.35	strongly agree

Table 1 reveals that overall, participants expressed a very high level of satisfaction with the CEFR-TBET training program, yielding an average score of 4.83 out of 5.00. All aspects of the program received strong agreement from trainees. The most highly rated item was the usefulness of the training content for English language teaching, which received a perfect score of 5.00. Other highly rated aspects included the applicability of the content to English language skill development, the appropriateness of the training duration, and the perceived benefits and cost-effectiveness of the program, each with an average score of 4.86. Furthermore, the alignment of the training content with the Common European Framework of Reference for Languages (CEFR) contributed positively to perceptions of the program's modernity and methodological relevance, reflected in a high mean score of 4.71. These findings suggest that both the structure and content of the training were perceived as highly relevant and beneficial by participants.

Table 2 Training manual

	Training manual	M	SD	Meaning
1.	Design and size of the training manual are appropriate for use	4.86	0.38	strongly agree
2.	Examples and illustrations in the training manual are clear and easy to understand	4.71	0.49	strongly agree
3.	Font size used in the training manual is clear and easy to read	4.86	0.38	strongly agree
Overall Mean		4.81	0.42	strongly agree

In Table 2 it is shown that overall trainees strongly agreed with the training manual, with an average score of 4.81. They strongly agreed with the design and size of the manual with an average score of 4.86. Similarly, the font size used in the manual was clear and easy to read, with the same average score of 4.86. Regarding the examples and illustrations in the manual, the respondents also strongly agreed that they were clear and easy to understand, with an average score of 4.71.

Table 3 The trainers

	Trainers	M	SD	Meaning
1.	Trainers have knowledge, preparation, and readiness to deliver content	5.00	0.00	strongly agree
2.	Trainers can explain the content clearly and to the point	5.00	0.00	strongly agree
3.	Trainers use appropriate and understandable English for communication	5.00	0.00	strongly agree
4.	Trainers can design activities to link training content with English proficiency levels defined by CEFR	5.00	0.00	strongly agree
5.	Trainers can answer questions directly and clearly	5.00	0.00	strongly agree
6.	Trainers provide opportunities for trainees to exchange knowledge and experiences	5.00	0.00	strongly agree
7.	Trainers organize activities that give trainees opportunities to demonstrate their English language skills appropriately	5.00	0.00	strongly agree
8.	Trainers use appropriate time for lectures and activities	5.00	0.00	strongly agree
Overall Mean		5.00	0.00	strongly agree

Table 3 reveals that overall, trainees were highly satisfied with the trainers, with an average score of 5.00. When considering each item individually, it was found that all 8 aspects of the trainers received an average score of 5.00, including: 1) possessing knowledge, preparation, and readiness to deliver content; 2) being able to explain the content clearly and concisely; 3) using appropriate and easily understandable English for communication; 4) having the ability to design activities that link training content to English proficiency levels defined by the CEFR; 5) answering questions directly and clearly; 6) providing opportunities for trainees to exchange knowledge and experiences; 7) organizing activities that give trainees opportunities to demonstrate their English language skills appropriately; and 8) using appropriate time for lectures and activities.

Table 4 The trainees' opinion on knowledge and understanding

	Knowledge and understanding	M	SD	Meaning
1.	You gain knowledge, concepts, and understanding about CEFR, as well as experience in teaching English from the training.	4.71	0.49	strongly agree
2.	You can explain and summarize the key learning points about CEFR.	4.29	0.49	strongly agree
3.	You have become more confident in using your English skills.	4.71	0.49	strongly agree
4.	You can apply the knowledge gained from the training to teaching according to the English proficiency levels defined by the CEFR.	4.71	0.49	strongly agree
5.	You think you can disseminate or transfer this knowledge to your colleagues.	4.43	0.54	strongly agree
Overall Mean		4.57	0.50	strongly agree

Table 4 indicates that overall trainees expressed a high level of agreement with their understanding of the training content. The average score was 4.57. When examining each individual item, three areas stood out where trainees expressed the strongest agreement: 1) understanding of CEFR and teaching experience: Trainees felt they gained a solid understanding of the CEFR and practical teaching experience, 2) increased confidence in English: The training significantly boosted trainees' confidence in using English, and 3) application of knowledge: Participants felt confident in applying the acquired knowledge to their teaching practices aligned with the CEFR. These three areas had an average score of 4.71. While trainees also agreed that they could share the knowledge with colleagues (average score of 4.43), the lowest rating was for explaining and summarizing the key learning points about the CEFR (average score of 4.29).

Table 5 The trainees' opinion on training provider's service, coordination, facilities, and venue

Training provider's service, coordination, facilities, and venue	M	SD	Meaning
1. The training provider effectively and appropriately publicizes the training programs.	4.43	0.54	agree
2. The training operations are systematic and have clear procedures.	4.86	0.38	strongly agree
3. The training provider and coordinators provide clear advice and answer questions effectively.	4.86	0.38	strongly agree
4. The media and equipment used in the training are adequate and appropriate.	4.86	0.38	strongly agree
5. The venue, including atmosphere and cleanliness are suitable.	4.86	0.38	strongly agree
Overall mean	4.77	0.41	strongly agree

Table 5 presents participant responses related to training coordination, facilities, and venue. Overall, respondents expressed strong agreement with most items in this category. The following four aspects received the highest average score of 4.86: (1) The training operations were systematic and followed clear procedures, (2) Training coordinators provided clear guidance and answered questions effectively, (3) Instructional media and equipment were appropriate and sufficient, (4) The training venue was suitable in terms of atmosphere and cleanliness. One item, the effectiveness of publicizing the training program, received a slightly lower, though still favorable, score of 4.43, indicating a potential area for improvement in future iterations of the program.

Peer Observation

Results from the peer observation checklist confirmed that the trainers consistently met all ten assessment criteria, demonstrating high-quality instructional performance. Observed competencies included:

1. Use of warm-up activities to motivate trainees before starting the lesson
2. Clear communication of training objectives and session goals
3. Effective use of examples and explanations
4. Use of diverse activities to maintain trainee engagement
5. Inclusion of intellectually stimulating tasks
6. Fostering trainees' interaction in learning
7. Linking new content and materials with the previous lesson
8. Use of appropriate training manual and visual aids
9. High levels of learner participation in assigned tasks and discussions
10. Successful use of assessment for each lesson to meet learning objectives

Qualitative Analysis of Observation Notes

Qualitative data from the peer observation form were analyzed using a thematic summarization technique. Three key themes emerged: (1) the trainers, (2) teaching activities and evaluation, and (3) training materials and manual.

1. Trainers

The trainers consistently incorporated warm-up activities at the beginning of each session to foster motivation and set a positive tone for learning. These activities included brief conversations, discussions of everyday topics (e.g., travel plans and personal experiences), and grammar reviews from previous lessons. Notably, the involvement of a foreign trainer garnered significant interest and enthusiasm, enhancing participants' focus on English listening skills. All trainers—both Thai and foreign—used English as the medium of instruction, contributing to an immersive learning environment. Their approachable demeanor and extensive teaching experience facilitated an engaging and supportive classroom atmosphere. Training techniques included individual tasks, pair work, Q&A sessions, and interactive discussions which demonstrated a strong command of instructional design and classroom management.

2. Teaching Activities and Evaluation

Instructional activities were well-designed to promote interaction and active engagement. Challenging yet supportive learning tasks encouraged participants to express opinions and seek clarification when needed. Afternoon workshop sessions, in particular, allowed for collaborative and creative language use, especially through microteaching and role-play activities. Although time constraints occasionally led to extended preparation periods, these did not disrupt the overall training schedule. Evaluation practices were also aligned with the stated learning objectives. Trainees demonstrated understanding of the content and completed tasks in accordance with assessment criteria, indicating that both formative and summative evaluation strategies were effectively employed.

3. Training Manual and Teaching Materials

The training manual was found to be highly practical and accessible. It featured color illustrations, structured grammar explanations, and a clear layout that supported comprehension. Participants found the materials to be engaging and easy to follow. Additionally, the instructional environment was enhanced by the high-quality audiovisual equipment provided by the One World Library (OWL), the training venue. This setting enabled effective integration of modern teaching technologies, including animated visuals and video clips, which further increased learner engagement and interest.

A summary of the peer observation results is presented in Table 6.

Table 6 Summary of peer observation findings

Trainers	Teaching activities and evaluation	Training manual and teaching materials
Applying warm-up activities	Promoting interaction between trainers and trainees	Practical and attractive
Using communicative English	Challenging, motivating, and inspiring	Effective and helpful teaching materials
Experiences in teaching	Boosting trainees' learning commitment	Modern and effective audiovisual equipment
Friendly personality	Providing opportunities for participations	Promoting trainee's interest and engagement

The trainees' perceptions on the CEFR-TBETs training program

In answering Research Question 3, "What are the perceptions of the primary school English teachers regarding the CEFR-TBET training program?", data from semi-structured interviews revealed that the trainees viewed the CEFR-TBET in six thematic areas: 1) knowledge and understanding of CEFR English framework, 2) the training program and the training manual, 3) experience gained and its application, 4) training activities, 5) the trainers, and 6) training duration.

Firstly, all participants agreed that they gained knowledge and understanding of the CEFR English framework. This covered grammar and vocabulary, as well as listening, speaking, writing, and presenting skills. In particular, the participants expressed gaining insight into the topics required for the CEFR proficiency tests. This could be due to the training manual being produced based on the grammar content and scope according to the CEFR at B1 level, which is the level the teachers were required to achieve. Concerning listening, speaking, writing, and presentation skills, the trainees expressed agreement of having opportunities to practice each.

Secondly, all trainees found both the training program and the training manual appropriate. They noted that the training manual was compact, colorful, and interesting, which motivated them to learn. This positive feedback may be due to the manual's design—its format, size, and colors—which effectively engaged trainees in recognizing objectives, content, training activities, supplementary materials, and evaluations activities. Although the training program had a tight schedule, the training manual sufficiently provided a variety of exercises for self-study.

Thirdly, all participants expressed gaining experience and its applications in English knowledge and the CEFR. In addition, they had opportunities to use English language as well as gaining teaching techniques for their students at school. As for English knowledge and the CEFR, the participants were confident to take the future CEFR proficiency tests if they had to. Meanwhile, they had increased confidence in speaking skill and presentation skill, in particular. For example, one participant expressed that, "...I feel that I communicate more now. I normally interact with tourists at Wat Pho, but I was hesitant to speak due to being afraid of making mistakes. After this training, I'm no longer afraid of making mistakes because of the guidance from the instructors." Finally, the participants believed that they could apply the teaching techniques learned during the training to their teaching practices, materials production, and student engagement activities at their schools.

Fourthly, Training activities were perceived as well-designed and suitable. They addressed all four language skills and were seen as engaging and motivating. While some trainees desired more outdoor games and musical components, time constraints were acknowledged as a limiting factor. The "workshop" sessions, including role-plays and micro-teaching, were especially well-received for their practical and creative nature.

Next, it was recognized that the participants appreciated the trainers in three aspects. These were their knowledge of English language, ability to communicate and convey knowledge, and their friendly personality. For example, one of the participants stated that, "...The classroom atmosphere was very friendly. The trainers were not strict about having to achieve specific outcomes." Similarly, another teacher-trainee expressed that "...The trainers played a very important role in this training. They helped review our knowledge and provided encouragement." This resulted in running the training in a friendly and supportive atmosphere.

Lastly, that length of time was certainly problematic. Even though the training program was scheduled during the school vacation, the teacher-trainees still had other school obligations such as quality assurance tasks. Several participants expressed a preference for an extended program in the future.

In summary, interview data confirmed that the CEFR-TBET training program positively impacted teachers' English proficiency, CEFR knowledge, and teaching strategies, despite some constraints in training time (see Table 7).

Table 7 Summary of the interview findings

Areas of perceptions	Viewed
Knowledge and understanding of CEFR English framework	Gained English skills and knowledge of the CEFR
Training program and the training manual	Well designed and produced
Experience gained and its application	Having confidence and teaching applications for school children
Training activities	Effective and appropriate
The trainers	Friendly and supportive
Length of time	Limited

Conclusion

The study findings can be summarized in three key areas:

1. Pre-and post-test data indicated significant improvement in teachers' English proficiency, with a mean score of 43.14. Trainees expressed confidence in taking the CEFR proficiency test.
2. The CEFR-TBETs training program demonstrated effectiveness in content design, manual development, trainer quality, knowledge acquisition, and logistical management (e.g., facilities and coordination).
3. The participants valued the program in six aspects: increased CEFR knowledge, suitability of the training manual, practical teaching experience, engaging activities, supportive trainers, and a need for longer duration.

Discussion

Teachers' English Proficiency and the CEFR Standard

The statistically significant post-test improvement ($p = .002$) suggests that the CEFR-TBETs program effectively tended to enhance teacher proficiency to the higher CEFR level. Two factors contributed to this outcome:

1. Teachers' background knowledge and experience
2. Impact of the CEFR-aligned teaching and learning activities

Only four of the seven trainees held English degrees, yet all reported increased confidence. This aligns with Nithiwutthipak et al. (2017), who found that project-based training improved teachers' English understanding. Additionally, the program employed the 3Ps instructional model (Presentation, Practice, Production), providing structured grammar and vocabulary review, along with active speaking exercises such as micro-teaching. This approach supported the development of oral communication skills, as echoed in the findings of Worawong et al. (2017).

Effectiveness of the CEFR-TBETs Training Program

The program's success can be discussed in terms of curriculum development and instructional practice:

Curriculum Development

Data from questionnaires (Table 1) indicated high participant satisfaction. The curriculum was developed using Tyler's four-step rationale (Patthaphon, 2019), encompassing objective setting, learning experiences, organization, and evaluation. It also incorporated Ornstein and Hunkins (2004) principles for alignment of goals, content, and assessments. The curriculum's focus on communicative competence increased teachers' confidence and engagement. However, limitations were noted in participants' ability to summarize and apply CEFR content—possibly due to non-English teaching qualifications and multitasking responsibilities. This reflects findings from Jantasilp and Panthavee (2020), who emphasized the need for targeted English development for multi-subject teachers.

Instructional Practice

Instructional delivery was effective due to:

1. Collaborative and engaging pair/group work
2. Trainer-guided activities aligned with the training manual

One participant observed, "...the trainers ensured that we were active participants rather than passive learners." Afternoon workshops, designed as assessments of morning sessions, allowed for self-assessment, peer feedback, and practical demonstration. Trainees practiced at least three forms of presentation techniques during these sessions.

Despite the positive findings, several limitations should be noted. The small sample size ($N = 7$) and the context-specific nature of the training program constrain the generalizability of the results. Participants were drawn from a single professional setting and operated under similar institutional conditions, which may not represent the broader population of English teachers. Accordingly, the findings should be interpreted with caution. Future research employing larger, more diverse samples and longitudinal designs is recommended to strengthen external validity and confirm the robustness of CEFR-based training effects.

To sum up, this study highlights two key contributions: enhancement of English proficiency aligned with CEFR standards and successful development of a CEFR-based training program. These findings have implications for educational policy and teacher development practices.

Recommendations

In this study, two limitations were, 1) the small sample size, and 2) the training time constraint. Two major recommendations are: 1) policy and educational management, and 2) future research.

Policy and Educational Management

The Bangkok Metropolitan Education Office (BMEO) should use this study to inform the expansion of CEFR-TBET programs across educational districts. The findings may also support curriculum design in TESOL-related fields.

Future Research

Limitations included small sample size and time constraints. Future studies should:

1. Involve more participants with better coordination with teacher's institutions.
2. Include teachers from non-English disciplines, given the CEFR B2 goal for Thai students (Office of the Basic Education Commission, 2014b).

These recommendations aim to support the broader application of CEFR-aligned professional development in Thailand's education system.

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Author

Jatepanjapak et al.

Email

sudarat_jat@yahoo.com

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